



monmouthshire  
sir fynwy

MONMOUTHSHIRE COUNTY COUNCIL  
AND  
MAINTAINED SCHOOLS PARTNERSHIP  
AGREEMENT  
SEPTEMBER 2019 TO SEPTEMBER  
2022

July 2019

Review date July 2022

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

Monmouthshire County Council (the Council) has a duty to 'promote high standards of education'. The Council also has a duty in law to ensure that pupils' special education needs are identified and appropriately met (Education Act 1996 and SEN Code of Practice for Wales 2002). This is defined by Estyn and the Welsh Government into particular functions that are expected to be delivered. Estyn inspect these functions at regular intervals.

Section 197 of the Education Act 2002, requires councils to enter into a partnership agreement with the governing body of each school maintained by the Local Authority (the LA). The 2007 Regulations impose duties upon all Councils in Wales and Governing Bodies of schools maintained by them, including maintained nursery schools, but excluding pupil referral units, to enter into Partnership Agreements.

The agreement must set out how Monmouthshire County Council and a school will carry out their respective functions in relation to a school. The purpose of Partnership Agreements is therefore to sustain and enhance existing partnership working between the Council and its schools.

Partnership Agreements last for three years, however an individual Partnership Agreement may be reviewed should a serious concern about the school arise during the year.

In the case where the Council and school cannot reach agreement then the Council is entitled to draw up a statement setting out how it and the school are to discharge their respective functions.

### **Council/LA Schools Partnership Agreement**

This agreement sets out how Monmouthshire County Council (the Council) and maintained school Governing Bodies (schools) will carry out their respective functions. The purpose of the agreement is to sustain and enhance partnership working between the Council and its schools to raise standards, improve wellbeing and deliver the Council's vision for education.

The Governing Body of a maintained school is responsible for the conduct and standards of the school. The Council shares responsibility for standards in schools, for school improvement (including the use of statutory powers of intervention), for the organisation of schools and for the overall provision of education services in Monmouthshire.

**The LA recognises the significant role that headteachers, school leadership teams and all school staff play in the provision of education in Monmouthshire.**

**However, the purpose of this partnership agreement is to set out respective responsibilities of the Council and Governing Bodies only.**

**The headteacher, senior school management teams and school staff responsibilities form a partnership agreement with the Governing Body and school employees**

This Partnership Agreement applies to all maintained schools. Governing Bodies of voluntary aided and foundation schools will have additional responsibilities in relation to governance, admissions, staffing and buildings and will have a relationship with the Diocese or Trust. Voluntary aided schools (VA) Schools are distinct from community schools in that the Governing Body is both the employer and the admissions authority. The premises are held in trust by a Foundation, usually a church, and the Governing Body employs the staff and is responsible for the religious education. Due regard will, therefore, need to be taken of the responsibilities of the Governing Body of a VA school in respect of the Government of Maintained Schools Regulations (2005) and the Staffing of Maintained Schools (Wales) Regulations (2006) and of the particular role of Foundation Governors in this context.

**The Essential Duties of the Partners.**

<b>Council's role</b>	<b>Schools to respond by</b>
<ul style="list-style-type: none"> <li>• To assist the sharing of good practice between schools, and through opportunities for professional development</li> <li>• To provide schools with appropriate and transparent funding</li> <li>• To ensure effective leadership, management and governance in schools</li> <li>• To support improvements in teaching and learning through local and national initiatives</li> <li>• To provide schools with high quality comparative information on performance</li> <li>• To make an informed view on this data and to share this view with schools</li> <li>• To agree challenging targets for pