

27th April 2015

Dear Councillor

CABINET

You are requested to attend a **Cabinet** meeting to be held at **The Council Chamber, County Hall, Rhadyr, Usk, NP15 1GA on Wednesday, 6th May 2015, at 2.00 p.m.**

AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. Consideration of reports from Select Committees (none).
4. To consider the following reports (copies attached):
 - (i) **CHILDREN'S SERVICES DEVELOPMENT REPORT**
Division/Wards Affected: All
Purpose: To seek additional resources to ensure that children's services are able to meet present demand and continue to develop to manage future demand more effectively and to update members on developments and progress in children's services.
Author: Tracy Jelfs, Head of Children's Services
Contact Details: tracyjelfs@monmouthshire.gov.uk
 - (ii) **PROPOSED FUNDING TO CALDICOT TOWN TEAM**
Division/Wards Affected: Green Lane
Purpose: To seek approval to release £25,210.00 of s106 contributions received from ASDA, to progress three town centre improvement projects to be delivered by the Caldicot Town Team.
Author: Colin Phillips, Whole Place Officer
Contact Details: colinphillips@monmouthshire.gov.uk

- iii) **BUSINESS IMPROVEMENT DISTRICT - ABERGAVENNY**
Division/Wards Affected: Abergavenny
Purpose: To present details of the proposed Business Improvement District (BID) in Abergavenny and the associated implications for the Council should the ballot result in an absolute majority outcome.
Authors: Peter Davies, Head of Commercial and People Development / Cath Fallon, Head of Economy and Enterprise
Contact Details: peterdavies@monmouthshire.gov.uk / cathfallon@monmouthshire.gov.uk
- (iv) **Y PRENTIS: SHARED APPRENTICESHIP PROGRAMME FOR THE CONSTRUCTION INDUSTRY**
Division/Wards Affected: All
Purpose: The To present an update of the Y Prentis, Shared Apprenticeship Scheme, established in September 2012.
Authors: Peter Davies, Head of Commercial and People Development / Cath Fallon, Head of Economy and Enterprise
Contact Details: peterdavies@monmouthshire.gov.uk / cathfallon@monmouthshire.gov.uk
- (v) **MODEL PAY POLICY FOR SCHOOLS**
Division/Wards Affected: All
Purpose: To The purpose of this report is to introduce the revised Model Pay Policy for Schools.
This pay policy provides a framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with the recognised trade unions.
Author: Sally Thomas, Interim HR Lead
Contact Details: sallythomas@monmouthshire.gov.uk
- (vi) **ADOPTION OF LA POLICY ON THE USE OF REASONABLE FORCE**
Division/Wards Affected: Countywide
Purpose: To agree the adoption of the Policy on the Use of Reasonable Force.
Authors: Richard Austin
Contact Details: richardaustin@monmouthshire.gov.uk
- (vii) **WELSH CHURCH FUND WORKING GROUP**
Division/Wards Affected: All
Purpose: The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications for the Welsh Church Fund Working Group meeting 7 of the 2014/15 financial year held on the 26th March 2015.
Authors: David Jarrett, Central Finance Management Accountant
Contact Details: davejarrett@monmouthshire.gov.uk

Yours sincerely,

Paul Matthews
Chief Executive

CABINET PORTFOLIOS 2014

County Councillor	Area of Responsibility	Partnership and External Working	Ward
P.A. Fox (Leader)	Organisational Development Whole Council Performance, Whole Council Strategy Development, Corporate Services, Democracy.	WLGA Council WLGA Coordinating Board Local Service Board	Portskewett
R.J.W. Greenland (Deputy Leader)	Innovation, Enterprise & Leisure Innovation Agenda, Economic Development, Tourism, Social Enterprise, Leisure, Libraries & Culture, Information Technology, Information Systems.	WLGA Council Capital Region Tourism	Devauden
P.A.D. Hobson (Deputy Leader)	Community Development Community Planning/Total Place, Equalities, Area Working, Citizen Engagement, Public Relations, Sustainability, Parks & Open Spaces, Community Safety.	Community Safety Partnership Equalities and Diversity Group	Larkfield
E.J. Hacket Pain	Schools and Learning School Improvement, Pre-School Learning, Additional Learning Needs, Children's Disabilities, Families First, Youth Service, Adult Education.	Joint Education Group (EAS) WJEC	Wyesham
G. Howard	Environment, Public Services & Housing Development Control, Building Control, Housing Service, Trading Standards, Public Protection, Environment & Countryside.	SEWTA SEWSPG	Llanelly Hill
G. Burrows	Social Care & Health Adult Social Services including Integrated services, Learning disabilities, Mental Health. Children's Services including Safeguarding, Looked after Children, Youth Offending, Health and Wellbeing.	Gwent Frailty Board Older Persons Strategy Partnership Group	Mitchel Troy
P. Murphy	Resources Accountancy, Internal Audit, Estates & Property Services, Procurement, Human Resources & Training, Health & Safety.	Prosiect Gwrydd Wales Purchasing Consortium	Caerwent
S.B. Jones	County Operations Highways, Transport, Traffic & Network Management, Waste & Recycling, Engineering, Landscapes, Flood Risk.	SEWTA Prosiect Gwrydd	Goytre Fawr

Sustainable and Resilient Communities

Outcomes we are working towards

Nobody Is Left Behind

- Older people are able to live their good life
- People have access to appropriate and affordable housing
- People have good access and mobility

People Are Confident, Capable and Involved

- People's lives are not affected by alcohol and drug misuse
- Families are supported
- People feel safe

Our County Thrives

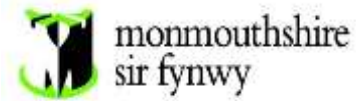
- Business and enterprise
- People have access to practical and flexible learning
- People protect and enhance the environment

Our priorities

- Schools
- Protection of vulnerable people
- Supporting Business and Job Creation
- Maintaining locally accessible services

Our Values

- **Openness:** we aspire to be open and honest to develop trusting relationships.
- **Fairness:** we aspire to provide fair choice, opportunities and experiences and become an organisation built on mutual respect.
- **Flexibility:** we aspire to be flexible in our thinking and action to become an effective and efficient organisation.
- **Teamwork:** we aspire to work together to share our successes and failures by building on our strengths and supporting one another to achieve our goals.



SUBJECT:	CHILDREN'S SERVICES DEVELOPMENT REPORT
MEETING:	Cabinet
DATE:	6th May 2015
DIVISION/WARDS AFFECTED:	ALL

1. PURPOSE:

- 1.1 To seek additional resources to ensure that children's services are able to meet present demand and continue to develop to manage future demand more effectively
- 1.2 To update members on developments and progress in children's services.

2. RECOMMENDATIONS:

- 2.1 That Cabinet agrees to an increase in the children's services base budget of £300,000 to meet current demands as detailed within this report.
- 2.2 That Cabinet approves the establishment of 5 additional permanent posts (4.4 whole time equivalent) permanent social work posts at a full year cost of £183,000
- 2.3 That the increase required in the base budget as a result of recommendation 2.1 and 2.2 will be included as a pressure in the MTFP from 2016/17 and that one off savings in 2015/16 will be identified to mitigate the pressure in the current year.

- 2.4 That Cabinet approve the appointment of 5 temporary social worker posts at a cost of £322,000 to be funded from reserves for a period of 18 months

3. KEY ISSUES:

- 3.1 Work has progressed in Children's Services over the past year to make changes to service delivery. These have included a greater focus on a child centred approach as well as implementing a number of practice changes.
- 3.2 In addition the service was tasked with ascertaining the current and future needs of the service to further enhance service delivery to children. This has taken place over the past 8 months and significant progress has been made to enable a better understanding of the needs of children and the needs of our staff group to deliver the services required.
- 3.3 A focus on training has been implemented to begin to underpin effective practice and develop a more child focussed approach across Children's Services. This has included play therapy, case recording, risk and vulnerability and life story work training.
- 3.4 An inspection took place in April 2014, the outcome of which resulted in a further inspection being undertaken. This key inspection took place with 4 weeks' notice to the department. This was undertaken by CSSIW over a 3 week period in November 2014. This looked at Children's Services as well as a full Fostering Inspection. Weeks 1 and 3 focused mainly on the front end of Children's Services that included a case review of 42 cases and interviews with case holding social workers on 24 of those cases. Inspectors also attended meetings, such as, core groups, Child Protection Conferences, meetings with multi-agency partners, meetings with staff groups, visits to children and their families.

The Fostering Inspection took place mainly over 2 days during week 2. Inspectors reviewed foster carer files (asking for 2 additional files on arrival) and interviewed staff and the Team Manager. In addition the inspector attended a Fostering Panel meeting and attended FC4FC (foster carer support group).

- 3.5 The information in this report and the associated business cases were provided to the Senior Leadership Team (SLT) on the 24th March 2015. SLT agreed to the requests and are currently working with Children's Services to develop a timeline to introduce these posts. They will not all be needed at the same time. For example, until the new Social Workers in the Placement Team have assessed new foster carers, we will not need the additional psychology support until carers have been agreed by the Fostering Panel.

4. REASONS:

- 4.1 It is apparent from discussion within Wales that demand generally is increasing alongside complexity of cases within Children's Services.
- 4.2 This is also evident from within the service that demand has continued to increase. Although this is not necessarily apparent in the number of referrals, it has been evidenced in the complexity of cases coming into Children's Services. To provide some context to this complexity, looking at referral information for the past 6 months, there are significant numbers of referrals as a result of parental substance misuse (104 referrals) and domestic violence (97 referrals). There have been increasing numbers of cases where the perpetrator of abuse is not clearly identified resulting in full assessment and investigations by Police and Children's Services. It would be unsafe to leave a child in this risky environment and if no suitable family member can be identified this child would need to become looked after, at least for the duration of the assessment period. This increased demand on the service has resulted in higher and more complex caseloads for staff.
- 4.3 Alongside complexity of cases we have seen an increase in the number of significant threats to staff. This results in a number of issues, such as, two staff working on a case, safety measures put in place to support staff, which increases costs within in the service, both financially and emotionally.
- 4.4 The main referral reasons for referrals made are currently linked to domestic violence, drug and alcohol misuse. At this time there is little evidence of referrals being made as a specific result of poverty, although it could be argued that a rise in domestic violence, drug and alcohol misuse could be linked to reduced income in families.
- 4.5 A number of key pieces of work have been commenced to establish need, demand and risks over the past 6 months. This has been developed around a number of areas, which included, Children's Services budgets, threshold in general and threshold between Joint Assessment Family Framework (JAFF) and Children's Services. In addition business cases have been developed to address areas of development to enable a proactive response from the service that is timely and meets the needs of children, young people and their families.
- 4.6 As noted above, a key focus has been on enabling Social Workers to engage children and young people effectively with a child focused approach in addition to a more effective practice approach. A review of caseloads took place in January 2015. There are two areas of case work in Children's Services these are children's cases and foster carer cases. The service currently has 28.51 FTE Social Workers. Taking children's cases first, there were 521 cases open to the service on the 28th January 2015. This area of service has 23.51 FTE Social Workers, the average of which equates to approximately 23 cases per Social Worker. Due to

the increased demands of the work it is our view that caseloads should be approximately 14 cases per full time worker. It appears, therefore that in some cases workers are essentially carrying almost 1.5 caseloads and not a case load each. Caseloads are dependent on the needs of any child and their family, numbers of children in a family, social worker experience, hours worked and case complexity. In addition we currently have a number of Senior Practitioners who have increasing caseloads which in turn reduces their availability to support Social Workers effectively, which cannot be maintained long-term. On the 28th January 2015 there were 3 unallocated cases. Additional agency workers in place to cover additional demand were covering approximately 60 cases, which would otherwise have been additional unallocated cases. These cases cannot be left unallocated as they were cases in the initial stages of referral, child protection, children in Court processes or looked after children.

It is also of note that short-term absence has risen in the past 12 months and it is evident that staff are working far in excess of their contracted hours. Monmouthshire County Council has a duty of care to its staff and increased caseloads as well as increased hours are unsustainable and can result in wrong decisions being made. This could most importantly have a negative impact on a child and their family, but also the perception of Monmouthshire County Council.

- 4.7 With regard to the Placement and Support Team. There are 5 FTE Social Workers in this area of the service currently support 47 fostering families in Monmouthshire. Their role is to assess potential generic foster carers, respond to Court demands to assess potential family members as carers for children, run skills to foster courses, support groups for foster carers and run a duty system to assist foster carers and also Social Workers when placements are needed or placements breakdown. With the plan to increase numbers of in-house foster carers this number of staff would not be able to sustain the long-term support demands effectively.
- 4.8 It is clear from the work that has been completed that Social Worker caseloads and complexity of demand are increasing. As a result we currently have 4 agency workers in Children's Services to assist with this pressure. As all work within Children's Services it is statutory and there are no tasks that can remain incomplete, therefore the Authority has no option but to provide additional staff to cover this. There is no evidence that demand will decrease and it is further evident that practice changes made to engage children appropriately takes longer than the previous approach to enable a child focussed service.

5. RESOURCE IMPLICATIONS:

There are insufficient resources within Children's Services to maintain an effective service. This coupled with the requirements from CSSIW to continue to develop the service in a short timeframe requires significant input from Monmouthshire County Council. We therefore are proposing that:

- 5.1 An additional £300k is required to meet the increasing cost of external placements (particularly high cost residential placements for children with complex needs). This would help fund the gap between the Month 9 forecasted over spend of £1.2m and the extra funding provided for 2015/16 of £900k.
- 5.2 **Four additional Social Workers on fixed term contracts-** to reduce costs to MCC and provide further stability to the service at a time of increasing demand. This will also enable a better understanding of whether demand will decrease and whether an increase in SGO placements will reduce the overall demand on the rest of the Service. These posts will be for 18 months, whilst further work and analysis of demand continues.

The cost of an agency Social Worker is £1295 per week (based on £35 per hour, working 37 hours per week), whilst the cost of a Social Worker employed by MCC is approximately £885 per week, including on costs for 37 hours per week. If we were to obtain agreement to go outside of our current establishment this would give the Council a saving of approximately £410 per worker, per week, depending on their pay grade with the Authority.

The cost of a fulltime Social Worker including on costs is £46,004, per worker based on band I SCP 41. The approximate cost of an agency worker working fulltime for 48 weeks (assuming the agency worker takes 4 weeks leave in a year) is £62,160.

Appointing 4 additional social workers for 18 months would cost £276,024 (compared to £372,960 pa for agency workers)

For the detailed business cases for the following posts please see Appendix 1

5.3 **Full-time Social Worker to support Special Guardians**

In some instances a Court will grant Special Guardianship Orders (SGO) to enable carers to look after children enabling a child to live outside of the care system in a suitable environment. Children's Services has seen a significant increase in the number of SGO's made. In 2011/12 there were 2, 2012/13 there were 5 and in 2013/14 there were 21. There is evidence that the number of SGO's applied for could be higher if we had a suitable support structure in place. Children placed as a result of an SGO do not require an allocated Social Worker and are not subject to the requirements of statutory visits and reviews. They can however still access services as a Child in Need should they require it. The current unit cost of a looked after child is £35,597. Breaking unit costs further, the unit cost of an in-house fostering placement is £18,171, compared to the current unit cost of an SGO placement being £8,350. Therefore, for every child entering the system via an SGO, the annual cost avoidance would be £9,821 per child. There is no capacity within the current service to support SGO carers effectively. (see appendix A for full details) The Authority is therefore unable to meet its statutory duties under The Special Guardianship (Wales) Regulations 2005.

Total cost for this post per annum is £46,004 per annum. This relates to Appendix 1, Business Case Proposal 1

5.4 **Two new Social Work posts in the fostering team one permanent and one for a contract of 12 months**

Currently the Fostering team has 2 FTE Social Workers who are focussed upon recruitment and assessment within the team. Along with other Social Workers in the team they also spend 1 day a week as duty officers. There needs to be a focus on recruitment in the areas that are the hardest to provide fostering to, from an in- house perspective e.g. children 10 years and older. Without additional dedicated resource focussed upon recruitment and assessment of foster carers for this complex area there is little likelihood of changing the current pattern of placing children in Independent Fostering Agencies (IFA) placements due to a lack of other available options. Once a child is in an IFA placement for any period of time there is little option to be able to move a child as they form attachments within their placements and moving them would have a significant detrimental effect.

The total cost of the temporary contract for 12 months is £46,004
 Cost for permanent post is £46,004 per annum
 This relates to Appendix 1, Business Case Proposal 2

5.5 **One post for Placement and Contracts Officer**

This would increase the capacity of Social Workers to complete assessments and improve compliance with Fostering Regulations with regard to contracts with placements for children and young people who are looked after by Monmouthshire County Council.

Total cost per annum is £36,967
 This relates to Appendix 1, Business Case Proposal 2

5.6 **One post Business Support Administrator**

This post holder would work closely with assessing Social Workers to increase the efficiency of the service in relation to references, DBS checks, reports etc. This can cause significant delay in progressing work through to the Fostering Panel.

Total cost per annum is £25,231
 This relates to Appendix 1, Business Case Proposal 2

5.7 **Employ 0.4 FTE Clinical Psychologist**

This would enable a pilot project that would work with up to 20 new foster carers involving them in a programme of training and support, coupled with individual consultations. Current involvement of clinical psychology is on a reactive basis as opposed to underpinning the work with children and young people in a planned way.

Total cost per annum is £28,478

This relates to Appendix 1, Business Case Proposal 3

5.8 Summary of financial implications.

In order to fund the recommendations contained within this report it is proposed that a mix of revenue funding (to establish a sufficient base budget and employ permanent staff) and reserve funding (to fund the temporary social work posts) will be utilised as below.

Permanent resource requirement	15/16	16/17	Total
	£	£	£
External Placements	300,000		300,000
Business case staffing:			
Social Worker (Proposal 1)	30,669	15,335	46,004
Social Worker (Proposal 2)	30,669	15,335	46,004
Placement and contracts officer (proposal 2)	24,645	12,322	36,967
Business support Admin officer (proposal 2)	16,821	8,410	25,231
0.4 FTE Clinical Psychologist (proposal 3)	18,985	9,493	28,478
Base budget requirement	421,789	60,895	482,684
Temporary resource requirement			
4 X Social Workers for 18 months	122,677	153,347	276,024
Temporary Social worker (proposal 2)	30,669	15,335	46,004
Reserve funded requirement	153,347	168,681	322,028
Notes			
2015/16 figures assume that the appointments will take place by 1st August 2015			

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

The significant equality impacts identified in the assessment (Appendix 2) are summarised below for members' consideration:

There are no adverse affects of the porposal in relation to equality. By increasing the capacity of Children's Services it will be able to deliver a more efficient and effective service.

The actual impacts from this report's recommendations will be reviewed every 2 years and criteria for monitoring and review will include:

Review on an ongoing basis through Select as these requests link to the Service Improvement Plan and inspection recommendations as well as within Children's Services usual reporting frameworks.

Demand within Children's Service has continued to increase over the past few years. This is not just an issue in Monmouthshire but also a similar picture is evident in other areas of Wales and England. There is no evidence that this will decrease and it is forecast that LAC will continue to rise in Monmouthshire. Longer-term analysis is underway in the service that will further develop the service over the next few years. Children's Services is unable to advise what demand will be over the coming years, this is an unknown quantity. However, in the interim we need to sustain our response in relation to statutory requirements for children, young people and their families.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

Throughout this report consideration has been given to remain compliant with safeguarding and corporate parenting requirements. Children's Services has a statutory responsibility to remain compliant with this as well as all associated legislation and guidance.

Additional resources from Monmouthshire County Council to further develop Children's Services will enable the Authority to continue to meet these responsibilities.

8. CONSULTEES:

Senior Leadership Team
 Chief Officer Social Care and Health
 Finance
 CYP Select
 Children's Service Staff

9. BACKGROUND PAPERS:

Business Case Reports Appendix 1

10. AUTHOR:

Tracy Jelfs, Head of Children's Services

11. CONTACT DETAILS:

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E-mail: tracyjelfs@monmouthshire.gov.uk

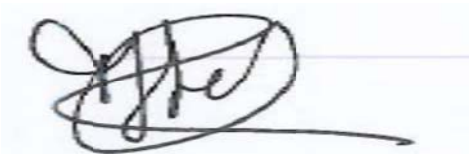
The “Equality Initial Challenge”

Name: Service area: Children’s Service Date completed: 23 rd February 2014		Please give a brief description of what you are aiming to do. To increase capacity within Children’s Services and develop better service delivery	
Protected characteristic	Potential Negative impact Please give details	Potential Neutral impact Please give details	Potential Positive Impact Please give details
Age			This only applies to 0-18 year old as per the legal remit of Children’s Services. This proposal will ensure better provision to children at risk
Disability			This only applies to 0-18 year old as per the legal remit of Children’s Services. This proposal will ensure better provision to children
Marriage + Civil Partnership		X	
Pregnancy and maternity		X	
Race		X	
Religion or Belief		X	
Sex (was Gender)		X	
Sexual Orientation		X	
Transgender		X	

Welsh Language		X	
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Please give details about any potential negative Impacts .	How do you propose to MITIGATE these negative impacts
➤	➤
➤	➤
➤	➤
➤	➤

Signed



Designation

Head of Service

Dated 23rd February 2015

EQUALITY IMPACT ASSESSMENT FORM

What are you impact assessing	Service area
Proposals to develop Children's Services	Children's Services
Policy author / service lead	Name of assessor and date
Tracy Jelfs	Tracy Jelfs 23 rd February 2014

1. What are you proposing to do?

Request an increase in resources to develop Children's Services:

1. Additional 4 Social Work posts across the Family Support Team and Children and Young People's Support Team
2. A Special Guardianship Social Worker
3. A 0.4 Clinical Psychologist
4. Two fostering Social Workers one permanent and one for 12 months
5. A Placement and Contracts Officer
6. A Business Support Assistant within the Placement and Support Team

2. Are your proposals going to affect any people or groups of people with protected characteristics in a **negative** way? If **YES** please tick appropriate boxes below.

Age		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

3. Please give details of the negative impact

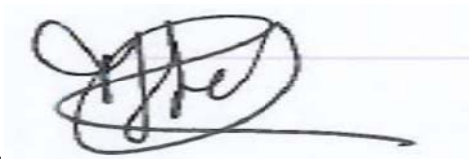
N/A

4. Did you take any actions to mitigate your proposal? Please give details below including any consultation or engagement.

N/A

5. Please list the data that has been used to develop this proposal? eg Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc..

Staff data, court information, trends analysis of Children's Services data



Signed.....

Designation...Head of Children's Services.....Dated...23rd February 2015.....

The “Sustainability Challenge”

Name of the Officer completing “the Sustainability challenge” Tracy Jelfs		Please give a brief description of the aims proposed policy or service reconfiguration Develop Children’s Services to provide better service delivery across a number of key areas	
Name of the Division or service area Children’s Services		Date “Challenge” form completed 23rd February 2015	
Aspect of sustainability affected	Negative impact Please give details	Neutral impact Please give details	Positive Impact Please give details
PEOPLE			
Ensure that more people have access to healthy food		X	
Improve housing quality and provision		X	
Reduce ill health and improve healthcare provision		X	
Promote independence		X	
Encourage community participation/action and		X	

voluntary work			
Targets socially excluded		X	
Help reduce crime and fear of crime		X	
Improve access to education and training		X	
Have a positive impact on people and places in other countries		X	
PLANET			
Reduce, reuse and recycle waste and water		X	
Reduce carbon dioxide emissions		X	
Prevent or reduce pollution of the air, land and water		X	
Protect or enhance wildlife habitats (e.g. trees, hedgerows, open spaces)		X	
Protect or enhance visual appearance of environment		X	
PROFIT			

Protect local shops and services		X	
Link local production with local consumption		X	
Improve environmental awareness of local businesses		X	
Increase employment for local people		X	
Preserve and enhance local identity and culture		X	
Consider ethical purchasing issues, such as Fairtrade, sustainable timber (FSC logo) etc		X	
Increase and improve access to leisure, recreation or cultural facilities		X	

What are the potential negative Impacts	Ideas as to how we can look to MITIGATE the negative impacts (include any reasonable adjustments)
➤	➤
➤	➤

➤	➤
➤	➤

The next steps


- If you have assessed the proposal/s as having a **positive impact** please give full details below

N/A

- If you have assessed the proposal/s as having a **Negative Impact** could you please provide us with details of what you propose to do to mitigate the negative impact:

N/A

Signed



Dated

23rd February 2015

Business Cases

Background/General Information

The overall purpose of each of these proposals is to make more effective use of our resources and to increase the capacity and the quality of the care our foster carers provide.

The potential outcomes that could be achieved if all of these proposals are implemented are:

- Improved placement stability for looked after children – 10.7% of Monmouthshire’s looked after children experienced three or more placements during the year 2013/14 in comparison with a Welsh average of 8.3%. Monmouthshire CC would aspire to achieve a much lower rate of placement disruption than the Welsh average.
- Improved well-being for looked after children and care leavers which consequently will result in improved educational achievement, reduction in emotional/mental health concerns, greater success in the transition to independence.
- Total investment cost over 5 year period estimated to be £919,262 (£214,685 for Proposal 1 plus £571,680 for Proposal 2 plus £132,897 for Proposal 3).
- Total cost avoidance over 5 year period estimated to be £1,747,943 (£196,420 for Proposal 1 plus £1,551,523 for Proposal 2).
- Gross cost savings (before deduction of investment costs) over 5 year period estimated to be £196,420 (for Proposal 1 only).
- Total net cost avoidance / cost savings for all 3 proposals over 5 year period estimated to be £1,025,101.

The cost avoidance and cost saving figures have been calculated by reference to the difference between the relevant unit costs - excluding staffing (in-house foster placements / SGO placements / external fostering placements - as at Month 9 of 2014/15).

Although any one of these proposals could be implemented as a stand-alone project it is my view that they will have the most effect if they are implemented as a whole system approach.

Increasing capacity within our fostering service is key but significant cost avoidance on independent fostering and residential placements will only be achieved if we are able to meet the needs of children in care with the most complex needs and this can only be achieved if we provide intensive support to our foster carers and the professional network who support them.

Team context

- Placement and Support Team (PAST) is staffed by 1 f.t.e. Team Manager, 1 f.t.e. Senior Practitioner, 5 f.t.e. Social Workers and 1.5 f.t.e. Business Support Administrators
- PAST currently support 48 approved Foster Carers of whom 7 are family and friends carers.
- During 2013-14 there were 7 new generic foster carers and 3 new family and friends carers approved. During the same year 4 generic foster carers and 7 family and friends carers ended their approval as foster carers.

PROPOSAL 1

To create a new full-time Social Worker post within the Placement and Support Team for the purpose of supporting Special Guardians.

Reasons

- The number of Special Guardianship Orders being made for children is growing at a very fast rate – 2 in 2011/12, 5 in 2012/13 and 21 in 2013/14.
- The service does not currently have any support specifically in place for these carers. There is no capacity within the Placement and Support team to meet support needs as this would be to the detriment of foster carers. The Authority is therefore not able to meet its statutory duties under [The Special Guardianship \(Wales\) Regulations 2005](#)
- There is no evidence to suggest that the children who are made subject to Special Guardianship Orders have less complex needs than those children who are long-term fostered.
- Lack of available support increases the risk of placement breakdown which would result in these children becoming looked after again.
- Some foster carers have expressed an interest in applying for Special Guardianship Orders for children in their care but are reluctant because there is no support equivalent to that they receive as foster carers. From a recent review of looked after children, it has been estimated that there are currently up to 5 foster carers caring for 8 children who would apply for a Special Guardianship Order if they were confident of on-going support from a Social Worker.
- Children who become subject to Special Guardianship Orders are no longer looked after children and therefore do not have to be allocated a Social Worker and are not subject to the statutory requirements for visits, looked after reviews, personal education plans and medicals that so many find stigmatising.
- Children subject to a Special Guardianship Order are still entitled to receive support as a Child in Need if they are assessed to require it.
- Children subject to Special Guardianship Orders benefit from the stability and security of a permanent placement and consequently the outcomes for them are improved in relation to emotional well-being, education and successful transition to adulthood.

Business case

- The overall unit cost (excluding staffing costs) for each looked after child in 2014/15 based on month 9 forecasts has been calculated at £35,597 per annum.
- The unit cost (excluding staffing costs) of an in-house fostering placement 2014/15 based on month 9 forecasts has been calculated at £18,171 per annum.
- The unit cost (excluding staffing costs) of a Special Guardianship placement 2014/15 based on month 9 forecasts has been calculated at £8,350 per annum.
- For every child entering the system via an SGO, the annual cost avoidance will be £9,821. Any foster children moving from a 'current' in-house foster placement to an SGO would produce cost savings of £9,821 per child (based on month 9 unit costs).

- Over the past two years Children’s Services has employed agency Social Workers in addition to posts within the established structure to have the capacity required to deliver the service. A reduction in the number of looked after children would help reduce capacity pressures within the Service thus eliminating the need for Social Worker posts beyond the established structure and, in turn, reducing this burden on the overspend within the Children Services Division.
- There would be additional cost avoidance for education and health if fewer children were looked after.

Cost / Cost Avoidance / Cost Savings of Proposal 1

- Annual cost of one permanent full-time Social Worker post including on costs – £46,004.
- There would be cost avoidance based on 2 children (not already in care) per annum (from Year 2) becoming cared for under a Special Guardianship Arrangement - see table below
- There would be a cost saving based on 2 children (already in in-house foster care) per annum (from Year 2) converting to a Special Guardianship Arrangement – see table below

	Year 1 – 2015/16	Year 2 – 2016/17	Year 3 – 2017/18	Year 4 – 2018/19	Year 5 – 2019/20	Total Years 1-5
Total Cost of Investment	30,669	46,004	46,004	46,004	46,004	214,685
Total COST AVOIDANCE	0	(19,642)	(39,284)	(58,926)	(78,568)	(196,420)
Total COST SAVING	0	(19,642)	(39,284)	(58,926)	(78,568)	(196,420)
Net investment cost/ (COST AVOIDANCE / COST SAVING)	30,669	6,720	(32,564)	(71,848)	(111,132)	(178,155)
Cumulative Net Investment Cost/ (COST AVOIDANCE / COST SAVING)	30,669	37,389	4,825	(67,023)	(178,155)	(178,155)

Options

- Utilise an existing Social Worker in the Placement and Support team to undertake these tasks – this would further reduce the capacity of the existing team to recruit, assess and support foster carers at a time when the Service needs to significantly increase our number of foster carers in order to meet demand.

- Do not invest in creating a Social Worker post to support Special Guardianship carers – opportunities to improve placement stability and to reduce the number of looked after children would be missed; risk of children’s placements with Special Guardians disrupting would not be minimised and opportunities to avoid expenditure would be missed.

Risks

- That foster carers would not decide to apply for Special Guardianship Orders and therefore the predicted reduction in unit cost would not be realised. This could be mitigated by careful monitoring of the number of children that foster carers sought SGO’s for and the timescale for achieving this permanency for children. If this post was not effective then consideration could be given to whether the resource could be utilised more effectively elsewhere in the Service or was not necessary.

PROPOSAL 2

To create two new Social Worker posts in the fostering team – one permanent and one for 12 months.

To create a new post of a Placement and Contracts officer within the Placement and Support team to release Social Worker capacity and improve compliance with Fostering Regulations.

To create a new Business Support Administrator post within the Placement and Support team to increase capacity to assess and support prospective foster carers.

Reasons

- Currently the Fostering team has 2 f.t.e. Social Workers who are focussed upon recruitment and assessment within the team. Along with other Social Workers in the team they also spend 1 day a week as duty officers.
- During 2013/14 there were 8 new fostering families approved, 7 generic and 1 specific. Most of the assessing Social Worker’s capacity was consumed in assessing kinship carers to meet Court demands although there was rarely an outcome that resulted in the child being placed long-term in foster care.
- Between December 2013 and June 2014 all generic assessments had to be put on hold to ensure that court demands could be met.
- 52 children became looked after during 2013/14 and of these 17 were placed in IFA or residential placements.
- Of the 21 children aged 10 and over who became looked after only 5 were able to be placed in-house with 8 being placed with IFA’s. Of those placed with IFA’s 6 remain in placements which are expected to be long-term until they are able to live independently.
- The projected cost of these placements until these children reach independence is £918,242 and the projected cost of just these placements in the current year is £251,754.
- Without additional dedicated resource focussed upon recruitment and assessment of foster carers particularly for children aged 10+ there is little likelihood of changing this pattern of placing children in IFA placements and the long-term commitment to high cost placements that this entails.

- If the number of foster carers is increased then additional Social Worker capacity to support and supervise these carers will be required.
- The effectiveness of recruitment would be reviewed after 12 months to assess whether there continued to be the level of demand on the service to necessitate the continued employment of one of the Social Worker posts.
- Fostering regulations require a wide range of checks to be undertaken on prospective foster carers which is a bureaucratic process. If recruitment activity is to increase significantly increased administrative support will need to be provided.
- Currently Social Workers manage the duty desk although in other Local Authorities this role has been successfully undertaken by a skilled person without a Social Work qualification at a reduced cost.
- Having a consistent person working on the duty desk offers advantages in relation to continuity, building knowledge of the vacancies and skills amongst our foster carers, building relationships with independent agencies and ensuring that the administrative processes related to placement finding are followed consistently improving compliance with Fostering Regulations and improving financial controls (proposed new Placement and Contracts Officer).
- Recruiting such a post holder would release capacity within the fostering team equivalent to a full time Social Worker which could be more effectively used to increase capacity to assess and support foster carers.

Cost / Cost Avoidance / Cost Savings of Proposal 2

- Annual cost of one permanent full-time Social Worker post including on costs – £46,004
- Annual cost of one 12 month full-time Social Worker post including on costs – £46,004
- Annual cost of one permanent full-time Business Support Assistant including on costs - £25,231
- Annual cost of one full-time Placement and Contracts Officer post including on costs - £36,967 (estimated cost to be confirmed following development of full job description and job evaluation exercise)
- There would be cost avoidance linked to this proposal due to new children coming into care and being placed with a newly approved in-house carers rather than having to be placed in far more expensive external fostering agency placements. It is estimated that a total of 24 new children coming into care over a 5 year period could be placed with these new carers hence avoiding the higher costs of agency placements.

	Year 1 – 2015/16	Year 2 – 2016/17	Year 3 – 2017/18	Year 4 – 2018/19	Year 5 – 2019/20	Total Years 1-5
Total Cost of Investment	123,537	123,537	108,202	108,202	108,202	571,680
Total COST AVOIDANCE	0	(152,110)	(258,587)	(479,147)	(661,679)	(1,551,523)
Net investment cost/ (COST AVOIDANCE)	123,537	(28,573)	(150,385)	(370,945)	(553,477)	(979,843)
Cumulative Investment Cost/ (COST AVOIDANCE)	123,537	94,963	(55,421)	(426,366)	(979,843)	(979,843)

Options

- No additional resource invested – the current lack of capacity within the Fostering Service would continue. There is evidence to suggest that the number of children being admitted to care is likely to increase in future years and children’s needs also seem increasingly complex. Therefore any need that is not able to be met by in-house provision would have to be met from the independent sector which continues to commit the Local Authority to a high level of expenditure over a number of years as detailed in “reasons” section above.
- Current resources within the Fostering Service are re-directed into recruiting and assessing foster carers – this would reduce the level of support provided to existing foster carers resulting in an increased risk of placement break down as well as increased likelihood of foster carers choosing to leave the Service and reducing the capacity within the Service.
- Current resources within Children’s Services are re-directed to the Fostering Service – Children’s Services are already employing agency staff in excess of the staffing structure due to service demands. The work undertaken by the Service is statutory and so the only option would be to increase the number of cases allocated to Social Workers above the levels recommended for safe practice which would be likely to result in increased levels of staff stress and sickness, turnover of staff and place children at increased risk.
- Additional resource is provided for the Fostering Service but at lower level than is proposed – there would be opportunities to slowly increase the capacity within the Service but the rate of increase is likely to be slow and in the meantime the level of high and potentially avoidable expenditure will continue.

Risks

- The Service is not successfully able to recruit staff to the vacancies – this is a low risk as generally it is not difficult to recruit experienced Social Workers to our Fostering Service.
- The Service is unsuccessful in recruiting foster carers to meet the service need – progress can be carefully monitored and resource need reviewed if necessary.

- The Service does not have the capacity to implement the changes – the Service benefits from an experienced and stable management tier including Service Manager, Team Manager and Senior Practitioner. The additional resource would release some capacity within these roles to invest in supporting the larger team.

PROPOSAL 3

To employ 0.4 Clinical Psychologist to work at BASE (Therapeutic support project) to enable the delivery of a pilot project that would work with up to 20 foster carers by involving them in a detailed programme of group training and support, coupled with individualised consultations and 'professional team consultations' known as network consultations.

The pilot project would provide:

- The assessing Social Worker with a consultation with a Psychologist half way through the assessment process regarding attachment styles.
- Once approved each foster carer would attend over a 14 month period:
 - An 18 week therapeutic attachment group (split into three sections of 6 weeks with breaks in-between sections). The therapeutic group programme will be taken from the Kim Golding Attachment Programme, a well-respected and evaluated intervention. It has three modules – basics of attachment, the house model of parenting and getting to know your child. The groups will be run by two clinical Psychologists, with up to ten sets of carers in each group.
 - 3 'network consultations' for all those working with the child or young person
 - 3 individual 'psychological consultations' to foster carers

The impact of the project would be evaluated with the aim of establishing an effective model to provide a basis for applying for further funding. This funding would be used to widen the availability of the project to all foster carers, adopters and Special Guardians.

Reasons

- Current therapeutic support for carers is usually reactive and activated at times of crisis and consequently although beneficial it is less effective and levels of intervention are more intensive than if therapeutic support is offered on a preventative basis.
- Children in care have often experienced abuse, neglect and trauma and so their behaviour towards those who care for them can be very challenging, abusive and confusing to understand. We should expect our foster carers to need therapeutic support if they are to sustain caring relationships and placements for these children.
- This Pilot project aims to change the current crisis approach to one of providing planned and regular therapeutic support to foster carers and their professional network of support.
- If foster carers are supported to maintain placements and meet the needs of children more effectively then children will experience more stable placements, have improved emotional well-being, learn better and make the transition to adulthood more successfully. Foster carers will be more resilient, enjoy better emotional well-being and are more likely to remain as Monmouthshire foster carers. Social Workers will also be more resilient, enjoy

positive relationships with children as well as foster carers and other professionals resulting in a more stable workforce and enduring relationships for children.

- The 10 children and young people who have experienced the highest number of placements in our Authority currently have experienced a total of 88 placements between them. Since April 2012 the Local Authority has spent a total of £998,000 supporting these children, the majority of which has directly related to the costs of their placements. Over this period all but two of these children and young people have been placed in either IFA, residential or independent supported housing provision.
- The cost of these placements in 2013/14 amounted to £401,000
- There may be future savings to the Authority due to equipping our in-house foster carers with better skills and knowledge to take on more children with challenging emotional behaviours. It is anticipated that more cases could be placed in-house rather than using external agencies as has been the case historically.

Cost / Cost Avoidance / Cost Savings of Proposal 3

- Annual cost of 0.4 Psychologist at Band 8b including on costs – £28,478 which is estimated to amount to £132,897 over a 5 year period.

Options

- No additional resource invested – the likelihood of investment in the Fostering Service achieving increased capacity within the fostering service to meet service needs for children with complex needs and children aged 10 and over would be reduced. The ability of the service to improve placement stability for children would be reduced.

Risks

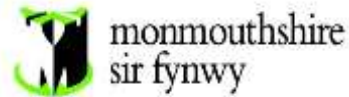
- The project does not achieve its objectives of improving the confidence and competence of foster carers – the intention is to evaluate the success of the project as a pilot scheme. If the project did not achieve its objectives that could be demonstrated to result in improved outcomes for children and carers that were of financial value then the project would be ended at the conclusion of the Pilot project.

Gill Cox

Service Manager

August 2014

Updated January/February 2015



SUBJECT:	Proposed Funding to Caldicot Town Team
MEETING:	Cabinet
DATE:	6th May 2015
DIVISION/WARDS AFFECTED:	Green Lane

1. PURPOSE:

- 1.1 To seek approval to release £25,210.00 of s106 contributions received from ASDA, to progress three town centre improvement projects to be delivered by the Caldicot Town Team

2. RECOMMENDATIONS:

- 2.1 To agree the release of £25,210.00 of s106 contributions, received from ASDA, to progress three town centre improvement projects to be delivered by the Caldicot Town Team.
- 2.2 To phase the release of funding relative to progress evidenced across all proposed projects.
- 2.3 To phase the release of funding in respect of the Visioning Project 'in arrears' based upon receipt of staged invoicing.

3. KEY ISSUES:

- 3.1 Caldicot Town Team was established in 2013, following a report prepared by consultants 'the Means', which identified the need to set up a Town Centre Partnership to "bring together public and private interests in the town around an agenda clearly focused on improving the vitality and vibrancy of the town centre".
- 3.2 The Town Team is now a fully constituted Community Interest Company (CIC) and has been integral to the success of events, activities and projects in the Town Centre, since its formation.

- 3.3 S106 funding, amounting to £225,000.00, has now been received from ASDA in relation to schedule 3 of the planning agreement which allows support for:
- ‘the establishment of a town centre partnership for the purpose of developing and implementation of an action plan and financial budget for the improvement and promotion of Caldicot Town Centre’.
- 3.4 The Caldicot Town Team submitted three Business Case applications to the Severnside Programme Board on 24th March 2015, seeking funding support for the following projects that form part of the Town Teams Action Plan for Caldicot Town Centre
- 3.4.1 Caldicot Visioning Project – (See full details Appendix 2) - A request for £22,000.00 to commission a ‘Visioning Report’ for Caldicot Town Centre that is credible, has the support of all stakeholders and will attract retail/development interest and investment in the town. The resulting document will inform planning policy and provide a ‘statement of ambition’ providing direction and confidence to retailers and property owners.
- 3.4.2 Improvements to Caldicot Market – (see Appendix 3) - A request for £1,410.00 towards the costs of piloting improvements to the existing market offer in Caldicot by adding specialist market ‘attractors’ - increasing footfall, local business investment and providing a sustainable future for the markets in Caldicot. Specifically, it is proposed to pilot an Arts and Crafts Market, Gardening Market and International Food Market in the three months to June 2015.
- 3.4.3 Town Centre Wifi Project –(See Appendix 4) - A request for £1,800.00 to cover a years running costs incurred by ten businesses in installing superfast broadband equipment that will encourage business interest in digital marketing opportunities and also provide free, public, wifi connectivity in Caldicot Town Centre.
- 3.5 The Severnside Programme Board approved all applications for referral to Cabinet at its meeting of 24th March 2015.

4. REASONS:

- 4.1 To enable the Caldicot Town Team to progress with projects that will complement wider regeneration plans for the town - improving footfall, vibrancy and confidence.

4.2 To comply with requirements that applications for funding support from s106 ASDA contributions can only be recommended for approval by the Severnside Programme Board, but must be approved by Cabinet,

5. RESOURCE IMPLICATIONS:

5.1 S106 contributions to a value of £225,000.00 have been received towards 'Town Centre Partnership Promotion & Improvement'.

5.2 To date, projects to a value £16,500.00 have been supported under this heading. The amount requested is significantly within the remaining balance of £208,500.00

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

6.1 The significant equality impacts identified in the assessment (Appendix 1) are summarised below for members' consideration:
No negative impacts identified

6.2 The actual impacts from this report's recommendations will be reviewed every year and criteria for monitoring and review will include:

Increased footfall in the town centre

Increased investment in the town centre

Increased market trading opportunities

Improvements in digital accessibility in the town centre

7. CONSULTEES:

All Cabinet Members

Leadership team

Head of Community Delivery – Debra Hill-Howells

Head of Enterprise – Peter Davies

Head of Finance – Joy Robson

Head of Legal Services – Rob Tranter

Local Members – Severnside Area

Recommendation 2.3 added following comments from Assistant Head of Finance.

Comment from Cllr A Easson, Dewstow Ward stating monies would be better spent implementing previously agreed plans – see Appendix 5

8. **BACKGROUND PAPERS:**
Cabinet Paper 2nd April 2014 – ‘Proposed Funding to Caldicot Town Team’
9. **AUTHOR: Colin Phillips, Whole Place Officer**
10. **CONTACT DETAILS:**
Tel: 01633 644848
E-mail: colinphillips@monmouthshire.gov.uk

The “Equality Initial Challenge”

Name: Colin Phillips Service area: Community Led Delivery Date completed: 17 th April 2015		Please give a brief description of what you are aiming to do. The report seeks to release s106 funding to support the implementation of 3 projects by the Caldicot Town Team <ul style="list-style-type: none"> • A Visioning Study • Improvements to Caldicot Market • Implementation of Town Centre Wifi 	
Protected characteristic	Potential Negative impact Please give details	Potential Neutral impact Please give details	Potential Positive Impact Please give details
Age		X	
Disability		X	
Marriage + Civil Partnership		X	
Pregnancy and maternity		X	
Race		X	
Religion or Belief		X	
Sex (was Gender)		X	
Sexual Orientation		X	
Transgender		X	

Welsh Language		X	
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Please give details about any potential negative Impacts .	How do you propose to MITIGATE these negative impacts
➤ N/A	➤
➤	➤
➤	➤
➤	➤

Signed: C Phillips

Designation: Whole Place Officer

Dated: 17th April 2015

EQUALITY IMPACT ASSESSMENT FORM

What are you impact assessing	Service area
The Impact of agreeing to release s106 funding to support the delivery of 3 projects by the Caldicot Town Team	Community Led Delivery
Policy author / service lead	Name of assessor and date
Debra Hill-Howells	Colin Phillips 17 th April 2015

1. What are you proposing to do?

By releasing funding to support the proposed projects, it will

1. Visioning Report – provide a reference document that will inform planning policy and provide a ‘statement of ambition’ providing direction and confidence to retailers and property owners
2. Market improvements – enable specialist extensions to the existing market, adding interest, footfall and vibrancy to the town centre
3. Town Centre Wifi – progress the installation of super-fast broadband infrastructure for selected businesses and provide free town centre wifi connectivity.

2. Are your proposals going to affect any people or groups of people with protected characteristics in a **negative** way? If **YES** please tick appropriate boxes below.

Age		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

3. Please give details of the negative impact

None of the above groups will be impacted upon negatively.

4. Did you take any actions to mitigate your proposal? Please give details below including any consultation or engagement.

N/A

5. Please list the data that has been used to develop this proposal? eg Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc..

N/A

Signed...C Phillips.....**Designation**.....Whole Place Officer.....**Dated**.....17th April 2015

The “Sustainability Challenge”

Name of the Officer completing “the Sustainability challenge” Colin Phillips		Please give a brief description of the aims proposed policy or service reconfiguration The report seeks to release s106 funding to support the implementation of 3 projects by the Caldicot Town Team <ul style="list-style-type: none"> • A Visioning Study • Improvements to Caldicot Market • Implementation of Town Centre Wifi 	
Name of the Division or service area Community Led Delivery		Date “Challenge” form completed 17th April 2015	
Aspect of sustainability affected	Negative impact Please give details	Neutral impact Please give details	Positive Impact Please give details
PEOPLE			
Ensure that more people have access to healthy food		X	
Improve housing quality and provision		X	
Reduce ill health and improve healthcare provision		X	
Promote independence		X	

Encourage community participation/action and voluntary work			The Visioning Report will engage businesses and the community in mapping out a vision for the town centre
Targets socially excluded			Provide free town centre wifi reducing digital exclusion
Help reduce crime and fear of crime		X	
Improve access to education and training		X	
Have a positive impact on people and places in other countries		X	
PLANET			
Reduce, reuse and recycle waste and water		X	
Reduce carbon dioxide emissions		X	
Prevent or reduce pollution of the air, land and water		X	
Protect or enhance wildlife habitats (e.g. trees, hedgerows, open spaces)		X	
Protect or enhance visual appearance of environment		X	

PROFIT			
Protect local shops and services			<p>Encouraging take up of super-fast broadband connectivity of participating businesses</p> <p>Improving additional footfall through a wider range of market activity and free wifi</p> <p>Providing a vision for the town that will shape planning policy and attract developer interest and investment</p>
Link local production with local consumption			Provision of a pilot arts and crafts market for local producers/entrepreneurs
Improve environmental awareness of local businesses		X	
Increase employment for local people		X	
Preserve and enhance local identity and culture		X	
Consider ethical purchasing issues, such as Fairtrade, sustainable timber (FSC logo) etc		X	
Increase and improve		X	

access to leisure, recreation or cultural facilities			
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What are the potential negative Impacts	Ideas as to how we can look to MITIGATE the negative impacts (include any reasonable adjustments)
➤ <i>None</i>	➤

The next steps

- If you have assessed the proposal/s as having a **positive impact please give full details** below

Explanations provided within table

- If you have assessed the proposal/s as having a **negative impact** please provide us with details of what you propose to do to mitigate the negative impact

Signed Colin Phillips

Dated 17th April 2015



Business Case

To: Severnside Program Board

Ref: Funding - Caldicot Visioning Project

Date: 23/03/2015

Purpose

Caldicot Town Team are requesting £22,000 to commission a 'Visioning Report' for Caldicot that is credible, has the support of all stakeholders and will attract retail/development investment in the town.

Background and Need

Since its formation, the Caldicot Town Team has carried out a series of public consultation events and surveys, which have consistently revealed a dissatisfaction with the current facilities and variety of retail offer in the town centre.

Whilst the introduction of the new ASDA store has provided the public with much needed choice and increased the numbers of visitors to the town as a whole, it is clear that the lack of any strategic plan to improve facilities and attract stronger brand names in the town centre is a barrier to attracting new shoppers at ASDA over to the town centre.

With this in mind, we would like to commission an appropriate consultancy team to review what is currently on offer in Caldicot, identify what is restricting the development of the town and provide a vision of what Caldicot could look like in the future.

This vision and strategy would provide a framework for the regeneration of the town, specifically identifying what is needed to encourage developers and key retail 'attractors' to invest in Caldicot.

None of the required skills exist within the Caldicot Town Team membership to deliver the outputs associated with this type of report and the work will therefore need to be commissioned.

(see appendix for further information)

Returns/Outputs

We will be employing professionals in this sector to identify the barriers to Caldicot developing into a vibrant retail centre and provide solutions that can shape future improvements and unlock the potential of the town.

Outputs associated with this commission will include the provision of:

- a report that will inform future planning policy and investment decisions within the town centre.
- a report that will provide a strategic focal point around which stakeholders can pool their resources to achieve progress and momentum in the town.
- Core data that will assist in marketing and promotion of opportunities in the town centre
- A key reference document, that will assist developers and retailers in their consideration of potential projects
- A well researched, robust, document that will provide a 'statement of ambition' on behalf of the town providing direction and confidence to existing retailers and property owners.

(see appendix for further information)

Cost

Advice received from county council professionals suggests that an allocation of £22,000 would be required to cover the following activities:

£2,000 to assist with the production of a detailed procurement brief

£20,000 to cover the cost of producing The 'Visioning Report' and associated documentation.

Monitoring

The success of the commission and subsequent 'Visioning Report' will require considerable levels of targeted consultation as well as public consultation of the draft report.

We will:

- Survey opinions of landowners, retailers, shoppers and residents to ascertain if the 'Vision' for the Town centre matches their expectations. That they value and have confidence in the emerging strategy.
- Monitor the impact of the 'new vision' in attracting investment to the town by surveying retail relocations to the town.
- Use the recommendation and outcomes of the report to facilitate discussions with key parties to progress opportunities at the earliest.

Summary

It is acknowledged that the sum specified is the largest figure requested from the Programme Board by the Caldicot Town team to date. However, it is also the most significant piece of work we have considered.

We expect that the final benefits of this visioning report will significantly outweigh the costs of producing it, and will be a key document that shapes the improvements and changes Caldicot needs.

Amount of funding requested: £22,000.00

Benefits: Providing Caldicot Town Centre with a clear vision for the future, increasing businesses confidence in the town centre and stimulating investment, improving the vibrancy of the town centre

Recommendation: That the Programme Board agrees to the requested funding amount of £22,000.

-----Outline Requirements - Visioning Brief-----

Caldicot Town Centre

A GLIMPSE INTO THE FUTURE ?



A clear vision for Caldicot Town Centre as an attractive and vibrant retail and leisure destination is an essential 'next step' for Caldicot.

A well designed, functional amenity, which provides customers with a good selection of outlets, is now critical.

The opening of the ASDA supermarket has provided the opportunity to attract wider retail interest to the town, but a vision and strategy for the town is needed to encourage developers and key retail 'attractors' to invest in Caldicot

As well as attracting some of the major players into the Town Centre, local small businesses need to be given the opportunity to thrive. The availability of affordable small outlets is therefore also of paramount importance.

The current configuration of the Town Centre is not conducive to either of the above requirements with retail footprints leaving much to be desired in terms of providing the public with an adequate number and healthy 'mix' of retail outlets.

It is clear, that if we are to develop the Town Centre into a major attractor which will pull in people from surrounding areas, then careful consideration needs to be given to which retailers and service providers will maximise footfall into the Town.

It is evident to all that there is now a need for a **bold** vision for the Town Centre itself in order to:

- a) Attract major retail and leisure attractors.
- b) Provide a modern, attractive, safe and vibrant town centre environment

Background

Since its formation the Caldicot Town Team has carried out a series of public consultations and surveys. The responses are unambiguous.

There is significant dissatisfaction with many aspects of the current Town Centre facilities and the variety of retail services on offer.

Criticism has focused on the need for larger stores and a desire to attract some of the major high street players. There is significant criticism of the general cleanliness and look of the Town Centre – including its public conveniences.

Whilst the new ASDA store has provided the public with much needed choice, it has also highlighted the lack of any strategic plan and facilities for attracting ASDA customers over to the town centre.

The delay in providing the linkage facility has exacerbated the situation along, with the lack of any promotional signage.

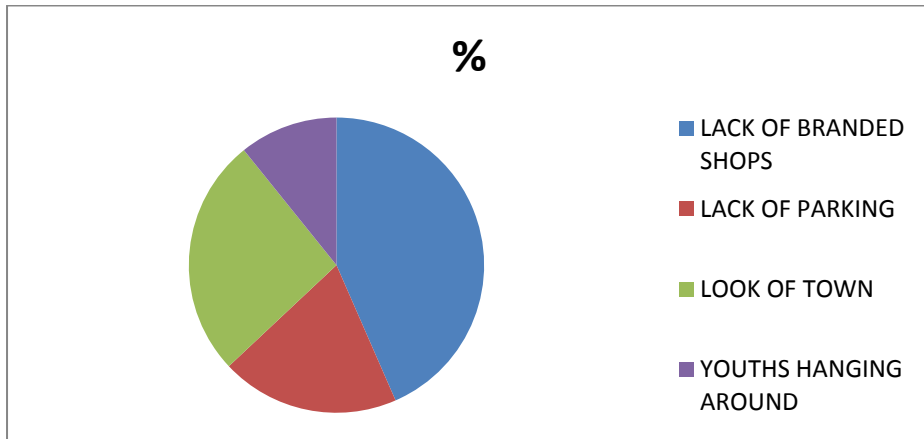
However, even the implementation of the linkage scheme and improved promotional signage will not in themselves solve the issues of lack of variety of shops, or the general appearance of the town centre.

The general public in 2015, demand a shopping experience that is safe, pleasant and with a variety of facilities to attract family participation. The comments listed below were collated in October 2013, following a public engagement event. The comments listed clearly indicate that for the majority of those consulted, Caldicot town centre currently falls way short of their expectations.



In answer to the question: **Do any of the following stop you from coming to Caldicot ?**

The following responses were given.



Where do we go from here ?

Whilst it is essential that Retail and Landowner interests are central to discussions and outcomes arising from a visioning report and plan for the town, there is no indication to date that it will be driven by them.

Investment in Consultancy services will be required to deliver a robust Visioning Strategy and Development Plan that is credible, has the support of shoppers, residents and existing interests in the town and informs potential investors.

Critically, the Development Plan for Caldicot Town Centre must be focused on stimulating developer interest. A plan that identifies

- the strategic advantages of the site for development;
- the ways in which site development constraints can be overcome;
- the steps already taken to bring the site forward for development;
- and any further assistance that may be available to ensure viable development.

Requirements

A Consultancy team that possesses skills in retail analytics, regeneration, town planning and urban design will be required to undertake a commission of this type to deliver the following:

A report that:

- outlines the policy context and requirements for the future development of Caldicot Town Centre.
- reviews the town and its context:
 - o inviting retailers, shoppers and residents to engage and demand - challenge perceptions and raise ambitions
 - o discovering what works for Caldicot and what is holding it back.
 - o including review of retail, social and community infrastructure.
 - o Examining new routes to delivery and achievement.
- based on the above, sets out the emerging vision statement for Caldicot together with draft strategic objectives and key development principles;
- includes further detail on development principles on how they can inform future priorities
- Creates a development brief that will inform developers, stakeholders and other interested parties of the constraints and opportunities presented by the site, and the type of development expected or encouraged by local planning policies.
- indicates how this level of growth might be delivered.

Budget

None of the required skills exist within the Caldicot Town Team membership to deliver this type of report/brief.

The Town Team will need assistance in both compiling the tender documentation and delivering the Visioning Brief for Caldicot Town Centre.

A budget estimate of £2k has been suggested to provide a robust procurement brief.

A budget estimate of £20k has been suggested for the delivery of a Visioning Report for the town – in accordance with the outline brief above.

Programme

Programme Board Approval– 24th Mar 2015
Prepare Tender brief – w/c 24th March 2015
Cabinet Release of Funds – 15th April 2015
Issue RFQ – w/c 27th April 2015
Assess RFQ – w/c 18th May 2015
Issue LOA/Contract - w/c 25th May 2015
Undertake Commission w/c 25th May 2015
Finalise & Issue Report w/c 7th September 2015
CTT Receive Report w/c 14th September 2015
Programme Board Receive report w/c 28th Sept 2015
Cabinet Receive Report - tba Oct 2015



Business Case

To: Severnside Program Board

Ref: Funding - Markets - Caldicot Town Centre

Date: 16/03/2015

Purpose

Caldicot Town Team would like to apply for £1,410 towards the costs of improving the market offerings currently in place in Caldicot town centre, and to increase footfall, local business investment and provide a sustainable future for the markets in Caldicot.

Background

From discussions with members of the public, local businesses and market traders, it has become clear that the current market offering is one that is in need of improvements.

The main areas that came out from our engagement events and surveys are;

- Lack of Variety
- Tired looking market stalls
- Specialist market days
- Lack of good quality products

With this in mind we set up a task and finish group, which has members from businesses, regular users of the market and customers who do not attend the market currently. The sub group has met on 3 occasions since its formation in November 2014.

From these meetings Caldicot Town Team are looking to raise a number of initiatives to improve on the current footfall, feel and success of the markets.

We are currently proposing one Saturday market day which will run alongside the usual market to provide variety and space. We will also provide two extra market days, which will focus on two latter themes.

- Saturday 18th April - Arts and Crafts Market
- Mid/late May - Gardening Market (Date TBC)
- Mid/late June - International Food stalls (Date TBC)

Finances

The money requested will be spent on the following items, to help pump-prime the markets and to boost advertisement and promotion.

- Flyers will be created which will focus on the special market day each month, these will be delivered to all primary schools In the Severnside area, as well as larger flyers and posters to be distributed into the wider areas including Chepstow town centre. The budget for promotional market has been capped at £250 per event.

Totalling £750.00

- Part of the funding requested will be used to offset the cost of the stalls that are considered as more specialised than what is currently on offer. By providing a small number of stalls 'free' to local home businesses, we are hoping that this will give them the opportunity and support to make the jump from working at home, to working within a town centre environment and encourage them to take a pitch on a longer term basis.
 - o Standard market pitch is £11 per pitch.
 - o Totals £110 for April,
 - o Based on a maximum number of 25 Stalls for themed market
 - o Totals £275 for May and June

- o **Total Market Stall costs £660**

Returns

The direct benefits to organising these events will help to increase footfall, bring more money back into the town centre, keep it within the local economy and provide customers, businesses and landlords with confidence that Caldicot town centre is committed to becoming a vibrant and viable town centre, like it has been in previous years.

By encouraging growth in the current markets, we are hopeful that we can encourage new businesses to come to the town centre to open new stores.

Results

To provide us with a picture of whether these first 3 specialised markets are successful, we will be completed footfall surveys before, during and after the events. We will also ask businesses to completing postcode capture forms during this time to find out which parts of Severnside are drawn to the town centre, but also to monitor the amount of visitors to the area. We will also survey businesses to find out if the events have made an impact on their business.

If successful, we intend to continue the theme throughout the rest of the summer and autumn months, and work with local traders to encourage them to open up pop up shops in the town centre.

Summary

This project will highlight the areas that will need further improvement within the town centre and also provide locals and visitors to Severnside with a fresh new feel in the town centre, and inject some much needed, well overdue enthusiasm and progress into the area.

Amount of funded requested:

Benefits: Better promotion of existing markets in Caldicot, whilst promoting more specialised markets, resulting in an increase to local economy and a prosperous town centre

Return: Social and Economic development over a long term period, resulting in potential increase in footfall, revenue and business presence in Caldicot.

Recommendation: That the Programme Board agrees to the requested funding amount of £1,410.



Business Case

To: Severnside Program Board

Ref: Funding - Wi-Fi Project - Caldicot Town Centre

Date: 16/03/2015

Purpose

Caldicot Town Team would like to apply for £1,800 (One thousand eight hundred pounds) to the program board for the purpose of increasing the digital offerings currently available to both members of the public and to existing businesses within Caldicot town Centre.

Background

We have been working with Spectrum Internet (ISP) to look into the wider project of delivering Super-Fast Broadband to Caldicot through the governments Super-Fast Connected Cities scheme.

In conjunction with Spectrum Internet visited all of the businesses within Caldicot town centre, (who were eligible to receive government support for funding) and asked their views on current broadband speeds, if they had any, and there interest for taking up a new contract.

We identified 12 businesses in total who requested to find out more information and were interested in signing up. We also managed to agree a landlord with 6 new offices to provide the infrastructure for the Super-Fast Broadband, to help assist him in letting out the newly refurbished offices with the added benefit of faster broadband.

Since that took place in November we have been working hard with Spectrum, businesses and landlords to provide a suitable way to install the infrastructure in such a way that is not only cost effective, but to minimise the disruption to both businesses and members of the public using the town centre.

We have managed to cover the entire town centre area, from Jubilee Way car park to Asda Car Park and from The Cross to Washbournes Garage with seamless coverage, meaning users will be connected anywhere in the town centre, which reduces the need for logins to different WiFi hotspots within the town. The WiFi that the general public would connect to would be a permanent system in the town centre, which would be operational after the initial funding had expired.

Finances

The headline figure for Spectrum Internet to provide this service is £50 per month, with a 24 month contract, however due to the amount of work Spectrum have carried out recently within Monmouthshire, and the close proximity of the installations they have provided Caldicot Town Team with a discount of £35 per month, based on a 24 month contract for the first 10 businesses who signed up. This has resulted in the businesses making a payment of £15 per month, or £180 a year.

During discussions with the businesses, we found that many who do not currently have broadband, would see no benefit in paying another monthly bill, as a time when footfall and takings are reducing and overheads increasing.

With the help and support from Caldicot Town Team we intend to provide businesses with a top-up of the £15 a month for the year, which means they are not losing any further income, and gives us the power to increase the digital presence within the town, and hopefully produce an app which will be able to provide visitors and customers to Caldicot with exclusive discounts and offers for all businesses in the town centre, rather than these being limited to the ones who currently offer WiFi.

Originally the plan was for businesses to sign a 24 month contract, (which would have covered the cost of the £15 a month, after a 12 month free period) however should businesses cancel, change provider or cease to trade then they would be liable for the full amount, as per the terms of the government funding for the £3,000 voucher. As this option was met with large opposition from the businesses who had originally expressed interest, we felt a 12 month contract for each business at a cost of £180 a year was something that the town team could cover, for the greater benefits of Caldicot town centre.

Returns

Although the funding of £1,800 will not provide any financial returns directly, we feel that a project such as this provides huge scope and development for the town centre, and surrounding areas in the future.

By providing Super-Fast broadband infrastructure to the town centre, retail units become more appealing to potential businesses over perhaps other towns with a similar make up as Caldicot.

We also intend to increase footfall and impulse sales by providing offers and discounts through the landing page of smart-phones when connected to the spectrum WiFi.

Local independent businesses will be able to explore the huge benefits of online shopping to their existing client base, and encourage new customers to invest in independent stores, keeping more of the money earned in Severnside, spent locally.

Results

To monitor the success of this project we intend on including a unique code with each offer and discount, and monitor usage and uptake of these with local businesses over a 12 month period.

We also intend on re-surveying the businesses within the town centre to see how many of them have kept broadband, (if applicable: how online sales/website is performing) and how many new businesses have signed up to the scheme.

Summary

There are many more possibilities on how we can improve Caldicot once this infrastructure is installed, Monmouthpedia is also a Spectrum Internet Project, along with the installations of WiFi in Tintern Abbey and Caldicot Castle.

Linking up with some of these could prove invaluable for the success of Caldicot town centre.

Amount of funded requested: £1,800

Benefits: Business in Caldicot town centre, Regular customers as well as newcomers and visitors to Caldicot town centre

Return: Social and Economical development over a long term period, resulting in potential increase in footfall, revenue and business presence in Caldicot.

Recommendation: That the Programme Board agrees to the requested funding amount of £1,800. Which provides the first years running costs to a maximum of 10 businesses, who sign up before the service goes live in April.

Phillips, Colin

From: Easson, Anthony
Sent: 27 April 2015 11:00
To: Phillips, Colin; Crook, Jessica E.; Evans, David J.; Fox, Peter A.; Guppy, Linda; Higginson, Jim; Marshall, John I.; Taylor, Frances; Watts, Pauline; Hill-Howells, Debra; Davies, Peter; Robson, Joy; Tranter, Robert
Cc: Winstanley, Ben; Fallon, Cath; King, Sarah
Subject: RE: Cabinet Report for Consultation 6th May 2015
Attachments: Supermarket DAS.pdf

Morning Colin..

I am of the view that there have been enough consultations to improve the town centre. If we don't know by now ..we will never know. £22k would be far better spent on improving pedestrian links and DDA compliance for access to the town centre including the need for a footpath to the east of the development. I have attached a copy of one of those consultations ..back to 2008..identifying the pedestrian flow to the eastern side. Why do we continue to ignore such reports.

Regards. Tony

Regards,

Tony

Anthony Easson. BA (Hons)

Monmouthshire County Councillor ,Dewstow Ward , Caldicot

*01291421250 : 07703165095
anthonyeasson@monmouthshire.gov.uk*

From: Phillips, Colin
Sent: 22 April 2015 14:52
To: Crook, Jessica E.; Easson, Anthony; Evans, David J.; Fox, Peter A.; Guppy, Linda; Higginson, Jim; Marshall, John I.; Taylor, Frances; Watts, Pauline; Hill-Howells, Debra; Davies, Peter; Robson, Joy; Tranter, Robert
Cc: Winstanley, Ben; Fallon, Cath; King, Sarah
Subject: Cabinet Report for Consultation 6th May 2015

Dear all

Please find attached a draft cabinet report for consultation in relation to Caldicot Town Team requests for funding. All requests have been prior considered and approved/supported by the Severnside Programme Board.

If you have any comments or questions, or request for amends please could I receive them by 9 am Monday 27th April 2015

Thanks

Colin



SUBJECT:	BUSINESS IMPROVEMENT DISTRICT - ABERGAVENNY
MEETING:	CABINET
DATE:	6th MAY 2015
DIVISION/WARDS AFFECTED:	Abergavenny

1. PURPOSE:

- 1.1 To present details of the proposed Business Improvement District (BID) in Abergavenny and the associated implications for the Council should the ballot result in an absolute majority outcome.

2. RECOMMENDATIONS:

- 2.1 To note the provisional boundary of the proposed Abergavenny BID as detailed in the appended Abergavenny BID Draft Summary Business Plan. Please also note that as a provisional boundary it is set to be revised such that it ends at the Abergavenny Hotel, just east of the former TIC, and will no longer include Monmouth Road and the area around the railway station. However, the project team do not yet have a map available that reflects these changes.
- 2.2 To agree that financial provision is made for the proposed BID levy in respect of the Council's estate within the BID area, exact figures are yet to be confirmed but are unlikely to be in excess of £10,000 per annum to be paid for the duration of the BID's five year operation.
- 2.3 To exercise the Council's vote to support the proposed BID ballot in respect of the Council's estate within the BID area and to delegate authority of the vote to the Head of Commercial and People Development.

- 2.4 To note that formal notice of the Ballot has been received by the Chief Executive and Returning Officer and that correspondence has been sent to the Department for Communities and Local Government to advise them of the intention to pursue a Business Improvement District in Abergavenny.
- 2.5 To note that the cost of the ballot of £2,100 will initially be borne by Monmouthshire County Council. This can be recharged to the BID however if the BID is not successful this cost will fall to the Council.
- 2.6 To agree Officers' recommendations to charge the BID delivery mechanism an annual cost (amount to be determined) for the duration of the BID to cover Council costs associated with the collection of the BID levy.
- 2.7 In the event of a 'yes' vote being secured to offer interest free, conditional up-front financial support in July 2015 to enable the BID team to mitigate the risks against start up failure by enabling them to start delivery of BID projects and services without delay. The financial support will equate to 35% of the first year's BID levy, approximately £75,000 and will be redeemed in full by the Council upon receipt of the BID levies.
- 2.8 To delegate authority to the Head of Legal Services in consultation with the Leader of the Council to sign the necessary operating agreement that will exist between the Council and the BID delivery mechanism.

3. KEY ISSUES:

- 3.1 A Business Improvement District (BID) is a fixed term, five year business led initiative in a defined area i.e. Abergavenny, within which businesses come together and decide which improvements can be made in the town, how they will implement these and what it will cost. A levy is charged in order to fund projects in the boundary area which are additional to those provided by the Council and other public sector organisations.
- 3.2 BIDs were first established in the UK legislation in 2004. To date there have been over 180 successful BID ballots which include a significant number of second term ballots. BIDs are a successful model in delivering city and town centre management. Currently there are three BIDS operating in Wales with a further 11 in development.
- 3.3 The development of a BID in Abergavenny is of significant importance to the Council given the complementary objectives of the Single Integrated Plan and the theme 'Our County Thrives' – to create a Monmouthshire where 'people benefit from an economy which is prosperous and supports enterprise and sustainable growth, where families shop locally and create a truly entrepreneurial spirit'.

- 3.4 In Abergavenny the main purpose of the BID is to increase footfall and spending in the town and several central objectives have been agreed:
- To increase footfall and spend by enhancing Abergavenny as a destination town;
 - To create a quality environment where people can access the town centre easily and efficiently; and
 - To ensure the town holds a mix of sectors and services which support each other and further enhance the town's offer and vitality.
- 3.5 These objectives form the basis of a business plan, the draft summary of which was distributed to the businesses within the BID area in the run up to Christmas (see appendix one). The final version of the business plan will be distributed to the same businesses in May 2015. This business plan will provide the basis for the ballot which will take place from 16th June to 14th July 2015 with the declaration taking place on the 15th July. The BID can only come into force if businesses vote in its favour on two counts. The first vote being an overall majority in terms of number of businesses that vote. The second being that those businesses who vote 'Yes' must also represent a higher rateable value than those businesses who have voted 'No'.
- 3.6 Within Abergavenny's proposed BID area there are 418 properties that would be liable to pay the BID levy. It is anticipated that this levy will raise over £208,670 per annum for five years to implement improvements, equating to approximately 70% of businesses paying £1 per day. This will generate in excess of £1.04M investment for the Abergavenny BID area over the five year BID period.
- 3.7 The Council owns 21 properties in the BID area which will attract a levy payment. Based on the proposed banding approach to be adopted this would result in an increased cost to the Council of approximately £10,000 per annum. Each Council owned property which is liable to pay a levy will also have a vote in the ballot. It is therefore requested that delegated authority be given to Peter Davies (Head of Commercial and People Development) who will be the Officer responsible for supporting the BID and for completing and returning the voting papers.
- 3.8 In January 2015 a request was received by the Chief Executive and Returning Officer to instruct the Electoral Reform Society to conduct the ballot given the proximity of the ballot date in June 2015 to the impending general election in May 2015. This will involve a cost of £2,100 which will initially be borne by Monmouthshire County Council. This can be recharged to the BID however if the BID is not successful this cost will fall to the Council.

- 3.9 Following a successful YES vote a delivery mechanism will be required to specifically deliver the services set out in the BID Business Plan. This mechanism, yet to be determined, will be led by a Board elected by businesses paying the levy and as such will be accountable to all levy payers. Any levy paying business will be eligible to stand for a position on the Board however the Board Director positions will be unpaid.
- 3.10 The Council will be the organisation responsible for collecting the BID levy and will incur costs due to staffing required to administer the collection. The council will therefore seek an annual fee (amount to be determined) from the BID delivery mechanism to cover these additional staffing costs. This fee will be representative of average comparative BIDs collection costs in the UK.
- 3.11 In order to arrange for the collection of the levy there is an additional piece of BID software that will need to be purchased. The cost of purchasing this software is yet to be determined but will include costs for the licence fee, implementation service and an annual support fee. These costs will also be recovered from the BID delivery mechanism.
- 3.12 In order that the delivery mechanism can deliver projects as set out in the BID Business Plan the BID Task Group has requested that the council agree to providing the BID delivery mechanism with interest free up front funding of up to £75,000 in July 2015 to ensure that the BID projects can start being delivered effectively from the earliest stage. The Council as levy collector will then retain these funds as it receives BID levy payments via the billing process. The timing of the BID collection will be set out in a schedule attached to the Operating Agreement; the collection will be distinct from the Business Rates bill collection and will be sent out at a time to be agreed, in a separate bill.
- 3.13 This report seeks approval for the Head of Legal Services and Leader of the Council to sign the Operating Agreement between the BID delivery mechanism and the Council.

4. REASONS

- 4.1 Since April 2014 business consultations including open meetings, surveys and one to one meetings have taken place in Abergavenny to determine their priorities for enhancing the town centre. A BID Task Group has been formed of businesses from within the BID area. Members of the Task Group include Rob Bainham (Market Traders Association), John Bannon (Jaybee Soft Furnishings) Jonathan & Sophie Bensley (Cooks Galley) Nigel Burton (Abergavenny Food Festival), Jon Child (Kings Arms), Janis Davies (Abergavenny Business Club), Sam Dodd, Emma Goode (Goodies), David Gush (Abergavenny Business Club), Steve Davies (Homes of Elegance), Simon Elliott (Simon's Linens), William Griffiths (The Angel Hotel), Kim Waters (I Love Abergavenny). Margaret Whilding (Market

Traders Association), Christine Williams (Abergavenny & District Tourism Association), Tony Konieczny (Abergavenny Civic Society), Ruth Coulthard (Brecon Beacons National Park) and James Woodcock (Monmouthshire County Council).

4.2 The Task Group have identified three central objectives for the Abergavenny BID as detailed in point 3.4. These objectives set the scene for the delivery priorities for the five years as detailed below which will be confirmed in the final business plan as they have since changed from the draft business plan which is appended. Although the BID funding will be ring fenced for delivery priorities the BID will also be able to seek additional financial contributions and match funding for projects to ensure businesses get even better value for money:

- First Choice For Shoppers & Visitors
- Event Fit Town
- Welcoming Streets
- Out And About
- Putting Businesses First

4.3 As part of the BID process the Council and other public agencies are producing baseline service statements that set out the current level of service provision within the BID area for both statutory and non-statutory provision. Statements include those from street cleansing, public conveniences, highway maintenance, car parking, events, CCTV, policing, markets, tourism and Christmas decorations (a full copy of the Baseline report will be available on request). These statements will allow the BID Company to understand the level of services currently in place to ensure that it only provides services that are additional to existing provision. Although not legally binding these statements provide an outline of the commitment to provision of services.

5. RESOURCE IMPLICATIONS:

5.1 This report seeks approval of the following in support of the BID:

- That the Council allocate sufficient funds, anticipated to be no more than £10,000 per annum, for the Council's BID levy liability for the five year term of the BID. It is proposed that these costs are managed from within existing revenue budgets.
- That the Council are able to advance the BID Company up to £75,000 on an interest free basis which will be returned once the BID levy is received. The resource implication principally concerns a cash flow implication for the Authority, with any treasury impact being minimal.

- Monmouthshire County Council does not have the capacity to conduct the ballot, given that it is scheduled to take place shortly after the general election. Electoral Reform Services will therefore be asked to conduct this. This will involve a cost of £2,100 which will initially be borne by Monmouthshire County Council. This can be recharged to the BID however if the BID is not successful this cost will fall to the Council.

5.2 The Authority will also be looking to charge the BID delivery mechanism an annual cost (amount to be determined) for the duration of the BID to cover Council costs associated with the collection of the BID levy. These costs will include the costs of administration and the cost of implementing and running the software that allows for BID monies to be administered.

6. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

6.1 The decisions highlighted in this report have no safeguarding or corporate parenting implications.

7. SUSTAINABILITY AND EQUALITY IMPACT ASSESSMENT

7.1 By supporting the BID the Council will enable the businesses of Abergavenny to use funding obtained via a levy and achieve their goals which are to increase footfall and spending in Abergavenny by enhancing it as a destination town; creating a quality environment where people can access the town centre easily and efficiently; and ensuring the town holds a mix of sectors and services which support each other and further enhance the town's offer and vitality.

7.2 The development of a BID in Abergavenny is also of significant importance to the Council given the complementary objectives of the Single Integrated Plan and the theme 'Our County Thrives' – to create a Monmouthshire where 'people benefit from an economy which is prosperous and supports enterprise and sustainable growth, where families shop locally and create a truly entrepreneurial spirit'.

7.3 The results of the sustainability and equality impact assessment are therefore resoundingly positive for Abergavenny.

8. CONSULTEES:

Economy and Development Select Committee Members
Senior Leadership Team
Cabinet Members

9. BACKGROUND PAPERS:

Appendix 1 – Abergavenny BID: Draft Summary Business Plan (separate attachment)

Appendix 2 – Equality Impact Assessment and Sustainability Checklist.

10. AUTHORS:

Peter Davies, Head of Commercial and People Development – peterdavies@monmouthshire.gov.uk (01633) 644294

Cath Fallon, Head of Economy and Enterprise – cathfallon@monmouthshire.gov.uk (01633) 748316

Appendix Two

The “Equality Initial Challenge”

Name: Service area: Enterprise Date completed: 24 th February 2015		Please give a brief description of what you are aiming to do. To present details of the proposed Business Improvement District (BID) in Abergavenny and the associated implications for the Council should the ballot result in an absolute majority outcome.	
Protected characteristic	Potential Negative impact Please give details	Potential Neutral impact Please give details	Potential Positive Impact Please give details
Age	n/a	n/a	n/a
Disability			n/a
Marriage + Civil Partnership	n/a	n/a	n/a
Pregnancy and maternity	n/a	n/a	n/a
Race	n/a	n/a	n/a
Religion or Belief	n/a	n/a	n/a
Sex (was Gender)	n/a	n/a	n/a
Sexual Orientation	n/a	n/a	n/a

Transgender	n/a	n/a	n/a
Welsh Language			Information will be produced bilingually in line with the authority's Welsh Language Editorial Policy

Please give details about any potential negative Impacts .	How do you propose to MITIGATE these negative impacts
➤ <i>n/a</i>	➤
➤	➤
➤	➤
➤	➤

Signed C Fallon Designation Head of Economy & Enterprise Dated 24/02/15

EQUALITY IMPACT ASSESSMENT FORM

What are you impact assessing	Service area
The proposed Business Improvement District (BID) in Abergavenny and the associated implications for the Council should the ballot result in an absolute majority outcome.	Enterprise
Policy author / service lead	Name of assessor and date
Kellie Beirne	C Fallon 24/02/15

1. What are you proposing to do?

- Noting the boundary of the proposed Abergavenny BID as detailed in the appended Abergavenny BID Draft Summary Business Plan.
- Agreeing that financial provision is made for the proposed BID levy in respect of the Council's estate within the BID area, exact figures are yet to be confirmed but are unlikely to be in excess of £10,000 per annum to be paid for the duration of the BID's five year operation.
- Exercising the Council's vote to support the proposed BID ballot in respect of the Council's estate within the BID area and to delegate authority of the vote to the Head of Commercial and People Development.
- Noting that formal notice of the Ballot has been received by the Chief Executive and Returning Officer and that correspondence has been sent to the Department for Communities and Local Government to advise them of the intention to pursue a Business Improvement District in Abergavenny.
- Noting that the cost of the ballot of £2,100 will initially be borne by Monmouthshire County Council. This can be recharged to the BID however if the BID is not successful this cost will fall to the Council.
- Agreeing Officers recommendations to charge the BID delivery mechanism (yet to be determined) an annual cost (amount to be determined) for the duration of the BID to support Council costs associated with the collection of the BID levy.
- Approving funding of £ (amount to be determined) to procure the necessary BID Billing Software to enable the Business Rates team to administer the collection of the BID levy.
- Offering interest free conditional up-front financial support in July 2015 to enable the BID team to mitigate the risks against start up failure by enabling them to start delivery of BID projects and services without delay. The financial support will equate to 35% of the first year's BID levy, approximately (up to?) £90,000 and will be redeemed in full by the Council upon receipt of the BID levies.
- Delegating authority to the Head of Legal Services in consultation with the Leader of the Council to sign and in principle operating agreement on behalf of the Council.

2. Are your proposals going to affect any people or groups of people with protected characteristics in a **negative** way? If **YES** please tick appropriate boxes below.

Age		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

3. Please give details of the negative impact

n/a

4. Did you take any actions to mitigate your proposal? Please give details below including any consultation or engagement.

n/a

5. Please list the data that has been used to develop this proposal? E.g. Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc..

Primary data as a result of surveying businesses in the town, Welsh Government data, ONS data.

Signed.....C Fallon.....**Designation**...**Head of Economy and Enterprise****Dated**.....24th February 2015.....

The “Sustainability Challenge”

Name of the Officer completing “the Sustainability challenge” C Fallon		Please give a brief description of the aims proposed policy or service reconfiguration To present details of the proposed Business Improvement District (BID) in Abergavenny and the associated implications for the Council should the ballot result in an absolute majority outcome.	
Name of the Division or service area Monmouthshire Business and Enterprise		Date “Challenge” form completed 24 th February 2015	
Aspect of sustainability affected	Negative impact Please give details	Neutral impact Please give details	Positive Impact Please give details
PEOPLE			
Ensure that more people have access to healthy food	n/a	n/a	Raise awareness of local food stores as part of high street marketing activities to increase access to healthy food options
Improve housing quality and provision	n/a	n/a	n/a
Reduce ill health and improve healthcare	n/a	n/a	n/a

provision			
Promote independence	n/a	n/a	n/a
Encourage community participation/action and voluntary work	n/a	n/a	n/a
Targets socially excluded	n/a	n/a	n/a
Help reduce crime and fear of crime	n/a	n/a	There is potential that the BID levy can put in measures that will help reduce crime and the fear of crime in Abergavenny Town Centre as part of their 'Character and Comfort' activities.
Improve access to education and training	n/a	n/a	n/a
Have a positive impact on people and places in other countries	n/a	n/a	BID activities will promote the town centre, festivals and markets to have a positive impact on the local people and places and encourage visits from other countries.
PLANET			
Reduce, reuse and recycle waste and water	n/a	n/a	n/a

Reduce carbon dioxide emissions	n/a	n/a	BID promotional activities will encourage local procurement therefore reducing carbon dioxide emissions.
Prevent or reduce pollution of the air, land and water	n/a	n/a	n/a
Protect or enhance wildlife habitats (e.g. trees, hedgerows, open spaces)	n/a	n/a	The BID activities will encourage positive participation by improving the local environment in the BID area which will include maintaining and improving open spaces.
Protect or enhance visual appearance of environment	n/a	n/a	The BID activities will encourage positive participation by improving the local environment in the BID area which will include enhancing the visual appearance of the town Centre.
PROFIT			
Protect local shops and services	n/a	n/a	BID intends to increase footfall and spend by enhancing Abergavenny as a destination town, encouraging citizens to shop locally thus protecting local shops and services.

Link local production with local consumption	n/a	n/a	BID activities will raise awareness of these issues and encourage positive participation
Improve environmental awareness of local businesses	n/a	n/a	BID activities will raise awareness of these issues and encourage positive participation.
Increase employment for local people	n/a	n/a	BID activities will ensure the town holds a mix of sectors and services which support each other and further enhance the town's offer and vitality.
Preserve and enhance local identity and culture	n/a	n/a	BID activity will enhance Abergavenny as a destination town thus enhancing local identity and culture.
Consider ethical purchasing issues, such as Fairtrade, sustainable timber (FSC logo) etc	n/a	n/a	BID may consider this as part of its activities going forward.
Increase and improve access to leisure, recreation or cultural facilities	n/a	n/a	BID aims to create a quality environment where people can access the town centre and its facilities easily and efficiently.

What are the potential negative Impacts	Ideas as to how we can look to MITIGATE the negative impacts (include any reasonable adjustments)
➤ n/a	➤
➤	➤
➤	➤
➤	➤

The next steps

- If you have assessed the proposal/s as having a **positive impact please give full details** below

By supporting the BID the Council will enable the businesses of Abergavenny to achieve their goals which are to increase footfall and spending in Abergavenny by enhancing it as a destination town; creating a quality environment where people can access the town centre easily and efficiently; and ensuring the town holds a mix of sectors and services which support each other and further enhance the town's offer and vitality. The development of a BID in Abergavenny is also of significant importance to the Council given the complementary objectives of the Single Integrated Plan and the theme 'Our County Thrives' – to create a Monmouthshire where 'people benefit from an economy which is prosperous and supports enterprise and sustainable growth, where families shop locally and create a truly entrepreneurial spirit'.

- If you have assessed the proposal/s as having a **Negative Impact** could you please provide us with details of what you propose to do to mitigate the negative impact:

Signed C Fallon

Dated 24th February 2015

Abergavenny BID

Draft Summary Business Plan

Our aim is to increase footfall and spending in Abergavenny for the benefit of all businesses located within the BID area, being the first choice for local shopping and commerce, and one of the quality visitor destinations in South Wales.



Abergavenny
Business Improvement District



monmouthshire
sir fynyw



Over the past few months, businesses in Abergavenny have been telling the Business Improvement District (BID) Team how they would like to see the town improved. Open business meetings, surveys, one-to-one discussions and presentations have formed a detailed consultation process about the BID's priorities. This document sets out what Abergavenny's businesses have said they would like a BID to deliver.

The projects set out overleaf will only go ahead if businesses vote 'yes' to introducing a BID in Abergavenny. This vote will be carried out independently of the BID organisers. You will receive a full copy of the BID Business Plan in April 2015, followed by ballot papers in June 2015.

For a BID to be introduced, the vote must meet two conditions:

1. Over 50% of businesses that vote must vote in favour of the BID.
2. Of the businesses that vote, those voting yes must represent greater total rateable value than the ones that vote no.

There are over 180 BIDs set up in the UK and more than 1,500 BIDs across the world. Towns and cities similar to Abergavenny, for example, Shrewsbury and Salisbury, have set up BIDs to invest in their local priorities and businesses have seen tangible differences to their towns and cities as a direct result of the BID having been voted into their area. At the current time there are several towns in Wales going through the same BID discussions as in Abergavenny.



COMPETING FOR THE FUTURE

We know town centres are facing unprecedented commercial pressure and Abergavenny is no different. From out of town retail and business parks, large scale development and investment in other places, demands on accessibility and a squeeze on spending are dramatically changing the way town centres need to operate and promote themselves.

Abergavenny BID will be a business body that will ensure the town is responding to these challenges. It will ensure Abergavenny is recognised and celebrated as an attractive destination, standing out locally, regionally and nationally. The BID is the chance to shape Abergavenny's agenda and collectively act on the potential you say needs to be realised in the town.

Central Objectives:

- Increasing footfall and increasing spend in the town by enhancing Abergavenny's profile as a destination town for both people to use and visit, and for businesses to work in.
- Creating a quality environment where people can access the town centre easily and efficiently, by car, on foot or by public transport.
- Ensuring the town holds a mix of sectors and services which support each other and further enhance the town's offer and vitality.

“ To have a business-led organisation that focuses all its interests on improving the competitiveness and prosperity of a town can only be a good thing in my opinion. ”

Jon Child, Owner, Kings Arms

THE FUNDING

BIDs are funded by the businesses within the BID boundary. If businesses vote 'yes' for Abergavenny BID, the levy will raise over £250,000 pa, for five years, to deliver improvements that will directly benefit you.

If the BID vote is successful, all eligible businesses will pay a levy based on the rateable value of the business, this is proposed to include retail, office and commercial with industrial businesses having the opportunity to join the BID voluntarily.

The table below gives examples of how much the BID levy will be. Over 70% of businesses will be asked to pay about a £1 a day.

Rateable Value Band	Levy (pa)	Daily Equivalent
£100k to £200k	£2,500	£6.80 per day
£50k to £100k	£1,500	£4.10p per day
£25k to £50k	£750	£2.05 per day
Below £10k	£365	£1 per day

THE BID COMPANY

The BID will be run by an independent, not-for-profit company, which will be led by a board elected by businesses paying the levy within the BID area and accountable to all levy payers. Any levy paying business will be able to stand to be elected to the Board of Directors. The Board Director positions will be voluntary and will not be paid.

All of the funding for the BID will be ring-fenced and can only be spent on additional projects and services that you have agreed to in the formal Business Plan.

As an independent, private company, the BID can also seek additional financial contributions and match-funding on projects to ensure local businesses get even better value for money and that we can invest in exciting opportunities for Abergavenny town centre.

The BID will last for five years and in that time it will have to show how it is benefiting your business. This is your opportunity to invest £1.25 million into Abergavenny and lead the way to securing its future and making the changes businesses want to see. Through a BID, we can respond to the challenges facing the town and seize the opportunity to put Abergavenny back on the map and ensure it is a well marketed destination and a great place to visit, work and live in.

“

The BID is a wonderful opportunity for Abergavenny businesses within the area to have a significant influence on improving the trading environment for little extra cost per business so that this can lead to a marked improvement of footfall and our future business prosperity.

John Bannon, Owner, Jaybee Soft Furnishings

”

1 Promoting the town centre, festivals & markets

You said...

...that Abergavenny needs to be better promoted as a destination for shoppers and visitors, with a stronger brand identity that is promoted to the local community and to visitors from outside the area. In supporting this brand, events are important to businesses in attracting visitors to Abergavenny. Good events are raising the town's reputation but there is a need for extending the benefits for businesses across the year. Weekly and speciality markets are important to the town centre experience, but need stronger marketing and promotion throughout the year.



Marketing, Promotion, Events - Total spend over 5 years - £551,250

VOTE YES AND THE BID CAN DELIVER

PROMOTION	<ul style="list-style-type: none"> • An integrated marketing and promotions campaign, focussed on increasing footfall and spend and highlighting Abergavenny's excellent offer of retail, independents, leisure, food and drink and commercial businesses. • 'Shop local' initiatives appealing to the residents of Abergavenny. • A better coordinated and advanced web site and social media presence by working with town organisations. • Advertisements to showcase the town's offer and building links with trade press, national and regional media and marketing groups. • Specific marketing campaigns with tourism and festival partners to bolster the visitor economy across the year.
EVENTS & FESTIVALS	<ul style="list-style-type: none"> • An "event fit" Abergavenny by working with event organisers to train, support and promote businesses to maximise the opportunities from events and festivals. • Support for existing high quality events and festivals and help coordinate resources to strengthen Abergavenny as an "events town". • Support for new events considered beneficial to Abergavenny's year round offer.
MARKETS	<ul style="list-style-type: none"> • Support to ensure weekly & specialist markets are a stronger feature of the town's distinctiveness.

2 Travel & Exploring

You said...

...that it is important to link up Abergavenny in terms of arrival, signposting, information and parking so that it provides a great first impression and co-ordinated experience for all.

VOTE YES AND THE BID CAN DELIVER

- Improvements to on-street signage and trails linking up the whole town centre and making it easier to explore.
- Car parking incentives to reduce parking costs and enhanced information to improve people's experience of using them.

“The opportunity of a Business Improvement District is a very important step for the future of Abergavenny town.”

Steve Davies,
Owner, Homes of Elegance

Travel & Exploring - Total spend over 5 years - £245,000



3 Character & Comfort

You said...

...the town environment needs to be more welcoming and cleaner to maintain its distinctive character. There is a need to tidy up the town to give a much more managed, safe and friendly feel for residents and visitors.

VOTE YES AND THE BID CAN DELIVER

- Support for improving and maintaining shop fronts/business premises.
- Partnership working that seeks to ensure the location, number and quality of public toilets are maintained.
- Support for additional cleanliness and maintenance to ensure the best possible presentation of the town during key events and shopping periods.

“ At a time when investment in town centres across the United Kingdom has dwindled, we believe the BID will give traders an opportunity to decide and actually make changes which will increase footfall and therefore improve the town’s prosperity.

Janis Davies and Emma Goode,
Owners, Goodies Womenswear

”

Character & Comfort - Total spend over 5 years - £245,000

4

Business Support & Influence

You said...

...attracting a wider variety of retailers is important and this includes more 'top brand' names and independent stores. You have also said that you want support for reducing your business costs such as insurances and trade waste.

The voice of businesses often struggles to be heard and you said that you want to influence how the town is managed and improved in the future.

VOTE YES AND THE BID CAN DELIVER

- A partnership to encourage targeted businesses to invest in the town and provide training and other support to existing businesses to help them thrive.
- Reduced business costs through centrally negotiating services such as trade waste management, recycling, insurance and advertising for all businesses within the BID area.
- Regular communication and information updates so you're the first to know what's happening in the town and can plan accordingly.
- A stronger business voice to champion your interests and take a lead in driving the direction of the town in the way you want to see it realised.
- A partnership with the Police and other statutory agencies, to promote and manage activities to ensure the town is safe and welcoming during the day, evening and at night.

Business Support - Total spend over 5 years - £183,750



FAQ

What are BIDs?

BIDs are an arrangement whereby businesses come together and decide which improvements they feel could be made in their town or city centre, and also how they will implement these improvements and what it will cost them. BIDs are financed and controlled by the businesses within the selected area. A BID will deliver additional projects and services to those already provided by public bodies.

What does 'additional projects' mean?

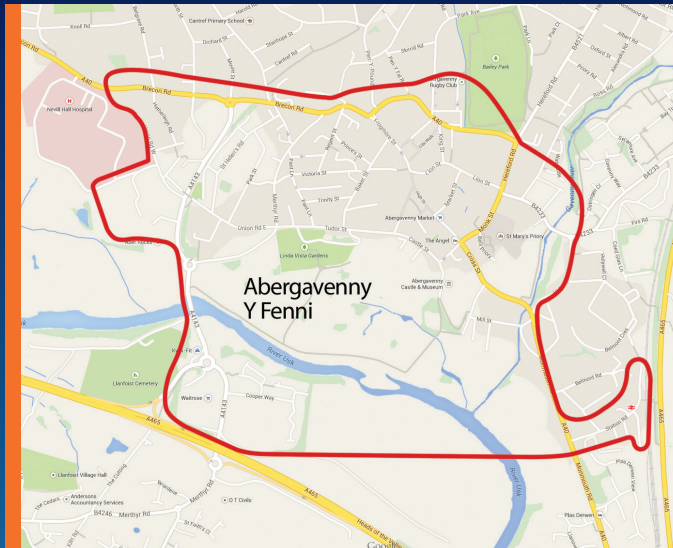
A BID is set up to provide additional projects which will benefit business. It cannot duplicate or replicate services that you already pay for through your business rates. A BID is focussed on investing in projects and services that will help businesses and enhance their trading environment, over and above what public bodies already provide.

Why do businesses support BIDs?

BIDs have the ability to increase footfall to an area, improve services and drive down business costs. As they can run for up to five years they also give businesses the opportunity to plan ahead. BIDs put the control into the hands of the businesses themselves.

Are BIDs fair?

BIDs allow businesses to manage their local place and prioritise their own projects. All BID funding is raised and controlled by business owners who formally vote on a business plan which is made up of local business ideas gathered through a consultation period.



Proposed BID area

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To find out more about Abergavenny BID contact **Owen Davies/Chris Jones** BID Project Managers
 Email: info@themosaicpartnership.co.uk
 Telephone: **07809594524** (Owen Davies) or **07968943084** (Chris Jones)



SUBJECT:	Y PRENTIS: Shared Apprenticeship Programme for the Construction Industry
MEETING:	CABINET
DATE:	6th MAY 2015
DIVISION/WARDS AFFECTED:	All

1. PURPOSE:

1.1 To present an update of the Y Prentis, Shared Apprenticeship Scheme, established in September 2012.

2. RECOMMENDATIONS:

2.1 For Cabinet to receive the contents of this report which provides an overview of the activities to date and details of future plans.

3. KEY ISSUES:

3.1 [Y Prentis](#) was established as a not for profit company limited by guarantee in September 2012, overview details are presented in the appended leaflet. The purpose of the company is to deliver a Shared Apprenticeship Scheme across the South East Wales region in partnership with the Construction Industry Training Board (CITB). The vision for Y Prentis is to 'provide long term sustainable employment opportunities to help young people maximise their potential and gain fruitful future employment'. In addition Y Prentis has been designed to offer flexible options as a response to the growing demand for community benefit requirements within many construction based, development and maintenance contracts.

3.2 Y Prentis was established following a Cabinet decision on the 18th July 2012, to underwrite an overdraft to allow investment in the creation of a Special Purpose Vehicle to deliver the scheme, which is jointly owned by CMC² (MCC's Community Interest Company) and Melin Homes.

3.3 Y Prentis is different from many other construction training schemes as Y Prentis employs the apprentices rather than the construction companies having to employ them, themselves. This means that apprentices are able to move flexibly between a number of employers

in order to gain wide ranging experience in the industry whilst still being employed by Y Prentis. As a result Y Prentis apprentices can gain a full apprenticeship qualification whilst gaining many different working skills including brickwork, plastering, electrical work and plumbing, etc. Training and work placements are provided by local colleges in the South East region and a wide range of employers from small sole traders to large multi-national companies are involved.

4. REASONS

- 4.1 Y Prentis was initially established as a £2 million venture to create 105 apprenticeships across South East Wales in its first three years. The scheme is part of Welsh Government's commitment to embed community benefits within public sector procurement using targeted recruitment and training solutions in order to aid job creation. Welsh Government believes that apprenticeships fuel the future essential skills base of the Welsh nation helping to inspire success in the individual and to bring huge benefits to the workplace.
- 4.2 As a Shared Apprenticeship Scheme, Y Prentis offers support to small businesses to capitalise upon supply chain development opportunities. The Construction Employment Forecast (2011-2015) identified that construction based employment is set to increase by 5% to 107,500; employment growth is expected to be strong due to the increase in housing renovation and maintenance activity; and the largest increase in growth will be among wood trades, interior fit out activities and labourers.
- 4.3 As a small company, Y Prentis is managed by a Programme Manager with support from an Employer Coordinator, a CITB Apprentices Coordinator and an Administrative and Marketing Assistant. The company is governed by a small Board of Directors which comprises of two Directors from MCC namely Rob O'Dwyer Head of Property Services and Facilities and Cath Fallon Head of Economy and Enterprise and two Directors from Melin Homes namely Adrian Huckin Director of Communities, Enterprise and Care and Peter Crockett Deputy Chief Executive, Director of Finance. In addition, the CITB has a seat on the Board as an Observer, which is held by Rob Davies, Regional Delivery Manager plus there are additional advisors who represent the construction industry. In addition, there is an Advisory Panel to the Board which is comprised of representatives from South East Wales Construction companies which includes Morgan Sindall, Cowlin, Balfour Beatty, Lovel, Wilmott Dixon, Interserve, McAlpine, etc. as well as local authorities and colleges. The purpose of the Advisory Panel is to:
- Advise Y Prentis Board members to ensure that Y Prentis is fit for purpose and meets the training requirements and needs of the construction industry;
 - Provide placements for the apprenticeships which offer a wide range of experience to enable them to gain sector specific qualifications and employment;
 - Offer advice regarding future recruitment patterns and needs; and
 - Assist in influencing Welsh Government and training providers in prioritising training provision in line with industry requirements.

- 4.4 Y Prentis is funded from the following sources: CITB Attendance and Attainment Grants; Young Recruits Programme funding; and membership payments. Membership payments are paid by construction companies who are part of Y Prentis, the purpose of the membership fee is to pay towards a personal toolkit that each of the Y Prentis apprentices need when they start work and other items such as any additional training need requirements and personal protective equipment. The fees are either paid weekly or annually dependent upon the size of the company and the number of apprentices.
- 4.5 To date 109 apprentices have started with Y Prentis and there are currently 70 apprentices who are under-going an apprenticeship programme. Ten of these are Monmouthshire residents, four of which have completed the programme and gained full time employment, two are currently working towards electrical and brickwork qualifications and four have left the scheme to go onto other positions. As a jointly owned Monmouthshire venture there are clearly plans to recruit more Monmouthshire apprentices across the scheme particularly with the impending start of the 21st Century Schools Build programme, when it is anticipated that at least a further ten apprentices will be recruited.
- 4.6 In terms of its future direction Y Prentis has now completed its second year of trading in September 2014 and repaid the £50,000 overdraft facility afforded by the Authority in February 2015. The company is now in a position whereby it has generated a surplus profit. An investment strategy is therefore being developed that will identify projects that Y Prentis can support which are likely to be capital and revenue-based and are likely to enhance training facilities or training provision to support further apprenticeship development or added value skills. In addition, the Board has taken a decision to offer wider, more technical apprenticeships such as civil engineering and quantity surveying and is anticipating that these new apprenticeships will form part of the new intake in September 2015.
- 4.7 As Y Prentis is the only CITB approved deliverer of Shared Apprenticeships in South East Wales it has special status which improves its opportunities for long term sustainability. Unlike project based funding schemes, Y Prentis is not time limited. The funding for Y Prentis comes from a wide range of sources including private sector income for wages and membership fees. The CITB grants which Y Prentis benefits from are funded via a levy paid by the construction industry rather than time limited external funding sources. All this provides Y Prentis with sustainable, core funding which will continue as long as the company is managed efficiently and effectively. In addition Y Prentis is guided by an Advisory Panel comprising of key players in the construction industry and clients offering contract opportunities. This unique relationship informs apprentice volume projections whilst providing a vehicle for training providers to match future course provision with future industry needs. This ensures that Y Prentis is driven and directed by the needs of the industry whilst also providing suitable work experience for the young people of South East Wales, as a result Y Prentis apprentices benefit from several advantages when seeking long term employment – they have a full framework qualification which is appropriate to their trade; they have wide ranging experience with several companies and they have job search support from the Y Prentis team.

5. RESOURCE IMPLICATIONS:

5.1 As this is an update report there is no associated resource or financial implications.

6. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

6.1 The decisions highlighted in this report have no safeguarding or corporate parenting implications.

7. SUSTAINABILITY AND EQUALITY IMPACT ASSESSMENT

7.1 As this report is for information only therefore there are no associated sustainability or equality impacts to be assessed.

7. CONSULTEES:

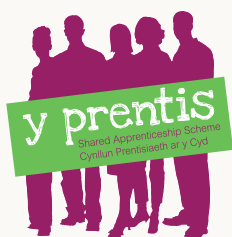
Senior Leadership Team
Economy and Development Select Committee Members
Cabinet Members

8. BACKGROUND PAPERS:

Appendix One - Y Prentis promotional leaflet (separate attachment)

9. AUTHORS:

Peter Davies, Head of Commercial and People Development – peterdavies@monmouthshire.gov.uk (01633) 644294
Cath Fallon, Head of Economy and Enterprise – cathfallon@monmouthshire.gov.uk (01633) 748316



About South East Wales Shared Apprenticeship Scheme




1. Y Prentis is sponsored by Construction Skills and Welsh Government to deliver shared apprenticeships in South East Wales.
2. The company was set up in October 2012 and is owned by Melin Homes and CMC².
3. Shared apprenticeships programmes aim to increase the numbers of companies supporting apprenticeships and the percentage of young people completing their apprenticeships.
4. Placements are for a minimum of 6 weeks and maximum of 2 years. Y Prentis works hard to ensure continuity of placements and help young people achieve their full framework qualifications.
5. Y Prentis employs apprentices on behalf of the industry and rotates them through hosted placements to enable employers to participate without having to commit to a full two year term.
6. Y Prentis aims to support 35 Apprentices between October 2012 and September 2013, increasing numbers to a total of 105 in subsequent years, responding to the needs of the construction industry in South East Wales.
7. Y Prentis is working with key public sector and housing association clients across the area to help them deliver their targeted recruitment and training targets against key projects (SEWSCAP, Arbed 2 ERDF, WHQS).
8. Construction companies and contracting clients can get involved in a number of ways:
 - Join our advisory panel and shape the project;
 - Support the programme as a member of Y Prentis and host some placements;
 - Both of the above.

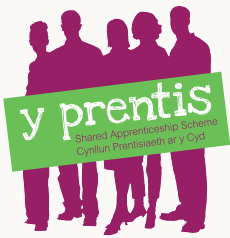
Contact us

T: 01495 745910
or 0800 9753 147

E: enquiries@yprentis.co.uk

 Find us on Facebook





<p>Employer:</p>	<p>Y Prentis Melin Homes, Ty Efail, Lower Mill Field, Pontypool, NP46LG This is a new project which is offering additional apprenticeship opportunities for 16 – 24 year olds to enter the construction industry as an apprentice. Y Prentis offers the chance to gain NVQ level 2 and 3, whilst earning a wage. Y Prentis is a new company launched by Melin Homes and CMC² and has been developed in partnership with Construction Skills.</p>
<p>Opportunities:</p>	<p>Apprenticeship opportunities are secured at various times throughout the year. Each apprentice will work with a number of construction companies and across various construction sites in order to complete their NVQ portfolio. This is where the shared apprenticeship differs from traditional apprenticeships.</p>
<p>Length:</p>	<p>Most apprenticeships cover a two year period, with progression from year 1 to year 2 subject to performance and conduct.</p>
<p>Trades:</p>	<p>We generally offer opportunities in traditional trades such as Carpentry, Bricklaying, Plastering etc, but we also recruit Ground workers.</p>
<p>Recruitment</p>	<p>Recruitment is carried out with local colleges and in most instances and we generally recruit those who have completed a level 1 qualification and area working towards a level 2. Although we do recruit from a variety of sources for Groundworkers, so there isn't a requirement for young people to be in college.</p>

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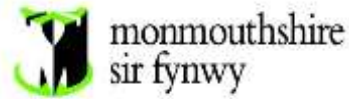


Entry Requirement:	With the exception of Groundworkers, all apprentices are required to hold a level 1 qualification or have successfully completed the Pathways to Apprenticeship programme. Applicants will need to undertake and pass a Construction Skills Assessment prior to being considered for Y Prentis Shared Apprenticeship Scheme.
Hours of Work:	Hours of work will be 37 hours per week and start and finish times will be determined by operational requirements of the hosting employer.
Wages:	Year 1 - £120 per week Year 2 - National Minimum Wage
Personal Protective Equipment:	Each apprentice will be issued with suitable PPE in line with industry standards.
Annual leave entitlement in days or hours as appropriate:	Each apprentice will be entitled to 28 days annual leave per annum and is inclusive of Bank Holidays.
Physicality:	Work duties will be physical and so applicants will need to be aware of the rigour of the job.

Contact us

For more information call Dafydd Langley on 01495 745910 ext 2204





SUBJECT: Model Pay Policy for Schools

MEETING: CABINET

DATE: 6TH May 2015

DIVISION/WARDS AFFECTED: All

1. PURPOSE:

The purpose of this report is to introduce the revised Model Pay Policy for Schools.

This pay policy provides a framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with the recognised trade unions.

2. RECOMMENDATIONS:

That the revised Model Pay Policy for Schools be accepted and commended to governing bodies for adoption as soon as possible.

3. KEY ISSUES:

The School Teachers' Pay and Conditions Document requires schools to have a pay policy which sets out the basis on which they determine teachers' pay; the date by which they will determine the teachers' annual pay review; and the procedures for determining appeals.

Schools must stay within the legal framework set out in the School Teachers' Pay and Conditions Document and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection).

All procedures for determining pay should be consistent with the principles of public life – objectivity, openness and accountability.

New statutory regulations for setting the pay range of Deputy, Assistant Head-teacher and Head-teacher posts came in to force as a result of the changes to the School Teachers Pay and Conditions Document (STPCD) 2014. In accordance with paragraph 4.1 of the STPCD, these changes should only be applied to individuals appointed to a Deputy, Assistant Head-teacher or Head-teacher post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date.

4. REASONS:

The Model Pay Policy for schools has been developed on a collaborative basis, in consultation with four other local authorities in the SE Wales area, the Education Achievement Service, and all recognised Trade Union Regional Officers. The policy reflects and incorporates the significant changes to national legislative requirements.

The approval and adoption of this model policy seeks to assist the implementation of pay decisions for teachers for all schools in the SE Wales area, and seeks to ensure equity and fairness.

5. RESOURCE IMPLICATIONS:

There is a potential for disparity between funding and meeting the costs of pay decisions taken by schools.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

The Equality Impact Assessment is attached.

7. CONSULTEES:

JAG
All recognised regional and local Trade Unions
Head teachers
Education Achievement Service (EAS)

8. BACKGROUND PAPERS:

None

9. AUTHOR:

Sally Thomas Interim HR Lead

10. CONTACT DETAILS:

Tel: 07900651564

E-mail: sallythomas@monmouthshire.gov.uk

The “Equality Initial Challenge”

Name: Sally Thomas		Please give a brief description of what you are aiming to do.	
Service area: HR		To introduce a revised Model Pay Policy for Schools	
Date completed: 1 April 2015			
Protected characteristic	Potential Negative impact Please give details	Potential Neutral impact Please give details	Potential Positive Impact Please give details
Age		The policy will be applied equally to all teachers	
Disability		“ “	
Marriage + Civil Partnership		“ “	
Pregnancy and maternity		“ “	
Race		“ “	
Religion or Belief		“ “	
Sex (was Gender)		“ “	
Sexual Orientation		“ “	
Transgender		“ “	
Welsh Language		“ “	

Please give details about any potential negative Impacts .	How do you propose to MITIGATE these negative impacts
➤	➤
➤	➤
➤	➤
➤	➤

Signed: Sally Thomas

Designation: Interim HR Lead

Dated: 1 April 2015

EQUALITY IMPACT ASSESSMENT FORM

What are you impact assessing	Service area
The implementation of a revised Model Schools Pay Policy	HR
Policy author / service lead	Name of assessor and date
Sally Thomas	Sally Thomas 1 April 2015

1. What are you proposing to do?

Revision to the existing model pay policy for schools.

Incorporate into the new model policy the new statutory regulations for setting the pay range of Deputy, Assistant Head-teacher and Head-teacher posts which came in to force as a result of the changes to the School Teachers Pay and Conditions Document (STPCD) 2014.

Specifically, to ensure that in accordance with paragraph 4.1 of the STPCD, these changes should only be applied to individuals appointed to a Deputy, Assistant Head-teacher or Head-teacher post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date.

Provide an updated model policy for governing bodies to be able to implement fair pay determinations.

2. Are your proposals going to affect any people or groups of people with protected characteristics in a **negative** way? If **YES** please tick appropriate boxes below.

Age		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

3. Please give details of the negative impact

4. Did you take any actions to mitigate your proposal? Please give details below including any consultation or engagement.

5. Please list the data that has been used to develop this proposal? eg Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc..

Legislative changes contained within the School Teachers Pay and Conditions Document 2014

Signed: Sally Thomas Designation: Interim HR Lead..... Dated: 1 April 2015.....

The “Sustainability Challenge”

Name of the Officer completing “the Sustainability challenge” Sally Thomas		Please give a brief description of the aims proposed policy or service reconfiguration To ensure that MCC complies with legislative changes contained within the School Teachers Pay and Conditions Document 2014 and to ensure that Governing Bodies are advised accordingly	
Name of the Division or service area HR		Date “Challenge” form completed 1 April 2015	
Aspect of sustainability affected	Negative impact Please give details	Neutral impact Please give details	Positive Impact Please give details
PEOPLE			
Ensure that more people have access to healthy food			
Improve housing quality and provision			
Reduce ill health and improve healthcare provision			
Promote independence			

Encourage community participation/action and voluntary work			
Targets socially excluded			
Help reduce crime and fear of crime			
Improve access to education and training			
Have a positive impact on people and places in other countries			
PLANET			
Reduce, reuse and recycle waste and water			
Reduce carbon dioxide emissions			
Prevent or reduce pollution of the air, land and water			
Protect or enhance wildlife habitats (e.g. trees, hedgerows, open spaces)			
Protect or enhance visual appearance of environment			
PROFIT			

Protect local shops and services			
Link local production with local consumption			
Improve environmental awareness of local businesses			
Increase employment for local people			
Preserve and enhance local identity and culture			
Consider ethical purchasing issues, such as Fairtrade, sustainable timber (FSC logo) etc			
Increase and improve access to leisure, recreation or cultural facilities			

What are the potential negative Impacts	Ideas as to how we can look to MITIGATE the negative impacts (include any reasonable adjustments)
➤	➤
➤	➤

➤	➤
➤	➤

The next steps

- If you have assessed the proposal/s as having a **positive impact please give full details** below

Ensuring that teachers employed by Monmouthshire CC are subject to fair and equal pay considerations by their governing bodies

- If you have assessed the proposal/s as having a **Negative Impact** could you please provide us with details of what you propose to do to mitigate the negative impact:

Need to ensure that Governing Bodies are provided with guidance to ensure fairness in their decision making to protect against potential claims of unfair pay determinations. Therefore, to mitigate, separate guidance documents have been produced to help to support and guide governing bodies on setting leadership pay.

Signed: Sally Thomas

Dated: 1 April 2015

MODEL PAY POLICY FOR TEACHERS

INTRODUCTION

This pay policy provides a framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with the recognised trade unions.

STATEMENT OF INTENT

The prime statutory duty of governing bodies in Wales, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school." The pay policy and related performance management policy is intended to support that statutory duty.

The governing body of _____ School will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability. The policy will support recruitment and retention and reward head teachers and teachers appropriately; and ensure accountability, transparency, objectivity and equality of opportunity.

UNATTACHED TEACHERS

The Council will act with integrity, confidentiality, objectivity and honesty in the best interests of the service; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability. The policy will support recruitment and retention and reward teachers appropriately; and ensure accountability, transparency, objectivity and equality of opportunity.

Where reference is made to the Governing Body throughout this document, this should be substituted by the Council in the case of all teachers who are employed centrally. Decisions on pay progression for centrally employed teachers will be made by the Service Manager on receipt of recommendations from the teacher's appraiser. Any appeals against pay progression decisions will be heard by the Chief Education Officer/Nominated Senior Officer.

EQUALITIES LEGISLATION

The governing body will comply with relevant equalities legislation:

Employment Relations Act 1999

Equality Act 2010

Employment Rights Act 1996

The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
 The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
 The Agency Workers Regulations 2010

The governing body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

EQUALITIES AND PERFORMANCE RELATED PAY

The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual head teacher's or teacher's circumstances and the school's circumstances.

JOB DESCRIPTIONS

The Governing Body will ensure that each member of staff is provided with a job description in accordance with their agreed staffing structure. Job descriptions will identify key areas of responsibility. Other than through a staffing restructure, where a job description is reviewed it can only be changed by agreement.

ACCESS TO RECORDS

The head teacher will ensure access for individual members of staff to their own employment records.

APPRAISAL

The responsibility for the appraisal of teachers is devolved to the Welsh Government. The responsibility for teachers' pay is not devolved, and decisions concerning pay for teachers for both Wales and England remain the responsibility of the DfE. (The School Teachers' Pay and Conditions Document ("the Document") sets out the relevant provisions in relation to pay.)

The governing body will comply with School Teacher Appraisal (Wales) Regulations 2011 concerning the appraisal of head teachers and teachers through the application of the schools performance management policy.

DIFFERENTIALS

The Governing Body will keep under review the differential in the pay structure taking full account of the provisions of the School Teachers' Pay and Conditions Document and ensure that they are maintained between posts within the school, recognising accountability and job weight, and the governing body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

DISCRETIONARY PAY AWARDS

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

SAFEGUARDING

Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will comply with the relevant provisions of the Document and will give the required notification as soon as possible and no later than one month after the determination.

PROCEDURES

The governing body will determine the annual pay budget on the recommendation of the pay committee, taking into account paragraph 19.2(e) of the Document.

The governing body has delegated its pay powers to the pay committee. Any person who has a pecuniary interest in the pay review of an employee of the school must withdraw from a meeting at which the pay or appraisal of that employee is under consideration. The head-teacher must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

No member of the governing body who is employed to work in the school shall be eligible for membership of this committee.

The pay committee will be attended by the head-teacher in an advisory capacity. Where the pay committee has invited either a representative of the Local Authority to attend and offer advice on the determination of the head-teacher's pay, that person will withdraw when the committee starts to consider its decision. Any member of the committee required to withdraw will do so.

The terms of reference for the pay committee will be determined from time to time by the governing body. The current terms of reference are:

- to achieve the aims of the whole school pay policy in a fair and equal manner;
- to review the school's pay policy on an annual basis in consultation with the relevant trade unions, ensuring that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that pay decisions can be objectively justified.
- to apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review;
- to observe all statutory and contractual obligations;
- to minute clearly the reasons for all decisions and report the fact of these decisions to the next meeting of the full governing body;
- to advise the governing body regarding the likely annual budget needed for pay, bearing in mind the need to ensure the availability of monies to support any exercise of pay progression;

- to keep abreast of relevant developments and to advise the governing body when the school's pay policy needs to be revised;
- to work with the head-teacher in ensuring that the governing body complies with the Appraisal Regulations 2011 (teachers);
- to monitor the outcomes of pay decisions ensuring the school's continued compliance with equalities legislation, and provide an annual report on the operation of the pay policy, recording pay decisions taken and the equality impact. This report will be made available to staff and their trade union representatives.

The report of the pay committee will be placed in the confidential section of the governing body's agenda and will either be received or referred back.

Annual determination of pay

All teaching staff salaries, including those of the head-teacher, deputy head-teacher(s) and assistant head-teacher(s) will be reviewed annually to take effect from 1 September. The governing body will complete teachers' annual pay reviews by 31 October and the head-teacher's annual pay review by 31 December. They will complete the process without undue delay, and all teachers, including the head-teacher, will be given a written statement setting out their salary and other financial benefits to which they are entitled.

The Governing Body will apply any change to pay scales and allowances, including TLR and SEN allowances, as a result of any pay award.

Notification of pay determination

Decisions will be communicated to each member of staff by the Pay Committee in writing in accordance with paragraph 3.4 of the Document and will set out the reasons why decisions have been taken. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

Appeals procedure

The governing body has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b) of the Document. It is set out as an appendix to this pay policy.

LEADERSHIP PAY

The reference points for the Leadership pay range can be found in Appendix 4. The Governing Body will seek appropriate advice from the local authority or another independent expert source when setting/reviewing leadership pay ranges.

Pay on appointment

The Governing Body has established the following pay ranges for the head-teacher, deputy head-teacher[s] and assistant head-teacher[s]:

Head-teacher pay range:

[Insert the school's 7 point range for head-teacher]

Deputy head-teacher pay range

[Insert the school's 5 point range for deputy head-teachers]

Assistant head-teacher pay range

[Insert the school's 5 point range for assistant head- teachers]

HEAD-TEACHERS PAY

For appointments on or after 1 September 2014, the governing body will determine a seven point pay range to be advertised and agree pay on appointment, taking account of the full role of the head-teacher (Part 7 paragraphs 46.1 to 49.3 of the Document) and in accordance with Part 2 paragraph 9 of the Document and paragraphs 7 to 22 of the section 3 guidance:

- the governing body may review the school's head-teacher group and the head-teacher's pay range in accordance with paragraphs 5, 6, 8 and 9 (ordinary school), or paragraphs 5, 7, 8 and 9 (special school) of the Document;
- the Governing Body may determine the head-teacher's pay range, as at 1 September or at any time they consider there have been significant changes to the responsibilities of the post (paragraph 7 of section 3 guidance).
- if the Governing Body makes a determination to change the head-teacher's pay range it will determine the head-teacher's pay range, in accordance with paragraph 9 of the Document; and paragraph 8 of the section 3 guidance;
- in accordance with paragraph 9.3 of the Document, the head-teacher's pay range should not normally exceed the maximum of the headteacher group. However the governing body may determine there are circumstances specific to the role or the candidate that warrant setting a higher than normal pay range. In considering whether this would be appropriate the governing body will take in to account the following criteria:
 - ✓ The context and challenge arising from pupils needs which affects the challenge in relation to improving outcomes e.g. high levels of deprivation in the community indicated through free school meal entitlement and/or

English as an Additional Language indicators, high numbers of looked after children or children with special needs, high levels of pupil mobility.

- ✓ A high degree of complexity and challenge which goes significantly beyond that expected of any headteacher of similar-sized school(s) and is not already reflected in the total unit score e.g. managing a school over several dispersed sites.
 - ✓ Factors that may impede the school's ability to attract a field of appropriately qualified and experienced candidates.
- if the head-teacher takes on permanent accountability for one or more additional schools, the governing body will take account of the provisions of paragraphs 6.6 and 9 of the Document in setting the Headteacher Group and pay range;
 - the governing body may consider exercising its discretion in order to secure the appointment of its preferred candidate. In circumstances where a candidate is appointed above the bottom point of the relevant pay range, in accordance with paragraph 9.3 of the Document, the Governing Body will ensure there is appropriate scope within the pay range to allow for performance related progress over time.
 - the pay committee may consider the need to award any further temporary discretionary payments to a head-teacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined in line with paragraph 10.1 to 10.3 of the Document. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the headteacher's pay range.
 - The pay committee may consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in paragraph 10.2 of the Document. However, before agreeing to do so, it will seek the agreement of the governing body which in turn will seek external independent advice before providing such agreement.

Pay progression for serving head-teachers

September 2014

Pay progression for September 2014 will be in line with the provisions of the STPCD 2013.

September 2015

The governing body will determine the salary of a serving head-teacher in accordance with paragraph 11 of the Document.

- the pay committee will review the head-teacher's pay in accordance with paragraph 11.2 of the Document i.e. head-teacher(s) to be awarded pay progression must demonstrate sustained high performance, having regard to the results of the most

recent appraisal carried out in accordance with the Appraisal Regulations, and should give the individual an expectation of progression through the range¹;

- in accordance with paragraph 11.2 (d) of the Document, pay decisions must be clearly attributable to the performance of the individual as recorded in the appraisal statement;
- The pay committee may consider the use of other temporary discretionary payments, as per the provisions of paragraph 10 of the Document that have not been previously taken into account when determining the headteacher's pay range.
- The pay committee may consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in paragraph 10.2 of the Document. However, before agreeing to do so, it will seek the agreement of the governing body which in turn will seek external independent advice before providing such agreement.

DEPUTY/ASSISTANT HEAD-TEACHERS

The Governing Body will pay teachers as deputy or assistant head-teachers only where the Governing Body is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders. There will normally be a deputy headteacher in each school. The Governing Body must be satisfied that this significant responsibility features a job weight which exceeds that expected of any assistant head-teacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the head-teacher.

Pay on appointment

The governing body will, when a new appointment needs to be made, determine a five point pay range to be advertised and agree pay on appointment as follows:

- the pay committee will determine a pay range in accordance with paragraph 9 of the Document, taking account of the role of the deputy/assistant head-teacher set out at paragraph 50 of the Document;
- The pay committee may consider exercising its discretion in order to secure the appointment of its preferred candidate. In circumstances where a candidate is appointed above the bottom point of the relevant pay range, in accordance with paragraph 9.2 and 9.4 of the Document, the Governing Body will ensure there is appropriate scope within the pay range to allow for performance related progress over time.

¹ The Professional Standards that apply to headteachers comprise the Practising Teacher Standards and the Leadership Standards as listed in Welsh Government Circular No: 020/2011 Revised Professional Standards for education practitioners in Wales and must be viewed and applied in the context of Welsh Government Guidance Document no: 074/2012 Performance management for head teachers

- the pay committee will determine the Deputy or Assistant head-teacher's pay range at any time they consider there have been significant changes to the responsibilities of the post (paragraph 9 of section 2 guidance).
- the pay committee will record its reasons for the determination of the deputy/assistant head-teacher pay range, in accordance with paragraph 9 of the section 2 guidance;

Pay progression for serving deputy/assistant head-teachers

September 2014

Pay progression for September 2014 will be in line with the provisions of the STPCD 2013.

September 2015

- the pay committee will review the deputy head-teacher(s) and/or assistant head-teacher(s) pay in accordance with paragraph 11 of the Document i.e. deputy or assistant head-teacher(s) to be awarded pay progression must demonstrate sustained high performance, having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations, and should give the individual an expectation of progression through the range².
- in accordance with paragraph 11.2 (d) of the Document, pay decisions must be clearly attributable to the performance of the individual;
- the pay committee may determine the deputy head-teacher pay range at any time in accordance with paragraph 9 of the section 3 guidance pursuant with the discretionary provisions of that paragraph and to maintain differentials;

ACTING ALLOWANCES

Acting allowances are payable to teachers who are assigned and carry out the duties of head-teacher, deputy head-teacher or assistant head-teacher in accordance with paragraph 23 of the Document. The pay committee will, within a four week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher, who carries out the duties of head-teacher, deputy head-teacher, or assistant head-teacher, for a period of four weeks or more, will be paid at an appropriate

² The Professional Standards that apply to deputy or assistant head-teachers are the Practising Teacher Standards as listed in Welsh Government Circular No: 020/2011 Revised Professional Standards for education practitioners in Wales and must be viewed and applied in the context of Welsh Government Guidance Document no: 073/2012 Performance management for teachers

point of the head-teacher's pay range, deputy head-teacher range or assistant head-teacher range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

CLASSROOM TEACHERS

The reference points for classroom teachers' pay range, both main pay range and upper pay range, can be found in Appendix 4.

Pay on appointment

The governing body will not restrict the pay range advertised for, or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

When determining the starting pay for a classroom teacher taking up their first appointment, as a qualified classroom teacher, the Governing Body will pay the teacher on the Main Pay Range, and will allocate pay scale points, as a minimum, on the following basis:

- one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;
- one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;

The Governing Body will also consider allocating one point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people;

The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

The governing body is committed to the principle of pay portability and will apply this principle in practice when making all new appointments where the teacher has previously been paid under the terms of the Document

This means that when determining the starting pay for a classroom teacher who has previously worked in a Local Authority maintained school or academy in England and Wales, the Governing Body will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement where the teacher has previously been paid under the terms of the Document plus any pay progression which they would have received had they remained in their previous post.

The Governing Body will also pay classroom teachers who are “post-threshold teachers” as defined by the 2012 STPCD on the Upper Pay Range.

Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

Pay determinations based on performance for existing main-scale teachers,

To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.

The evidence used will be only that available through the performance management/appraisal process in accordance with the Appraisal Regulations 2011.³ Classroom teachers will be awarded pay progression on the main pay range following each successful performance management/appraisal review. Pay progression will occur unless significant concerns about the standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Where teachers have joined the school part way through a performance management/appraisal cycle, the Governing Body may ask teachers to provide evidence from the appraisal process in their previous school.

Teachers’ appraisal review statements will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal review statement and taking into account advice from the senior leadership team. In accordance with section 31 (2) (d) of the Appraisal Regulations 2011, the appraisal review statement may be shared with the pay committee on a confidential basis to aid any decisions relating to pay progression however a copy will not be retained by the pay committee members following the meeting.

The governing body will award pay progression on the mainscale pay range (paragraph 13.1 of the Document), where the teacher has demonstrated sustained high performance, having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations, and should give the individual an expectation of progression through the range unless the teacher has been notified that their service has been unsatisfactory for the previous academic year. The pay committee will normally exercise this discretion only in the context of the capability procedure. Where requested, the pay committee will give consideration to restoring the progression at the conclusion of the capability procedure. However, pay progression will not be applied retrospectively.

³ The Professional Standards that apply to teachers are the Practising Teacher Standards as prescribed in Welsh Government Circular No: 020/2011 Revised Professional Standards for education practitioners in Wales and must be viewed and applied in the context of Welsh Government Guidance Document no: 073/2012 Performance management for teachers

Where the teacher is subject to the Appraisal Regulations 2011, the pay committee will award pay progression provided the teacher's performance in the previous school year was successful, having regard to the results of the most recent appraisal (paragraph 19.2 (a) of the Document).

Where the teacher is not subject to the Appraisal Regulations 2011, the pay committee will award pay progression where the teacher's performance in the previous 12 months was successful having regard to all aspects of his/her professional duties and the Practising Teacher Standards, but in particular classroom teaching, in accordance with paragraph 19.2 (c) of the Document.

UPPER PAY RANGE

APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE

The School Teachers Pay and Conditions Document allows for any main scale teacher to apply for UPS progression, however it is expected that the teachers at the upper end of the main scale will be those with sufficient evidence to support an application.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2011. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Those teachers who are not subject to the Appraisal Regulations 2011, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application. The governing body will ensure that its processes are open, transparent and fair and all decisions will be objectively justified.

Process

One application may be submitted annually. The closing date for applications is normally <INSERT DATE AGREED BY GOVERNING BODY> each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's application form, see appendix 3

- Submit the application form to the head-teacher by the cut-off date of <INSERT DATE>
- The head-teacher will assess all applications to ensure consistency
- The head-teacher will make a recommendation to the pay committee
- The pay committee will make the final decision, advised by the head-teacher;
- Teachers will receive written notification of the outcome of their application by <INSERT DATE>
- Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below) and the right to make representations and appeal the decision.
- If requested, oral feedback which will be provided by the head-teacher. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR on 1 September in the academic year relevant to the application, backdated as necessary
- Unsuccessful applicants can appeal the decision. The appeals process is set out at the back of this pay policy.

Assessment:

For teachers applying to progress to the upper pay range from 1st September onwards one application can be submitted per year (by <INSERT DATE>). An application will be successful where the Governing Body is satisfied, through the appraisal statement and pay recommendation, that:

(a) the teacher is highly competent in all elements of the relevant standards⁴; and

(b) the teacher's achievements and contribution to an educational setting or settings are substantial and sustained⁵.

The Governing body will be satisfied that the teacher has met these expectations for progression to the upper pay range where the criteria set out at Appendix 2 have been satisfied as evidence by two consecutive performance management reviews. Pay progression will occur unless significant concerns about the standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Pay determinations based on performance for Upper Pay Range teachers

⁴ The Professional Standards that apply to teachers are the Practising Teacher Standards as prescribed in Welsh Government Circular No: 020/2011 Revised Professional Standards for education practitioners in Wales and must be viewed and applied in the context of Welsh Government Guidance Document no: 073/2012 Performance management for teachers

⁵ This criteria is defined in Appendix 2

The pay committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will only take into account the evidence available through the performance management/appraisal process.

The evidence based on the performance management/appraisal process, should show that the teacher has had a successful appraisal and has made good progress towards objectives.

Teachers' appraisal review statements will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the pay committee, having regard to the appraisal review statement and taking into account advice from the senior leadership team. In accordance with section 31 (2) (d) of the Appraisal Regulations 2011, the appraisal review statement may be shared with the pay committee on a confidential basis to aid any decisions relating to pay progression however a copy will not be retained by the pay committee members following the meeting.

The pay committee will determine whether the evidence shows that the teacher has maintained the criteria set out Appendix 2, namely that the teacher is highly competent in the relevant standards; and that the teacher's achievements and contribution to the school are substantial and sustained.

Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

Further information, including sources of evidence is contained within the school's performance management policy.

The pay committee will be advised by the head-teacher in making all such decisions.

UNQUALIFIED TEACHERS

The reference points for unqualified teachers' pay range can be found in Appendix 4.

Pay on appointment

The pay committee will pay any unqualified teacher in accordance with paragraph 17 of the Document. The pay committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The pay committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22 of the Document.

Pay determinations based on performance

The governing body will follow the provisions of the STPCD and award pay progression on the unqualified teacher scale (paragraph 17 of the Document), unless the teacher has been notified that their service has been unsatisfactory for the previous academic year.

The pay committee will normally exercise this discretion only in the context of the capability procedure. Where requested, the pay committee will give consideration to restoring the withheld progression at the conclusion of the capability procedure. However, pay progression will not be applied retrospectively.

The assessment will follow the same process and the same standards as set out above for Qualified Teachers.

LEADING PRACTITIONER POSTS

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure. Any additional posts that are created will be subject to consultation with the school staff and trade union representatives.

When determining the pay scales for such posts, the Governing Body will do this by reference to the weight of the responsibilities of the post and will bear in mind the need to ensure pay equality where posts are equally onerous and will ensure fair pay relativities between posts of differing levels of responsibility.

(The policy of the Governing Body would be to appoint any new Leading Practitioner teacher to a 5 point range, as deemed appropriate by the Governing Body.

(or) :-

(The Governing Body has decided not to appoint Teachers to leading practitioner posts. The Governing Body will review this position on an annual basis.)

TEACHING AND LEARNING RESPONSIBILITY PAYMENTS

TLR1 and 2

The pay committee may award a TLR to a classroom teacher in accordance with paragraph 20 of the Document and paragraphs 46 to 53 of the section 3 guidance. TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibilities for which a TLR is awarded. Posts of equal weight will be allocated TLR's of equal value.

The minimum and maximum range for a TLR1 and TLR 2 can be found in appendix 4.

In the school the following levels and values will apply:

TLR 1:

[Insert the school's pay range and pay points for any TLR1 posts]

TLR 2:

[Insert the school's pay range and pay points for any TLR2 posts]

The criteria for the award of TLR 1 and 2 payments can be found in Appendix 4.

Teachers will not be required to undertake permanent additional responsibilities that meet the criteria outlined within Appendix 4 without payment of an appropriate permanent TLR1 or TLR2 payment.

TLR 3

The pay committee may award a TLR3 of between the value of £511 and £2551 in accordance with paragraph 20.3 of the Document.

Before making any TLR3 payment, the Governing Body must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment

Where the Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment and the duration of payment will be set out clearly and subject to consultation with staff and trade unions.

The governing body will advertise the position internally setting out in writing the duration of the fixed term, and the amount of the award will be paid in monthly instalments.

Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

No safeguarding will apply in relation to an award of a TLR3

The pro rata pay principle does not apply to part-time teachers in receipt of TLR3 payments.

SPECIAL NEEDS ALLOWANCE

The pay committee will award an SEN spot value allowance on a range of between £2043 and £4034 to any classroom teacher who meets the criteria as set out in paragraph 21 of the Document.

When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher

relevant to the post; and the relative demands of the post (paragraph 21.3 of the Document). The governing body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The governing body will take account of paragraphs 54 to 58 of the section 3 guidance.

SUPPORT STAFF

The pay committee notes its powers to determine the pay of support staff in accordance with paragraph 15 [or 27] of the Staffing of Maintained Schools (Wales) Regulations 2006. The pay committee will determine the pay grade of support staff on appointment in accordance with the scale of grades, currently applicable in relation to employment with the Local Authority, which the pay committee consider appropriate for the post. In reaching its determination, the pay committee will consider the advice of the Local Authority, but will not consider itself bound by that advice.

PART-TIME EMPLOYEES

Teachers: The governing body will apply the provisions of the Document in relation to part-time teachers' pay and working time, in accordance with paragraph 36 and 37, and paragraphs 61-67 and 86-93 of the section 3 Guidance.

All staff: The governing body will ensure that all part-time employees are treated no less favourably than a full-time comparator in accordance with their legal obligations.

TEACHERS EMPLOYED ON A SHORT NOTICE BASIS

Such teachers will be paid in accordance with paragraph 38 of the Document.

The governing body recognises that supply teachers employed by the local authority or the school are entitled to annual pay determination and consideration for pay progression in the same way as other teachers. The governing body will ensure that, where they are informed by a supply teacher that they have worked most frequently within this school, decisions on pay progression will be undertaken by the pay committee, subject to the school's performance management policy. This provision does not apply to supply teachers employed by agencies as they are not covered by the provisions of the STPCD.

RESIDENTIAL DUTIES (remove if not applicable)

The pay committee will take account of agreements reached in the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties.

ADDITIONAL PAYMENTS

In accordance with paragraph 26 of the Document and paragraphs 59-67 of the section 3 Guidance, the relevant body may make payments in accordance with the criteria set out in the policy to a teacher, including a head-teacher in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning activity agreed between the teacher and the head-teacher or, in the case of the head-teacher, between the head-teacher and the relevant body;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the head-teacher relating to the raising of educational standards to one or more additional schools.

The Governing Body recognises that such activities are entirely voluntary and that some teachers commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

The pay committee will make additional payments to teachers in accordance with the provisions of paragraph 26 of the Document where advised by the head-teacher.

Payment will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment.

The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

RECRUITMENT AND RETENTION INCENTIVE BENEFITS

The governing body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 27 of the Document and paragraphs 69 -71 of the section 3 Guidance).

The pay committee will consider exercising its powers under paragraph 7 of the Document where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The governing body will, nevertheless, conduct an annual formal review of all such awards.

From 1 September 2014, in accordance with paragraph 27.3 of the Document, head teachers, deputy head teachers and assistant head teachers may not be awarded

recruitment and retention incentives or benefits other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to head teacher, deputy head teacher and assistant head teachers must be taken in to account when determining the pay range for the post.

Where the governing body currently pays a recruitment or retention incentive or benefit to a serving head teacher, deputy head teacher or assistant head teacher, awarded under a Document previous to the STPCD 2014, the governing body may continue to make this payment at its existing value until such time as the respective pay range is determined.

SALARY SACRIFICE ARRANGEMENTS

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and his gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 43 of the Document.

Appendix 1

Pay Hearings and Appeal Procedure

Stage One – the Pay Hearing

As part of the pay determination process, the appraiser will make a recommendation to the head-teacher as required by the Performance Management process. The head-teacher will then make a recommendation to the Pay Review Committee.

On determining a teacher's pay, the Pay Review Committee will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to make representations to the pay review committee regarding the decision and their right to be represented by a trade union representative or a work colleague.

If the teacher wishes to make representations regarding the decision, they must do so in writing to the pay review committee, within 10 school working days. The letter must include a statement, in sufficient detail, of the grounds of their representations. In the event that a teacher confirms that they wish to make representations the pay review committee must then arrange to meet the teacher to hear the representations within 20 school working days⁶. The head-teacher and the appraiser (if different from the head-teacher) should also be invited to the meeting, as witnesses, to clarify the basis for the original recommendation.

All parties will have the opportunity to ask questions following the presentations/representations.

The Pay Review Committee will reconsider the decision in private and write to the teacher to notify them of the outcome of the review and of the teacher's right of appeal to the Governing Body's Pay Review Appeals Committee and their right to be represented by a trade union representative or a work colleague.

If the teacher wishes to exercise their right of appeal, they must write to the Clerk of the Governing Body at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the Second Stage of the Pay Hearings and Appeal Process

Stage Two – the Appeal

On receipt of the written appeal, the Clerk to the Governing Body will convene a meeting of the Pay Review Appeals Committee within 20 school days of the date on which the

⁶ A mutually convenient time and date for the meeting will be agreed with the appraisee and/or his/her representative,

appeal was received⁷. The Pay Review Appeal Committee should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process. Both the head-teacher and the appraiser may be required to attend the meeting as witnesses.

The Chair of the Pay Review Committee will be invited to take the Pay Review Appeal committee through the procedures that were observed in arriving at their decision. Both the head-teacher and the appraiser may be required to attend the meeting as witnesses. The Chair of the Pay Review Appeal Committee will invite the employee and/or their representative to set out their case.

All parties will have the opportunity to ask questions following the presentations/representations.

Following the conclusion of presentations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

Format for Stage 1 and 2 Pay Review Hearings and Appeal Meetings

Stage 1 – Pay Review Committee Representations meetings

- (i) Chair of the Pay Review Committee will outline the process followed by the Committee in making their decision, and provide the reasons for refusal of pay progression.
- (ii) Employee (or their representative) will have the opportunity to question the Chair of the Pay Review Committee.
- (iii) Employee (or their representative) will make their representations.
- (iv) The Pay Review Committee will have the opportunity to question the employee.
- (v) Head-teacher/Appraiser may be called upon to clarify the basis for the original recommendation.
- (vi) Head-teacher/Appraiser may be asked questions by either the employee (or their representative) or the Pay Review Committee.
- (vii) Employee (or their representative) will have the opportunity to sum up their case if they so wish.
- (viii) Employee, their representative and the Head-teacher/Appraiser will withdraw while Pay Review Committee considers the representations made by the employee and reaches a decision.
- (ix) Employee, their representative and the Head-teacher will be recalled to be given the Committee's decision. The Committee will either accept the representations made or confirm the original decision. If the Committee determines to confirm the original decision, the employee will be advised of their right of appeal.
- (x) The decision will be confirmed in writing to the employee, advising of their right of

⁷ A mutually convenient time and date for the meeting will be agreed with the appellant and/or his/her representative.

appeal where applicable.

Stage 2 – Pay Review Appeals Committee Meeting

- (i) Chair of the Pay Review Committee will outline the process followed in making their decision and provide reasons for refusal of pay progression
- (ii) Appeal Committee and employee (or their representative) will have the opportunity to question the Chair of the Pay Review Committee.
- (iii) Employee (or their representative) will present information regarding their appeal.
- (iv) Appeal Committee and the Chair of the Pay Review Committee will have the opportunity to question the employee.
- (v) Head-teacher/Appraiser may be called upon to clarify the basis for their original recommendation.
- (vi) Head-teacher/Appraiser may be asked questions by either the employee (or their representative) or the Appeals Committee.
- (vii) The head-teacher/appraiser will withdraw after presenting their evidence and answering any questions.
- (viii) Chair of the Pay Review Committee and the employee (or their representative) will have the opportunity to sum up their case if they so wish.
- (ix) Employee and their representative and the Chair of the Pay Review Committee will withdraw while Appeal Committee considers the information and reaches a decision.
- (x) Employee and their representative, the head-teacher and the Chair of the Pay Review Committee will be recalled to be given the Appeal Committee's decision. If the Appeal Committee determines to confirm the original decision the employee will be advised that they have no further right of appeal.
- (xi) The decision will be confirmed in writing to the employee.

APPENDIX 2

UPPER PAY RANGE PROGRESSION CRITERIA

Professional attributes

Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Professional knowledge and understanding

Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

Professional skills

Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Promote collaboration and work effectively as a team member.

Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

APPENDIX 3**UPPER PAY RANGE APPLICATION FORM****Teacher's Details:**

Name _____

Post _____

PM/Appraisal Details:

Years covered by planning/review statements Schools covered by planning/review statements

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period.⁸

Applicant's signature _____ **Date** _____

⁸ Providing any further supporting information in addition to your appraisal statements is optional

APPENDIX 4**PAY REFERENCE POINTS****LEADERSHIP**

	1.9.14
	£
L1	38,215
L2	39,172
L3	40,150
L4	41,150
L5	42,175
L6	43,232
L7	44,397
L8	45,421
L9	46,555
L10	47,750
L11	48,991
L12	50,118
L13	51,372
L14	52,653
L15	53,963
L16	55,397
L17	56,670
L18	58,096
L19	59,535
L20	61,021
L21	62,521
L22	64,074
L23	65,661
L24	67,290
L25	68,962
L26	70,668
L27	72,419
L28	74,215
L29	76,053
L30	77,946
L31	79,872
L32	81,857
L33	83,892
L34	85,965
L35	88,102
L36	90,284
L37	92,528
L38	94,817
L39	97,128
L40	99,552
L41	102,039
L42	104,596
L43	107,210

HEADTEACHERS GROUP PAY RANGES

Group	Leadership Range
1	L6-L18
2	L8-L21
3	L11-L24
4	L14-L27
5	L18-L31
6	L21-L35
7	L24-L39
8	L28-L43

CLASSROOM TEACHERS

Main pay range	
Main pay point 1	£22,023
Main pay point 2	£23,764
Main pay point 3	£25,675
Main pay point 4	£27,650
Main pay point 5	£29,829
Main pay point 6	£32,187
Upper pay range	
Upper pay point 1	£34,869
Upper pay point 2	£36,161
Upper pay point 3	£37,496

UNQUALIFIED TEACHERS

Main pay point 1	£16,136
Main pay point 2	£18,013
Main pay point 3	£19,889
Main pay point 4	£21,766
Main pay point 5	£23,644
Main pay point 6	£25,520

TEACHING & LEARNING RESPONSIBILITY PAYMENTS

The minimum and maximum range for a TLR 1 is £7,471 to £12,643

The minimum and maximum range for a TLR 2 is £2,587 to £6,322

The minimum and maximum range for a TLR 3 is £511 to £2,551

Before awarding any TLR 1 or TLR 2 payment, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;

- c) requires the teacher to lead, manage and develop a subject or curriculum area;
- or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

The TLR levels and values within the school are included under the Teaching and Learning Responsibility section of the policy.



SUBJECT: Adoption of LA Policy on the Use of Reasonable Force

DIRECTORATE: CHILDREN AND YOUNG PEOPLE

MEETING: CABINET

DATE: 6th May 2015

DIVISION/WARDS AFFECTED: Countywide

1. PURPOSE:

1.1 To agree the adoption of the Policy on the Use of Reasonable Force.

2. RECOMMENDATIONS:

2.1 It is recommended that the Policy on the Use of Reasonable Force is adopted by the Local Authority.

3. KEY ISSUES:

3.1 In October 2010, the Welsh Government introduced Legislation “Safe and effective intervention – use of reasonable force and searching for weapons” which intended to support schools, local authorities and their partners in providing a safe environment for children and young people.

This is more comprehensive guidance replacing that currently contained in Welsh Office Circular 37/98 und the Guidance published by Welsh Government in 2005 “Framework for Restrictive Physical Intervention Policy and Practice”.

The Welsh Government’s 2010 guidance has two main parts, one relevant for all schools and pupils and one relating to pupils with severe behavioural difficulties, which will be particularly relevant for special schools.

The guidance relates to the new power for schools to be able to search pupils for weapons without their consent, contained in the Violent Crime Reduction Act 2006. This is a new power rather than a duty and therefore does not create any new requirement on schools that choose not to use the power.

3.2 The aim of this guidance is to inform all schools about the guidance, and enable them to adopt an appropriate policy.

- Ensures that all Monmouthshire Schools have an appropriate policy on the use of physical intervention
- Highlights the importance of implementing proactive measures to try and avoid escalating situations
- Highlights the importance of staff having appropriate training in the event of any pupils presenting with challenging behaviour whereby physical intervention may be required

4. REASONS:

4.1 This guidance enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself);
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

5. RESOURCE IMPLICATIONS:

5.1 This policy will be implemented within existing resources of Inclusion Service.

5.2 Training will be charged to schools which will enable the Local Authority to maintain an appropriate team of tutors to deliver training.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

The significant equality impact has been assessed as low and is included as an appendix.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

The updated Local Authority policy will ensure that all schools are aware of their responsibilities under the guidance and that if there are pupils requiring support and intervention on a regular basis then staff will have access to appropriate advice, training and support and that instances of the use of Physical Intervention will be recorded and reported to The Local Authority on a regular basis.

8. CONSULTEES:

Cabinet
Joint Advisory Group
Directorate Management Team
All Monmouthshire schools
Social Service Safeguarding Unit
Additional Learning Needs
Educational Psychology Service

9. BACKGROUND PAPERS:

Safe and Effective Intervention “Use of Reasonable Force and Searching For Weapons”
Local Authority Policy on the Use of Reasonable Force
Model School Policy on the Use of Reasonable Force
Risk assessment Proforma
Positive Handling Plan
Reporting and Recording Proforma
Termly monitoring form
Contact Details

10. AUTHOR:

Richard Austin

11. CONTACT DETAILS:

Tel: **01633 644559** E-mail: Richardaustin@monmouthshire.gov.uk

Team Teach charging schedule

Intermediate Training

The costs that will be charged to schools are outlined below. The costs for 1-12 people on the course are the same as 13-24 as a Local Authority tutor cannot deliver training on their own.

Number	1-12	13-24	25-36	37-48	49-60
1 day course	£750	£750	£970	£1195	£1420
½ day refresher course	£375	£375	£485	£600	£710
2 day course	£1500	£1500	£1940	£2390	£2840
1 day refresher course	£750	£750	£970	£1195	£1420

The 1 day course lasts for 3 years, for schools to be able to access the ½ day reaccreditation course this needs to be completed within 3 years from the date of the original course

The 2 day course lasts for 2 years, for schools to be able to access the 1 day reaccreditation course this needs to be completed within 2 years from the date of the original course

Advanced training

The advanced training is appropriate for pupils who present with significant challenging behaviour. This is more likely to be in specialist settings. The costs that will be charged to schools are outlined below. The training ratios are lower due to the greater risks associated with this training. The costs for 1-8 people on the course are the same as 9-16 as a Local Authority tutor cannot deliver training on their own.

Number	1-8	9-16	17-24
Per 3 hour module	£440	£440	£570

This level of training needs to be reaccredited annually

Table of Contents***FOREWORD***

Dear Colleague

This document should be read in conjunction with the WAG Guidance Document 041/2010 Safe and Effective Intervention and the Monmouthshire Local Authority Policy on the Use of Reasonable Force for Pupils in Schools and Educational Settings. They have been written to make explicit the expectations that Monmouthshire Local Authority has of staff in schools and other educational settings and those responsible for their training. Staff acting in good faith, working within these guidelines and protocols will be positively supported in their actions.

Both pupils and staff have rights. This document attempts to ensure that staff have a safe, supportive, carefully managed and monitored environment, and that pupil's needs, safety and rights are respected and nurtured.

Sarah McGuinness Chief Schools Officer Directorate for Children and Young People

Guidance on the use of reasonable force for pupils presenting with challenging behaviour.

Introduction

The guidance is intended to provide clear, practical advice for schools on drawing up policies on the use of reasonable force for pupils presenting with challenging behaviour where physical intervention by staff may be required. The guidance is intended for mainstream schools with such pupils, resourced provision attached to mainstream schools, the Local Authority's Special School and Pupil Referral Service.

These guidelines have been produced to assist professionals working in these services to respond appropriately in situations where the management of pupil behaviour may require the use of passive, active or restrictive physical interventions. The guidelines for model policies are designed to provide a framework on which policies might be based and highlight some questions and issues to be explored or clarified. There might be other questions and considerations according to local circumstances.

Assessing and managing risk is central to the process of deciding whether to use passive, active or restrictive physical intervention approaches and ensuring that it is both reasonable and proportionate to the circumstances. Where it is known that a pupil is likely to present with challenging behaviour on an on-going basis, it is recommended that a formal risk assessment is developed which will assist staff in responding and judging the benefits and risks of any proposed physical intervention for staff, the pupil concerned and others.

Model Policy Guidelines for Schools

These guidelines are designed to help schools to draw up policies covering the use of passive, active and restrictive physical intervention approaches with pupils presenting with challenging behaviour. A policy on the use of reasonable force should complement but be a discrete element of the school's wider behaviour management policy. It is recommended that a policy on the "Use of Reasonable Force" should be organised into sections covering the following:

- introduction;
- school expectations;
- positive behaviour management;
- risk assessment and planning for potential use of restrictive physical interventions;
- use of restrictive physical interventions in unforeseen and emergency situations;
- post-incident support;
- reporting and recording use of restrictive physical interventions;
- monitoring use of restrictive physical interventions;
- responding to complaints; and
- staff training

Introduction

In all educational settings in Monmouthshire, there may be children who on occasion present with challenging behaviour that may necessitate the use of passive, active or restrictive physical interventions to prevent injury, damage to property, or the breakdown of discipline. Section 93 of the Education and Inspections Act 2006 clarifies the position about use of restrictive physical interventions by teachers and others authorised by the head teacher to control or restrain pupils. Any use of force by teachers or authorised staff must be consistent with the school's behaviour policy and their policy on the use of reasonable force.

School expectations

The use of restrictive physical interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using de-escalation, diversion, diffusion and negotiation to respond to difficult situations. Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, should be dealt with under the school's disciplinary procedures.

The powers within the Welsh Government Guidance applies to any teacher who works at the school, and any other person whom the head has authorised to have control or charge of pupils.

Issues that schools may wish to clarify:

- Which staff other than teachers will be authorised to use restrictive physical interventions?
- By what process will staff be selected and authorised to use restrictive physical interventions?
- In what situations would the school consider it appropriate for teachers and other authorised school staff to use restrictive physical interventions?
- What kinds of actions would be viewed as using reasonable physical intervention in your school?
- What kind of actions involving use of physical intervention would be viewed as unwarranted, excessive or punitive in your school; e.g. use of seclusion; keeping pupils in a room on their own against their will
- What course of action will be taken in the event of staff failing to comply with this policy?

Positive behaviour management

All schools and staff should adopt a positive approach to improving whole school behaviour in order to reward pupils' effort and application, and to build pupils' self-esteem. In response to issues where pupils are displaying more challenging behaviour that may require further training for staff and potentially the consideration of the use of reasonable force, the school should work in partnership with those staff and agencies who know the child to help those concerned in order to:

- find out why this pupil behaves as he or she does;
- understand the factors that influence this pupil's behaviour; and
- identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative interventions are developed. It should reduce the incidences of challenging behaviour and minimise the occasions when the use of restrictive physical interventions are required

School staff should refer to the school's behaviour policy when developing and implementing individual pupil specific behaviour management plans. All individual pupil behaviour management plans which include positive handling as a potential response should be formally agreed and ratified with parents/carers and other agencies before implementing them in school. These plans should be formally recorded in accordance with school procedures and set out the actions required to:

- meet pupil needs;
- encourage the pupil to make positive choices and develop self-control;
- support the pupil in difficult situations; and
- safely manage crises if and when they occur.

All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

Staff involved in any potential incident will often have to make decisions quickly with little time for reflection. It is advised that these decisions are based upon the following principles:-

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used;
- The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified;
- The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified;
- The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified;

Risk assessment and planning for use of restrictive physical interventions

The Local Authority's preferred training approach in this area is Team Teach which is recognised by BILD. If any school within Monmouthshire wishes to use another training approach, the Local Authority would advise that the Head Teacher ensures that their preferred approach also complies with BILD protocols. (Further advice and guidance is available from www.Bild.org.uk). BILD accreditation encompasses the following processes:-

- An audit of physical techniques
- An audit of office administration processes
- Directors of training companies answering questions before a board of professionals in relation to their training approach

There are some pupils who behave in ways that make it necessary to consider the use of restrictive physical intervention as part of an agreed behaviour management plan. Within the Team Teach Framework (which is the Local Authority's preferred approach) where the use of force may be required these are referred to as Positive Handling Plans.

All identified behaviours necessitating the planned use of physical intervention should be risk assessed. The resulting risk management strategy must be compatible with a positive behaviour management approach.

Issues for schools to clarify

- How will the school involve parents and other agencies who know the pupil in the process of developing Positive Handling Plans?
- What process is to be used to agree and ratify Positive Handling Plans for use in school?
- How are Positive Handling Plans to be recorded?

Any proposed use of techniques should be agreed in partnership with the pupil, his/her parents (or those with parental responsibility) and other statutory agencies involved with the family/pupil. This is especially the case when children are looked after by the Local Authority, in respite care, or cared for by others with legal responsibility. If there are also pupils who have Additional Educational Needs who require a planned response, health professionals may need to be involved in order to ensure that any proposed techniques are appropriate to the individual- this would be especially true in relation to any pupils who have medical issues which could be compromised by any potential use of reasonable force.

Any planned intervention must be clearly shown to be in keeping with the individual pupil's risk assessment and any agreed behaviour management plan. An agreed record of planned interventions should be properly documented within school records.

Issues for schools to clarify

- For what kinds of behaviours would the school view it necessary to consider planned use of physical intervention?
- What action does the school intend to take to assess and manage the risks?
- What steps does the school take to ensure that all staff coming into contact with pupils who may represent a risk has necessary information on the pupil concerned?

- How will the school ensure that planned use of physical intervention is compatible with a positive approach to improving behaviour and in keeping with the pupil's statement and any developed pastoral support plan?
- What action will the school take to assess techniques and methods for implementing planned use of physical intervention?
- Who will the school work in partnership with to agree the techniques and methods to be used to implement any planned use of physical intervention?
- What process is in place for the school to refer disputes or concerns to a Local Authority Officer?
- What action will the school take to support staff who may need to use restrictive physical interventions in unforeseen and emergency situations?

Schools should acknowledge that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- Before using force - staff attempt to use diversion or diffusion to manage the situation and inform the pupil that their behaviour is unacceptable and this must stop
- Before deciding to use force- staff make a dynamic risk assessment to ascertain whether it is safe for them to intervene
- When using force - staff must use techniques and methods in which they have been trained, certificated, familiar, confident and are permitted by the school; or
- When using force in exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can to comply with Section 93 of the Education and Inspection Act 2006.

Issues for schools to clarify

- What kinds of unforeseen or emergency situations might staff find themselves in within your school?
- What techniques and methods for implementing use of physical force to control or restrain pupils will be acknowledged as suitable for use in typical emergencies?
- What actions are staff required to take to report and record use of physical force in unforeseen and emergency situations?
- Who will provide staff and pupils with support after incidents?
- Who will check for injuries, provide first aid and arrange for medical aid?
- Who will ensure that injuries are reported in line with the Local Authority policy for incidents and accident?

Staff should always report and record any use of physical force that occurs in unforeseen or emergency situations using school procedures. This should be recorded in a bound and numbered book and this should make reference to the Welsh Government, Local Authority and School based policies at the time.

Post-incident support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and may result in injuries to the pupil or staff. Basic first aid treatment for any injuries should be provided and after incidents have subsided it is important to ensure that staff and pupils involved are given emotional support. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries to staff and pupils should be reported and recorded in accordance with school procedures.

Staff and pupils may need support after an incident. When supporting pupils it is important to allow them the opportunity to calm down before discussing the incident. If they are not fully recovered before it is discussed then there is a risk of further incidences.

Staff need to be made fully aware of the processes available to support them, this could include being able to discuss the incident with a colleague, a Local Authority Officer and/or their professional association.

Reporting and recording use of restrictive physical interventions

After incidents in which physical intervention is used, staff should report and record the matter in accordance with school procedures. All incidents requiring the use of physical intervention should be thoroughly and systematically documented within a bound and numbered book. The school should ensure that parents and the Local Authority are informed about these incidents. The Local Authority would strongly advise that parents are notified on the day of the incident as are any other professionals and statutory agencies involved with the family/pupil.

Issues for schools to address:

How are incidents to be reported and recorded?

What action will the school take to inform parents and the Local Authority about incidents?

Monitoring use of restrictive physical interventions

Use of physical intervention in school should be monitored in order to help staff learn from experience, promote the well-being of pupils in their care, and provide a basis for appropriate support. The lessons learned may provide a strategy for avoiding the use of physical intervention if similar incidents recur. Monitoring can help schools to determine what specialist help is needed for children and to assess the appropriateness of the pupil's placement at the school. Information on trends and emerging problems should be shared within the school using local procedures.

Monitoring information should be reported on a regular basis to school governors. The School as part of its safeguarding processes will be required to report incidents to the Local Authority on a termly basis.

How will you monitor and evaluate the use of physical intervention?

How will incident monitoring inform risk assessment and management?

Responding to complaints

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by a school in relation to use of force by staff, the matter should be referred via a Child Protection Referral in line with existing processes.

Training

Training in the Local Authority's preferred training approach is available and schools are able to commission this training. This holistic training will build upon existing positive behaviour management approaches that should be established in the school. Staff involved in implementing planned use of physical intervention, as part of a holistic behaviour management strategy within the school, should be provided with training in the range of intervention techniques they are expected to use in their day-to-day work. On successful completion of training, staff should be expected to practice their skills and periodically attend updates in line with the Local Authority's preferred approach which is "Team Teach"

How will you choose training for your school and what is the training to include?
How will staff be assessed and updated?

Assessing and Managing Risks for Children Who Present Challenging Behaviours

The risk assessment and management pro-forma currently in use by the Local Authority have been designed to help teachers, learning support assistants and other adults working in schools. It may be equally applicable to Monmouthshire's Special School and Pupil Referral Service, to improve practice in relation to the assessment and management of risk posed by pupils with severely challenging behaviour. The risk may be to the pupils themselves, other pupils, teachers, other staff, other adults or property.

What is meant by "risk" and "risk assessment"?

The term "risk" refers to any circumstances which could lead to adverse outcomes for the pupil or others. Risks may arise in relation to a number of factors, such as the health care and social support arrangements for the pupil; interactions between the pupil and his or her environment; the direct impact of behaviour(s) presented by the pupil; measures and interventions employed to reduce, limit or manage the risks presented to the pupil and others. Risk assessment and management is a process that helps staff and others to consider risk issues, to act reasonably, and to learn from what happens in everyday practice. In the main, risk assessment and management involves:

- Using what is known, in the light of experience, to make rational judgements about risk issues;
- Weighing up options and taking reasonable risks;
- Taking action to implement a range of approaches to support and safeguard pupils;
- Limiting the level of inherent risk to which pupils and others are exposed and evaluate the new level of inherent risk
- Taking calculated risks to broaden the pupil's experience and maximise his or her individual potential;
- Avoiding unreasonable risks for this pupil and others; and
- Ensuring that strategies used to respond to challenging behaviour are reasonable, and proportionate to the risks presented by the behaviour.

Using a structured approach to risk assessment and management will help staff to make decisions about what can reasonably be done to reduce risks. Risks can never be eliminated, but can be reduced; hence it is vital that schools evaluate the revised level of risk after implementing their risk reduction processes to ascertain whether the impact reduces the risk to an acceptable level. At the same time it will help prepare them for times when things go wrong. Challenging behaviours are often foreseeable, even though it may be difficult to predict exactly when they will occur or the degree of challenge they will pose. As a general rule, schools should:

- Explore why pupils behave in ways that pose a risk;
- Try to understand the factors that influence the behaviour;
- Recognise the early warning signs that indicate that the pupil's behaviour is beginning to emerge, and
- Develop the skills to manage difficult situations competently and sensitively. The measures agreed for managing identified risks should be set out in an agreed behaviour management plan for the individual pupil.

Risk assessment and management can also be used in emergency situations when unforeseen risks occur. Risk assessment involves a consideration of potential and actual risk. Key steps are:

assessing the context for risk - trying to predict the situations in which risks do/may occur. For example, situations where pupils might feel frustrated, pupils being near open roads, on transport or in crowded places;

assessing probability - trying to estimate how likely it is that the risk situation will occur and whether any injury or harm is very likely to occur, likely to occur, or unlikely to occur; and

assessing seriousness - trying to gauge the kind of injury and harm that could result. For example: choking, bruises, bleeding, sprains, broken bones, stress, burnout, panic attacks, nervous breakdowns and post traumatic stress disorder.

evaluating revised level of risk- in this part, it is assumed that the school will apply the risk assessment and management pro-forma. For some pupils, it may be appropriate for the LA to assist the school to conduct the initial assessment, followed by updating by the school.

When assessed, all risks should be recorded in accordance with relevant requirements such as Local Authority or school policies.

Exploring risk reduction options

Risk reduction involves an examination of risk management options and consideration of the benefits and drawbacks of each option for the child, staff and others concerned. After weighing up the options available, some may be discarded as unsuitable. This will usually be because they have insufficient impact on the risk or have too many drawbacks. A record should be kept of risk reduction options examined and discounted as well as those adopted for each pupil. Risk reduction should include:

- Proactive measures to support the pupil effectively and prevent difficulties emerging;
- Early interventions to help the pupil in difficult situations and avert problems; and
- Planned measures to manage the pupil and others safely, when unavoidable difficulties arise.
- In circumstances where there are concerns that the risk reduction options being considered may themselves give rise to risk to the pupil or others, it would be prudent for schools to seek advice from other bodies. These may include:
 - South East Wales Regional safeguarding Board Local Safeguarding Children Board (<http://sewsc.org.uk/>)
 - Health and Safety Officer for concerns in relation to school staff and others;
 - Medical advisers;
 - Local Authority Officers or Social Housing Service Officers.

- Legal advisers;

Deciding risk management measures

The measures selected to prevent risks occurring, manage risks that arise and respond to potential injuries and harm that occur should be based upon a full appraisal of all the risk management options. In agreeing the risk management strategy, it is important to be explicit about inherent risks that continue to exist, even when the strategy is fully implemented; risks that can be reduced by implementing the strategy; and the risks that can be prevented by implementing the strategy, and any risks inherent in the strategy.

The agreed risk management measures should form the basis of the pupil's behaviour management plan and the school's risk management strategy. All decisions made about risk management options should be recorded in accordance with school procedures. When selecting risk management procedures for the pupil's behaviour management plan and the school risk management strategy, schools should involve parents, or those with parental responsibility. Both sides benefit from such an approach; parents can examine measures for supporting their pupil within a broader context, while schools find out things that might otherwise be overlooked.

Professionals from other agencies should also be consulted in the process of deciding the best options to eliminate, reduce or limit the risk, without placing unreasonable restrictions on the child, children, school staff or others, or putting others at unreasonable risk. Accommodation and resources will influence the strategy employed. In the event that there are disputes or concerns about the measures employed, it would be prudent for schools to seek advice from the people or bodies listed in the preceding section.

Sharing and communicating an agreed approach

Once agreed, the behaviour management plan/positive handling plan and risk management strategy should be shared with all those responsible for implementing or monitoring the impact of the plan. This is important as it will help to ensure those concerned know how pupils are to be supported and why, which behaviours are to be managed and how they are to be managed; and which risk reduction measures are to be employed and when. The risk management strategy can be shared through discussion groups, meetings and circulating information. Those who should be informed include:

- the pupil;
 - his/her parents or those with parental responsibility;
 - members of the teaching team and other school staff; and
 - other professionals involved with the pupil, child protection teams and other agencies.
- Schools should keep a record of those informed about the strategy.

Training protocols

Once the plan and risk management strategy have been shared with those who work with and support the pupil, consideration should be given to the ability of staff to implement the strategy. In particular, steps should be taken to determine what training may be required prior to implementation. This is key, because successful implementation will be dependent on staff competence and expertise. School records should show training needs identified as a result of the strategy and how training was provided to enable staff to implement it. Where it is apparent that there are staff with significant training needs, implementation of the risk management strategy should be modified until relevant staff training has been provided. In some instances, staff training

will be required as a matter of urgency so that implementation can take place without delay. (NB to comply with Team Teach Protocols 10 working days is required to facilitate a course, this allows for health questionnaires to be distributed and for staff to consult a GP if appropriate)

It is the responsibility of the school to ensure that records of training are kept and that staff training is refreshed within the recommended timescales. Reaccreditation schedules are outlined below:-

6 hour course- suitable for low level risk setting requires reaccreditation every 3 years

12 hour course- suitable for medium- high risk settings requires reaccreditation every 2 years

Advanced course- for high risk settings (intermediate certificates must be current and staff are required to have a current first aid certificate) mandatory annual reaccreditation

In addition, the Local Authority Officer responsible for over-seeing the training will also keep a record of all staff who have received training in the Team Teach approach. Schools will need to ensure that staff are trained and that any refresher training required is arranged with sufficient notice so as not to leave staff without current certification.

Evaluating impact and effectiveness

Along with other aspects of their approach to restrictive physical intervention, schools should regularly review risk assessment and management measures. All evaluations of plans and strategies should be reported using school procedures and recorded in school records. These will make an important contribution to informing future planning and improving day-to-day practice.

Appendices

Appendix 1	Draft schools or other educational settings policy on the use of reasonable force to control pupils
Appendix 2	An example of a risk assessment format
Appendix 3	An example of a positive handling plan
Appendix 4	An example of a recording form
Appendix 5	Termly recording form
Appendix 6	Key Contacts in Monmouthshire

Model School Policy on Use of Reasonable Force

Policy Statement

- 1.1. The aim of this school's policy is to assist all staff in the school to deal effectively with challenging behaviour; to ensure that staff are protected from harm and that pupils are protected from any form of physical restraint or intervention which is inappropriate.
- 1.2. This policy provides direction on the powers of school staff in using force, as set out in Section 93 of the Education and Inspections Act 2006. These powers commenced in October 2010 and replaced section 550A of the Education Act 1996. This guidance should be seen within the framework of Welsh Assembly Government Circular 3/99, Inclusion and Pupil Support (47/2006), Welsh Office Circular 37/98, 41/2010, ("The Use of Force to Control or Restrain Pupils" Safe and Effective Intervention) The Welsh Assembly Guidance, ("Framework for Restrictive Physical Intervention Policy and Practice-March 2005") and the Department of Health "Guidance on restrictive physical interventions for people with learning disability and autistic spectrum disorder in health, education and social care settings". In addition, it should be considered alongside the overall suite of guidance from Welsh Government including those for exclusions, tackling bullying and the SEN Code of Practice and the Local Authority's Policy on Safeguarding.
- 1.3. At "**School**" we work to ensure each individual pupil is able to reach his or her potential.
- 1.4. Every pupil is entitled to learn and every teacher is free to teach in an environment that is safe, secure and free from distraction. The guiding principles to achieve this should be established in the school's policy on positive behaviour management.
- 1.5. Staff of "**School**" are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need to act when there is an obvious risk of safety to pupils, staff and property.
- 1.6. For the most part this is achieved through the development and fostering of good relationships, and the normal application of positive behaviour management to provide supportive and corrective feedback. However, in exceptional or extreme circumstances this may involve the use of reasonable force.
- #
- 1.7. There may be young people within the school whose challenging behaviour may require a risk assessment to be undertaken. The Local Authority's preferred template for a behaviour **risk assessment** can be found in **appendix 2**.
- 1.8. It should be emphasised that if used at all, reasonable force/restrictive physical intervention (referred to in this document as **positive handling- see appendix 3**) should be seen in the context of a further positive action of care and concern. In line with Welsh Government guidance, it is used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first.
- 1.9. As best practice regarding positive handling, this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.

What is The Legal Use of Restrictive Physical Intervention to Control Pupils?

- 1.10. Teachers and other persons authorised by the Head Teacher to have charge of pupils may use reasonable force to prevent pupils :
 - causing injury to themselves or others

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- causing serious damage to property
- causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline.

1.11. Reasonable force has no legal definition but:

- Staff must take into account the circumstances of the incident, age, sex and development of the pupil
- The degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum force needed
- Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it
- Everyone has the right to self-defence provided they do not use a disproportionate degree of force
- Corporal punishment is illegal (Education Act 1986)

Objectives Of This Policy

1.12. To provide all staff, governors, parents and pupils with an understanding of care and control and the use of force (positive handling).

1.13. To emphasise that the use of positive handling is:

- Part of a positive care and control approach to discipline and welfare as a last resort, or a necessary expedient option to be used in extreme circumstances.
- To ensure that all members of staff or authorised persons who may have to positively handle pupils clearly understand the options and strategies open to them.
- To use the minimum force required, provide maximum care and hold pupils for the minimum time when the pupils needed to be supported in a crisis

Who Can Use Reasonable Force?

We recognise that most of the time the use of force/positive handling will be used infrequently, that is, as a last resort to maintaining a safe environment.

The staff to which this power applies are defined in section 95 of the Act. They are:

- any teacher who works at the school, and any other person whom the head has authorised to have control or charge of pupils.
- includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors;
- can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits);
- **This guidance does not include prefects.**

Circumstances When Reasonable Force Might Be Appropriate?

Before using force staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not act out of anger or frustration, or in

order to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Restrictive physical intervention is only to be used to prevent serious harm and is consistent with the promotion of an individual's welfare. The application of restrictive physical intervention must always be an option of last resort and must always be the minimum action necessary to manage the situation as safely as possible and taking account of any known health problems.

The types of force used could include:

- passive physical contact resulting from standing between pupils or blocking a pupil's path;
- active physical contact such as:
 - (i) leading a pupil by the hand or arm;
 - (ii) ushering a pupil away by placing a hand in the centre of the back;
- using more appropriate restrictive holds
 - (iii) which in more extreme circumstances, may well require specific expertise or training.

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a pupil running off the pavement onto a busy road or preventing a pupil from hitting someone with a dangerous object.

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a pupil. Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

We recognise that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated previously, reasonable force might be appropriate when action is necessary in self-defence or because of imminent risk of injury. E.g.

- Pupil attacks a member of staff, another pupil, attempt self-injury, or where pupils are fighting
- Pupil running in stairway or corridor in a way that is likely to cause injury to self or others
- Pupil absconds from a class or tries to leave school and who would be judged to be at risk if not kept in the classroom or at school.

There is a serious and developing risk of damage to property, including the pupil's own property. E.g.

- Pupil is causing or about to cause deliberate damage or vandalism
- Pupil is causing or at risk of causing injury or damage by accident, rough play, misuse of dangerous materials or objects

Where pupil's behaviour is seriously prejudicial to good order and discipline. E.g.

- Pupil persistently refuses to obey an order to leave the classroom
- Pupil is behaving in a way that is seriously disrupting a lesson

NB Wherever possible early support from colleagues will be sought. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a witness/critical friend.

Strategies other than force would therefore need to be considered. Examples are outlined below

- Providing the disruptive pupil with a choice of locations to exit to
- Giving clear directions
- Allowing 'take-up' time thus allowing a 'face-saving' opportunity
- Removing the audience, i.e. requesting that other pupils leave the room

Procedures and practical considerations during specific incidents

Wherever practicable staff are expected to:

- Use a calm and measured approach
- Tell the pupil to stop, offer them a choice, remind them of consequences, let them know what will happen if she/he does not stop
- Seek assistance from other colleagues at an early as stage as possible
- Try to defuse the situation by talking with the pupil and prevent further escalation
- Try to remove the pupil from the peer audience
- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required
- Attempt to communicate with the pupil throughout the incident
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe
- Make it clear that positive handling will stop as soon as the pupil calms and a dynamic risk assessment indicates it is no longer necessary
- If it is not possible to control the extreme pupil without risk of injury to yourself or others, remove the other pupils who may be at risk and summon assistance.

It is good practice for staff to:

- Give the impression they are in control
- Give the impression they have not lost their temper or are not acting out of anger or frustration
- Give the impression they are not trying to punish the pupil
- Call for assistance
- Intervene with the support of a colleague acting as a critical friend
- Implementing Team Teach help protocols so that another member of staff takes over the strategic lead of the incident, if he/she feels it is appropriate to do so.

Application Of Force During Specific Incidents

1.14. Methods that staff **may use** in appropriate circumstances where a dynamic risk assessment judgement supports this:

Passive Physical Intervention

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Using classroom furniture to restrict movement

Active Physical Intervention

- Leading by the arm
- Shepherding a pupil away by a light touch on the elbow or near the shoulder
- "Assertive guiding" – remembering this is the positive application of force to control a pupil and would be used in rare circumstances, e.g. if the pupil is in extreme danger and no other alternative is available, or where reasonable force is used to assist a pupil's movement.

Restrictive Physical Interventions

- Holding – for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. The purpose is to defuse or prevent escalation.
- When intervening staff should take care that their actions should in no way be capable of being interpreted as aggressive. All holds are devised to minimise the risk of injury. They should not cause pain. It is important that these techniques have been delivered by appropriately qualified Team Teach instructors in line with Team Teach protocols.
- Where pupils are presenting with more challenging behaviour which may require more restrictive holds at advanced level, it is important that these techniques have been delivered by appropriately qualified Advanced Team Teach instructors in line with Team Teach protocols.

Situations where staff should not normally intervene without help.

A member of staff should not intervene in an incident without help, unless it is an emergency. Schools should have communication systems that enable a member of staff to summon rapid assistance when necessary. Help may be needed in dealing with a situation involving an older or physically stronger pupil, a large pupil, more than one pupil or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff, or where necessary phone the police.

Staff **may not** carry out action that might reasonably be expected to injure by:

Holding a pupil around the neck, or by the collar, or in any other way that might restrict the ability to breathe

- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding or pulling the pupil by the hair

Other considerations for **non-urgent situations** where the risk to people or property is not imminent, staff should:-

- Consider carefully whether positive handling is the right course of action
- Try to deal with the situation through other strategies before using force
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem
- Take into account the age, understanding, personal characteristics of the pupil
- The use of positive handling to enforce compliance is likely to be increasingly inappropriate with older pupils
- Never use force as a substitute for effective behaviour management strategies
- In non-urgent situations force should only be used when all other methods have failed.

Use of Time out Rooms and Seclusion

Sometimes, pupils may need some time to recover following an incident and in this “school” the advice would be that pupils are given reflection opportunities in a supportive manner with an appropriate adult present.

This “school” does not condone the use of seclusion whereby “pupils are kept alone in a room against their will” as a form of behaviour management.

Reporting and Recording Incidents

In the event of an injury as a result of an incident at school, immediate steps must be taken to secure appropriate medical attention. This is particularly important if any advanced holds have been used. These injuries should be reported and recorded in accordance with Monmouthshire Local Authority policy.

All incidents that result in restraint (where a child has to be held) will be recorded in detail using Form R, (see appendix 4) or if a Positive Handling Plan is in place, then a record of the incident will be recorded in the schools bound and numbered book and the Positive Handling Plan reviewed accordingly.

Restraint is **“the positive application of force with the intention of overpowering the client” (DOH 4/93 Section 5.2)**. Welsh Assembly Government (March 2005) guidance defined the term “Restrictive physical interventions” as *“direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual”*

The member of staff concerned will report the matter orally to the Head or a senior member of staff as soon as possible. The incident will be recorded in the School’s Bound and Numbered Book by staff at the earliest opportunity.

Staff may wish to seek advice from a senior colleague or their professional association when compiling a report. A written report should be completed within 24 hours of the incident’s occurrence, and should be signed and dated. Staff are advised to keep a copy of the report for themselves.

The Head or his/her deputy will tell parents about the incident by the end of the school day. However, if parents cannot be reached a letter will be sent to inform them of the incident on the day of the incident and offer them the opportunity to discuss the matter.

Other witnesses to the incident, staff, pupils, should also sign and date the incident report.

When positive handling has been used and pupils have been held using techniques such as the wrap, single or double elbow or the half shield, Form R will also be completed and signed by the member(s) of staff involved. Reports will also be completed and attached from other members of staff present and the pupil(s) involved. The Incident Report will be signed by the Head, teacher involved and a copy will be sent to the Principal Officer Inclusion.

The Bound and Numbered Book and any incident reports will be reviewed by the Head Teacher and the Governing Body on at least an annual basis to consider control measures and possible training or further training needs etc.

A copy of the Form R will be placed in the pupil’s file and sent to the Local Authority Officer responsible for provision of training re Physical Intervention.

Debrief Following Serious Incident

Pupils and members of staff will be checked for any sign of injury and first aid will be administered if required

The pupil and staff member/s involved will be given time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, a senior member of staff will discuss the incident with the pupil and try to ascertain the reason for it. The pupil will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the pupil and

the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day, the debriefing will occur as soon as possible after the pupil returns to school.

All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

Other Procedures Concerning Incidents

Help, support and reassurance will be given where appropriate to any individual/s involved.

Where possible an attempt will be made to help the pupil modify their behaviour.

Where possible the pupil should apologise, this should be meaningful or appropriate. If this cannot be undertaken then other consequences/sanctions reparations and monitoring should take place.

In extreme cases exclusion could be considered.

Planning for Incidents and Meeting Training Needs

If we are aware that a pupil is likely to require positive handling on more than one occasion in a term, we will plan how to respond in line with agreed protocols and guidance. This will include involving the parents and any other relevant person to ensure they are clear about what specific action we might need to take and obtaining medical advice if the child has any specific health needs. A risk assessment and a positive handling plan will be drawn up, in consultation with all concerned and included as part of the pupil's Individual Educational Plan (IEP) or Pastoral Support Plan (PSP). It will be regularly reviewed by the SENCO or assigned member of Senior Management on a termly basis. Staff involved will via the risk assessment, have identified their training needs in this area. In cases where it is known that a pupil will require positive handling appropriate training will be provided and commissioned by the school.

Arrangements for Informing Parents

At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about how they can obtain their own copy.

Thereafter, a section about the school's legal duty to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupil will be included in the school brochure/prospectus/report.

For some children there may be the need to use specific techniques to routinely manage their challenging behaviour. This will be recorded in their Positive Handling Plan. Such arrangements will be fully discussed with parents/carers, on an individual basis, in advance of their implementation. All interventions will be routinely recorded and monitored.

All parents will be informed by telephone and in writing after an incident where positive handling is used with a pupil. The school will ensure that a record of the communication is made, with a copy of the written communication kept in the pupil's file.

Physical Contact With Pupils In Other Circumstances

Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils.

Some physical contact may be necessary e.g. during P.E. lessons, sports coaching or CDT, or if a member of staff has to administer first aid or medication.

Young children and children with SEN may need staff to provide physical prompts or help physical contact must always be age appropriate and done openly

Staff Training

As with other forms of professional development, decisions about training in physical intervention are best made by individual schools in the light of their particular needs and circumstances. The Head teacher will ensure that any such training is current and in line with local policy guidance. **Where the risk assessment indicates a higher level of risk and that more restrictive strategies may be required then the school may need to seek further advanced training which would build on training delivered at intermediate level. This would be particularly true if there were issues related to weapons such as knives, dangerous objects. Whilst schools have the power to search on suspicion, it is just that “ a power, not a duty”. The power to search on suspicion adds another option which schools can choose when they suspect a knife or other weapon may have been carried onto the premises or may be carried on an off-site educational visit. It has the advantage of immediacy.**

Head teachers are advised to report and seek support from the police any incidents where pupils are suspected of having knives and refusing to hand them to staff in a calm and orderly fashion.

Complaints

This policy should be read in accordance with WG Circulars 081/2012 and 47/2006; as such, those acting in accordance with it, providing they act in good faith, working within the authority guidelines, will be positively supported in their actions.

Involving parents when an incident occurs, and having our clear policy that staff adhere about physical contact with pupils will help avoid complaints from parents. Providing staff with training from an approved provider will also help.

All complaints will be recorded and followed up by the Head Teacher or their representative in the first instance. Where appropriate the Authority will be notified/kept informed.

A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police under Child Protection procedures.

Review

This policy will be regularly monitored by the Head and reviewed and updated annually. In the event of disputes over, or concerns about, techniques and methods being considered, a meeting will be held with one of the Local Authority Team Teach Instructors. In the event of the dispute not being able to be resolved the matter referred to the Local Authority's Principal Inclusion Officer. If necessary, adjudication might be offered by an independent officer nominated by the South East Wales Regional Safeguarding Children Board.

Risk Assessment Documentation

ITEM 4vi

Pupil Name:

Name of Assessor:

Designation:

Date of Assessment:

Sources of Information:

Hazards Identified	Persons at Risk	Likely Consequences	Evaluation/ Level of Risk			Control Measures <small>(action taken to reduce risk)</small>	Action required What/When/Who	Revised Evaluation/ Level of Risk		
			High	Med	Low			High	Med	Low

Likelihood	Severity	Risk Level Likelihood x Severity
5- Certain	5-Multiple Death	1-5 Low- is a low risk but action should still be taken to reduce these risks further within possible reasonable limits
4-Very Likely	4-Single Death	
3-Likely	3-Major Injury	6-12 Medium- is a significant risk and will require an appropriate level of response/ resources
2-Unlikely/Possible	2-Minor Injury	
1-Very Unlikely	1-Work Delay	13-25 High- is a high risk and may require the provision of considerable resources, which may involve the purchasing of special equipment, training, greater supervision and the implementation of effective control.

Monitoring and Reviewing Arrangements

Copy of form and relevant information passed on to appropriate staff

Names of appropriate staff informed re risk assessment _____ Date: Informed _____

Signed:

Designation:

Date:

Positive Handling Plan

Name of Pupil _____ Reason for Plan _____ Plan Number _____

Positives- What is the pupil good at and what do they like doing?	Triggers- What situations have led to problems in the past?	Successful approaches- What proactive interventions have been effective in preventing the pupil's anxiety rising?
	..	

Describe any modifications to the environment or pupil routines that can be implemented to prevent anxieties rising?

Expected Practice

Strategy	What does the practice look like?
Firm clear directions	
C.A.L.M. talking/stance	
Summoning Assistance	
Verbal/Symbolic guidance	
Limited Choices	
Reminders of consequences	
Distraction	
Diversion	
Humour	

Describe any additional strategies that have worked in the past or should be avoided.

Strategy	Try	Avoid	What does the practice look like?
Negotiation			
Reassurance			
Planned ignoring			
Contingent touch			
Take up time			
Withdrawal offered			
Withdrawal directed			
Change of face			
Success reminders			
Others			

From your risk assessment what is the likelihood of a pupil harming himself or herself, another pupil or adult in the event of an incident. Please Identify risk in each case.

	Self-Harm	Harm to other pupil	Harm from another Pupil	Harm to staff
Low				
Medium				
High				

Description of behaviour	Self Harm	Harm to other Pupil	Harm from another Pupil	Harm to Staff

Prior to intervention all staff must make a dynamic risk assessment in relation to the incident and their confidence and competence in using physical intervention techniques.

Has the pupil any medical issues that require the reconsideration of any Team Teach Holds? YES/NO

If YES, has there been any discussion with relevant health professionals and please outline any concerns that they had? _____

Preferred physical intervention approach for dealing with above incidents

Potential incident (see risk assessment)	Specific Location	Preferred Physical Intervention Strategy

1. Appropriate personal safety response,
2. Hold for smaller pupil,
3. Graded holds,
4. Seated hold required,
5. Separating fights,
6. Half Shield.

7. Full Shield (adv. certificate required)
8. Front Ground Recovery, (adv. certificate required min 3 persons required, observer for pupil)

Follow up- Debrief and repair following the incident

Where	Staff member with whom the client has a good relationship

Multi-agency Involvement (where the risk assessment indicates a high risk)

Agency	School	Parent/ Guardian	Social Worker	Child Protection Officer	Local Authority Officer
Name					
Signature					
Date					

Name and signature of person completing this form _____ Date _____

Serious Incidents Involving

Positive Handling. Care and Control - Intervention

A report must be completed in full following any incident in which a pupil has been restrained, referred to in this school as restrictive physical intervention.

The Head Teacher must ensure that staff have the opportunity to fill in this form at the earliest opportunity preferably within 24 hours of the incident.

A copy of the complete report must be taken and filed on the pupil's personal file along with any supplementary reports and it is the responsibility of staff to ensure that they have completed any appropriate records such as child's medical record, accident report form and advised an appropriate member of staff so that the incident is recorded in the school's information exchange book.

The completed forms should be returned to the Head Teacher (or in their absence the Deputy Head Teacher) who should complete page 7 within 24 hours of receipt of the form

If any member of staff has any doubts about completing the forms, they should contact their Trade Union representative.

Definition:

WAG Definition Restrictive Physical Intervention "Direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual"

Record of Serious Incident Involving Positive Physical Intervention of Pupils

This report consists of five pages and should normally be completed as soon as practically possible after the incident but no later than on working day after the incident

Name of Pupil: _____ **Year/Group:** _____

Gender: Male Female **Is the pupil a Looked After Child? Yes No**

Ethnic Origin							
White		White and Black Caribbean		Black – British		Bangladeshi	
White - British		White and Black African		Black – African		Indian	
White – Irish		White and Asian		Black – Caribbean		Pakistani	
White – Gypsy		Any other mixed		Black – Other		Any other Asian	
Any Other White		Chinese		Asian		Any other ethnic group (Please Specify)	
Mixed		Black		Asian - British			

Date of Incident: _____ **Time of Incident:** _____ **Place:** _____

Reporting Staff: _____ **Staff Involved:** _____

Staff Witness: _____

Pupil Witness: _____

Presenting Behaviour	x	Reason for Physical Intervention	x	Management	x
Assault		Child Liable to Injury		Parents notified	
Vandalism		Other Child Liable to Injury		Talk Through with child	
Bullying		Staff Liable to Injury		Reparation	
Serious Disruption		Property Liable to Damage		Sanction	
Abuse		Good Order Prejudiced		Referral to other agencies	
Self Harm		Child putting themselves at risk		Internal Consequences	
Absconding		Committing criminal act		Exclusion by Head Teacher	

1.1 Concise details of how the incident began and nature of pupil behaviour.

1.2 De-escalation techniques used prior to physical intervention.

- | | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| Verbal advice and support | <input type="checkbox"/> | Reassurance | <input type="checkbox"/> |
| Calm Talking | <input type="checkbox"/> | Humour | <input type="checkbox"/> |
| Distraction | <input type="checkbox"/> | Options offered | <input type="checkbox"/> |
| Step Away | <input type="checkbox"/> | Support Systems | <input type="checkbox"/> |
| Negotiation | <input type="checkbox"/> | Non-threatening Body Language | <input type="checkbox"/> |
| Physical Intervention (Excluding Restraint) | <input type="checkbox"/> | Instruction/ Warning | <input type="checkbox"/> |
| | | Non verbal- e.g. (Signing, Symbols) | <input type="checkbox"/> |

1.3 Positive Physical Intervention technique (s) used. Enter sequence of holds used if appropriate and numbers of staff involved.

Technique	Standing		Sitting/ Chairs		Kneeling		Ground	
Wrap								
Single Elbow hold							N/A	N/A
Figure of Four							N/A	N/A
Double Elbow hold					N/A	N/A	N/A	N/A
Half Shield			N/A	N/A	N/A	N/A	N/A	N/A
Standing fight separation technique			N/A	N/A	N/A	N/A	N/A	N/A

Personal Safety Response	Distraction	Eye Bulge	Manual Manipulation of Jaw
Response to bites			

Length of Time of Restrictive Physical Intervention: _____

Brief Description of Restrictive Physical Intervention (Please note any additional physical intervention strategies that were used that are in addition to those in agreed pupil's Positive Handling Plan): _____

Outcome of intervention and does existing Positive Handling Plan need to be modified?

1.4 Tick box if any Injury to following: - Pupils Staff Others e.g. visitors

Accident Form completed Yes No Number (____)
 Body map completed overleaf Yes No
 Has a medical record of incident been made? Yes No

Give brief details of any pupil or staff injury _____

1.5 Damage to Property Yes No

Give brief details: _____

1.6 Incident Reported to (Name): _____ **Time:** _____ **Date:** _____

1.7 Signature of Report Compiler: _____ **Time:** _____ **Date:** _____

1.8 Signatures of other staff involved Supplementary report appended to pupil file to pupil file copy

_____	Date: _____	Yes <input type="checkbox"/> No <input type="checkbox"/>
_____	Date: _____	Yes <input type="checkbox"/> No <input type="checkbox"/>
_____	Date: _____	Yes <input type="checkbox"/> No <input type="checkbox"/>
_____	Date: _____	Yes <input type="checkbox"/> No <input type="checkbox"/>

2.0 Post Incident Discussion with Pupil

Location: _____ Date: _____ Time: _____

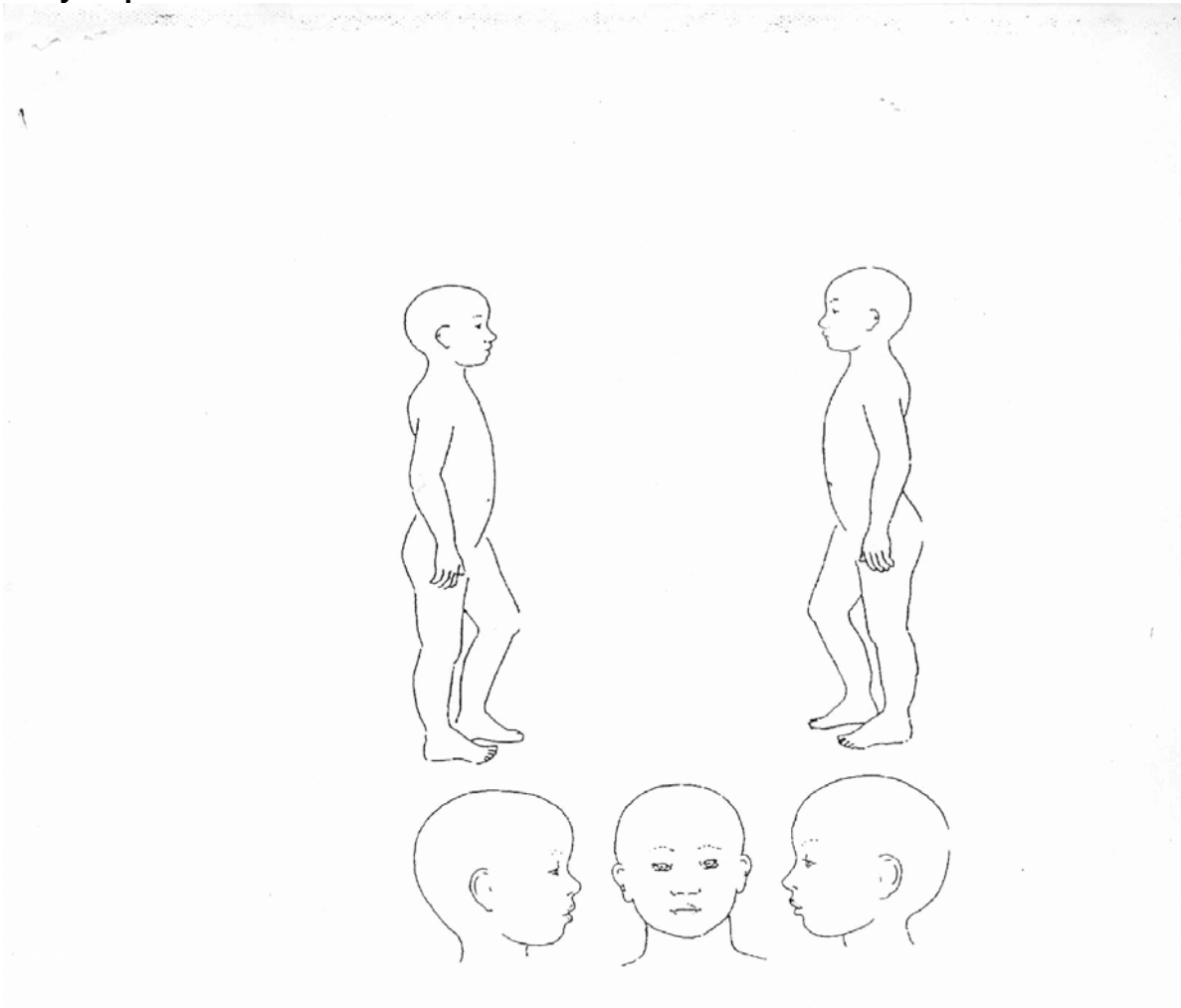
Present: _____

Brief description of outcomes and pupil's feelings: _____

Signatures: Pupil _____ Lead Member of Staff _____

Date: _____ School: _____

Body Map



Details of injuries as marked on Body Map:

Body Map Completed by:

Name: _____ Date: _____ Time: _____

Action taken by Head/Deputy Head Teacher

2.1 Name: _____ Designation: _____

2.2 Recorded in Bound Book YES NO Signed by: _____ Designation _____

Parents Informed: _____ Date: _____ Time: _____ Informed by _____

Follow up Letter to Parents: _____ Date: _____

Other Professionals Informed: insert other agency; e.g. Copy of form sent to Local Authority Officer, Social Worker, Health Officer

Name	Designation	Date Informed	Informed by
Richard Austin	LA Contact re Physical Interventions		

Post incident discussion with pupil: Yes/No Date: _____ Time: _____

Post Incident Discussion with Staff: Yes/No Date: _____ Time: _____

Strategies agreed at Post Incident Meetings to be incorporated into IBP (Individual Behaviour Plan/Positive Handling Plan)

Do staff require refresher or additional training? Yes No

For Head Teacher/Deputy Head Teacher Use Only

Is the form complete and have the following documents been completed and cross referenced?

Accident Form completed (if appropriate) Yes No

Body map completed overleaf Yes No

Medical Treatment required for pupil Yes No

Medical Treatment required for staff Yes No

Copy Lodged on Pupil File? Yes No

Copy sent To Local Authority? Yes No Date _____

Signed: _____ Headteacher.

Termly Incident Reporting

School:	Reporting Period:	Autumn/Spring/Summer Term
What was the date of the last whole school training day		
Have all authorised staff had the opportunity to attend appropriate training?	YES/NO	
Have all staff who have used holds got a current certificate authenticating competence in the use of physical intervention?	YES/NO	
Please record the number of times that intervention has been required and used in the last term		
Have all incidents been recorded and submitted to the Local Authority for this term?	YES/NO	
Name of person completing this form:	Signature:	Designation:

The “Equality Initial Challenge”

Name: Service area: Inclusion Date completed: 3 rd March 2015		Please give a brief description of what you are aiming to do. Policy to provide staff guidance who need to support young people when they are in a crisis and displaying disruptive behaviour.	
Protected characteristic	Potential Negative impact Please give details	Potential Neutral impact Please give details	Potential Positive Impact Please give details
Age		N/A	
Disability			Guidance advises staff that they must consider any pupils' disabilities when developing responses to potential incidents
Marriage + Civil Partnership		N/A	
Pregnancy and maternity		N/A	
Race		N/A	
Religion or Belief		N/A	
Sex (was Gender)		N/A	
Sexual Orientation		N/A	
Transgender		N/A	
Welsh Language		N/A	

Please give details about any potential negative Impacts .	How do you propose to MITIGATE these negative impacts
➤	➤
➤	➤
➤	➤
➤	➤

Signed

Designation

Dated

EQUALITY IMPACT ASSESSMENT FORM

What are you impact assessing	Service area
A policy paper	Inclusion CYP
Policy author / service lead	Name of assessor and date
Richard Austin	Richard Austin 03.03.15

1. What are you proposing to do?

Evaluating a policy designed to support staff dealing with disruptive behaviour thereby enabling staff to reduce risk to other staff, themselves and young people.

2. Are your proposals going to affect any people or groups of people with protected characteristics in a **negative** way? If **YES** please tick appropriate boxes below.

Age		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

3. Please give details of the negative impact

4. Did you take any actions to mitigate your proposal? Please give details below including any consultation or engagement.

5. Please list the data that has been used to develop this proposal? eg Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc..

Signed Richard Austin **Designation** Principal officer Inclusion **Dated** 3rd March 2015

The “Sustainability Challenge”

Name of the Officer completing “the Sustainability challenge” Richard Austin		Please give a brief description of the aims proposed policy or service reconfiguration Policy aims to provide advice and guidance to schools and staff when dealing with challenging behaviour	
Name of the Division or service area Inclusion CYP		Date “Challenge” form completed March 3 rd 2015	
Aspect of sustainability affected	Negative impact Please give details	Neutral impact Please give details	Positive Impact Please give details
PEOPLE			
Ensure that more people have access to healthy food		N/A	
Improve housing quality and provision		N/A	
Reduce ill health and improve healthcare provision		N/A	
Promote independence		N/A	
Encourage community participation/action and		N/A	

voluntary work			
Targets socially excluded			Yes- The policy will help schools support young people who may be at risk of becoming socially excluded
Help reduce crime and fear of crime		N/A	
Improve access to education and training			Yes- The policy and subsequent training will help schools support young people, and enhance their capacity and ensure that they have access to education and not become excluded
Have a positive impact on people and places in other countries		N/A	
PLANET			
Reduce, reuse and recycle waste and water		N/A	
Reduce carbon dioxide emissions		N/A	
Prevent or reduce pollution of the air, land and water		N/A	
Protect or enhance wildlife habitats (e.g. trees, hedgerows, open spaces)		N/A	

Protect or enhance visual appearance of environment		N/A	
PROFIT			
Protect local shops and services		N/A	
Link local production with local consumption		N/A	
Improve environmental awareness of local businesses		N/A	
Increase employment for local people		N/A	
Preserve and enhance local identity and culture		N/A	
Consider ethical purchasing issues, such as Fairtrade, sustainable timber (FSC logo) etc		N/A	
Increase and improve access to leisure, recreation or cultural facilities		N/A	

What are the potential negative Impacts	Ideas as to how we can look to MITIGATE the negative impacts (include any reasonable adjustments)
---	---

➤	➤
➤	➤
➤	➤
➤	➤

The next steps

- If you have assessed the proposal/s as having a **positive impact please give full details** below

- If you have assessed the proposal/s as having a **Negative Impact** could you please provide us with details of what you propose to do to mitigate the negative impact:

Signed

Richard Austin

Dated 3rd March 2015

SUBJECT:	WELSH CHURCH FUND WORKING GROUP
MEETING:	Cabinet
DATE:	06th May 2015
DIVISIONS/WARD AFFECTED:	All

1. PURPOSE:

- 1.1 The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications for the Welsh Church Fund Working Group meeting 7 of the 2014/15 financial year held on the 26th March 2015

2. RECOMMENDATION:

- 2.1 We resolved that the following grants be awarded to:

SCHEDULE OF APPLICATIONS 2014/15 – MEETING 7.

- (1) St. Arvans Church requested £2,000 to help improve the disabled access and entrance to churchyard including provision of a ramp and handrails.

Recommendation – £1,000 to assist in the provision of disabled facilities and improve access for all too religious services

- (2) Abergavenny Community Trust requested £1,000 to assist in providing equipment for a kitchen / refreshments area in the Abergavenny Community Trust building formally known as Park Street Infants.

Recommendation – that £1,000 be allocated to this Community group to assist in providing a facility for social and recreational activities within the area.

- (3) Tintern Festival Association requested £400 to help in meeting the cost of staging the 2015 Summer Festival

Recommendation – deferred to 2015/16 financial year as that is when the event is scheduled to be hosted.

- (4) Cameron Michie requested £421 to fund attendance at the Welsh College of Music & Drama Summer School

Recommendation – deferred to obtain further information than that supplied upon application in order that a case of financial need could be established.

- (5) Parochial Church Council on behalf of St. Cybil's Church, Llangybi requested £5,000 for repairs to the plastered barrel ceiling in the Nave and conservation work to 17th Century wall paintings.

Recommendation - £2,000 was awarded to assist in the renovation and restoration of historic artefacts and paintings for the benefit of the community as a whole.

- (6) Henri Wheatley requested £500 to assist in the funding of a 12 month Project Trust Charity volunteer programme to Chile. The applicant will be a Language Assistant teaching English to poor and disadvantaged children in schools

Recommendation – deferred to ascertain further information in this application

It was noted that applications may be made by churches once every financial year

2.2 KEY ISSUES

The nature of the request in each case is set out in the attached schedule.

3. REASONS

A meeting took place on Thursday, 26th March 2015 of the Welsh Church Fund Cabinet Working Group to recommend the payment of grants as detailed in the attached schedule.

County Councillors in attendance:

D. Edwards (Chairman), B. Strong and A. E. Webb

Officers in attendance:
Mrs N. Perry, Mr D. Jarrett

Apologies for absence:
D. Evans

Declarations of Interest:

County Councillor A. Webb declared an interest pursuant to the Members Code of Conduct, within the capacity of signatory of the applications from St Arvans Church and Tintern Festival Association and took no part in these decisions.

County Councillor D. Edwards declared an interest pursuant to the Members Code of Conduct, within the capacity of signatory of the applications from Abergavenny Community Trust and Cameron Michie and took no part in these decisions.

4. RESOURCE IMPLICATIONS

A total of £4,000 was allocated at meeting 7 of the Welsh Church Fund Committee, Thus, the remaining budget for 2014/15 of £5,436 will be deferred and added to the budget allocation for the 2015-16 financial year.

5. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

There are no equality or sustainable development implications directly arising from this report. The assessment is contained in the attached appendix.

6. CONSULTEES:

Senior Leadership Team
All Cabinet Members
Head of Legal Services
Head of Finance
Central Management Accountant

7. BACKGROUND PAPERS:

Welsh Church Fund Schedule of Applications 2014/15 – Meeting 7 (Appendix 2)

8. AUTHOR:

David Jarrett – Central Finance Management Accountant

9. CONTACT DETAILS

Tel. 01633 644657

e-mail: daveJarrett@monmouthshire.gov.uk

The “Equality Initial Challenge”

Name: Dave Jarrett		Please give a brief description of what you are aiming to do.	
Service area: Central Finance		To assess the Grant Allocation Processes of the Welsh Church Fund for the meeting of the Welsh Church Fund Working Group on the 26 th March 2015.	
Date completed: 26th March 2015			
Protected characteristic	Potential Negative impact Please give details	Potential Neutral impact Please give details	Potential Positive Impact Please give details
Age		Neutral	
Disability			Positive
Marriage + Civil Partnership		Neutral	
Pregnancy and maternity		Neutral	
Race		Neutral	
Religion or Belief			Positive
Sex (was Gender)		Neutral	
Sexual Orientation		Neutral	
Transgender		Neutral	
Welsh Language		Neutral	

Please give details about any potential negative Impacts .	How do you propose to MITIGATE these negative impacts
➤ <i>NONE</i>	➤
➤	➤
➤	➤
➤	➤

Signed D Jarrett Designation Central Finance Management Accountant
Dated 26th March 2015

EQUALITY IMPACT ASSESSMENT FORM

What are you impact assessing	Service area
Welsh Church Fund Working Group Meeting 7 2014/15	Central Finance
Policy author / service lead	Name of assessor and date
Joy Robson	D Jarrett, 26 th March 2015

1. What are you proposing to do?

To assess the Grant Allocation Processes of the Welsh Church Fund for the meeting of the Welsh Church Fund Working Group on the 26th March 2015

2. Are your proposals going to affect any people or groups of people with protected characteristics in a **negative** way? If **YES** please tick appropriate boxes below.

Age		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

3. Please give details of the negative impact

No Negative consequences towards any groups with protected characteristics

4. Did you take any actions to mitigate your proposal? Please give details below including any consultation or engagement.

Applications are considered and decisions made by the Welsh Church Fund Working Group

5. Please list the data that has been used to develop this proposal? eg Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc..

Applications to Welsh Church Fund Working group on a standard application form where questions and requirements are consistent across all applications

Signed D Jarrett...**Designation**...Central Finance Management Accountant.....**Dated**.....26th March 2015.....

The “Sustainability Challenge”

Name of the Officer completing “the Sustainability challenge” Dave Jarrett		Please give a brief description of the aims proposed policy or service reconfiguration The Purpose of the Working Group is to assess and consider applications and grant aid from the Welsh Church Fund in line with the Charitable Objectives of the Trust.	
Name of the Division or service area Central Finance		Date “Challenge” form completed 26th March 2015	
Aspect of sustainability affected	Negative impact Please give details	Neutral impact Please give details	Positive Impact Please give details
PEOPLE			
Ensure that more people have access to healthy food		No effect at this meeting	
Improve housing quality and provision		No effect at this meeting	
Reduce ill health and improve healthcare provision		No effect at this meeting	
Promote independence		No effect at this meeting	
Encourage community participation/action and voluntary work			Grants for Community Projects

[Type text]

[Type text]

[Type text]
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Targets socially excluded		No effect at this meeting	
Help reduce crime and fear of crime		No effect at this meeting	
Improve access to education and training		No effect at this meeting	
Have a positive impact on people and places in other countries		No effect at this meeting	
PLANET			
Reduce, reuse and recycle waste and water		No effect at this meeting	
Reduce carbon dioxide emissions		No effect at this meeting	
Prevent or reduce pollution of the air, land and water		No effect at this meeting	
Protect or enhance wildlife habitats (e.g. trees, hedgerows, open spaces)		No effect at this meeting	
Protect or enhance visual appearance of environment		No effect at this meeting	
PROFIT			
Protect local shops and services		No effect at this meeting	

Link local production with local consumption		No effect at this meeting	
Improve environmental awareness of local businesses		No effect at this meeting	
Increase employment for local people		No effect at this meeting	
Preserve and enhance local identity and culture			Grant for restoration project
Consider ethical purchasing issues, such as Fairtrade, sustainable timber (FSC logo) etc		No effect at this meeting	
Increase and improve access to leisure, recreation or cultural facilities			Grants for Community Projects

What are the potential negative Impacts	Ideas as to how we can look to MITIGATE the negative impacts (include any reasonable adjustments)
➤ None, as grants for benefit of Applicants	➤
➤	➤
➤	➤

➤	➤
---	---

The next steps

- If you have assessed the proposal/s as having a **positive impact please give full details** below

There are positive outcomes in relation to age (mainly as most organisations that apply seem to contain a higher majority of older retired people). The churches and applications with religious protected characteristics have the most positive outcome as the applications from this area tend to receive the highest awards as the fund was initially set up to support churches by charitable donations. The grant aid supports and highlights the positive effect that future decisions have on the Planet, Profit and People characteristics, with particular emphasis on helping religious organisational applicants.

The Grant Allocation Policy is set in accordance with the charitable objects of the Trust.

- If you have assessed the proposal/s as having a **Negative Impact** could you please provide us with details of what you propose to do to mitigate the negative impact:

No adverse effects can be detected in regard to who can apply for budgeted funding based upon any of the characteristics.

Signed

D Jarrett

Dated 26th March 2015

WELSH CHURCH FUND - APPLICATIONS 2014/15
MEETING 7 - 26th March 2015

APPENDIX 2

<u>ORGANISATION</u>	<u>ELECTORAL DIVISION</u>	<u>Signed by Councillor</u>	<u>REQUEST</u>	<u>DECISION</u>	<u>NATURE OF REQUEST</u>	<u>APPROX COST</u>	<u>DATE Received</u>	<u>D of I*</u>	<u>Comments</u>
			£	£		£			
1 St Arvans Church	St Arvans	A. Webb	£2,000	£1,000	Improve disability access and entrance to churchyard including provision of ramp and handrails. Also, cut and reshape the boundary edges of the churchyard to assist on-going maintenance and enhance the environment	£2,180	11/03/2015	Yes	Generally poor access for the disabled and the churchyard is in need of refurbishment
2 Abergavenny Community Trust	Grofield	D Edwards	£1,000	£1,000	Volunteers are setting up a community centre in the former Park Street Infant School ,and the funding is required to buy items to equip the refreshments area.	£1,000	13/03/2015	Yes	The need for a secular community centre for residents use is well-established in Abergavenny. The plan has been sustained and developed over ten years, with input from the local authority and social services.
3 Tintern Festival Association	St Arvans	A Webb	£400	defer	Assist in the cost of the tintern Festival Summer Fete 2015	£3,200	16/03/2015	Yes	Based upon previous years attendance, about 500 to 1000 people will attend the fete
4 Cameron Michie	Grofield	D Edwards	£421	defer	Cameron would like to attend the Welsh College of Music and Drama Summer School in Cardiff in August 2015.	£421	16/03/2015	Yes	Cameron started piano last year and has already a achieved grade 3. He as also achieved the Royal School of Church Music bronze for singing. Cameron would like the opportunity to take part in the summer school with other gifted children.
Late Applications									
5 Parochial Church Council on behalf of St Cybi's Church Llangybi	Llangybi Fawr	Peter Clarke	£5,000	£2,000	Funding required for repairs to the plastered barrel ceiling in the Nave and conservation work to 17th Century wall paintings.	£82,271	25/03/2015	No	Also need to inspect the walls and ceilings to discover whether there are further wall paintings and investigation of the condition of the roof and ceiling.
6 Henri Wheatley	Cantref	Paul Jordan	£500	defer	The applicant has been selected for a 12 month Project Trust Charity volunteer programme to Chile. The applicant will be a Language Assistant teaching English to poor and disadvantaged children in schools	£5,900	25/03/2015	No	
Deferred Applications									
SUB TOTAL Meeting 6			£9,321	£4,000					
Meeting 1 Award				6,236					
Meeting 2 Award				3,000					
Meeting 3 Award				1,950					
Meeting 4 Award				4,500					
Meeting 5 Award				2,588					
Meeting 6 Award				2,750					
Meeting 7Award				4,000					
TOTAL AWARDED FOR 2014/15				25,024					
BUDGET 2014/15				20,401					
BALANCE B/F TO 2014/15				£10,059					
Monmouthshire's Allocation for 2014/15				£30,460					
REMAINING BALANCE to be carried forward to 2015-16			£5,436						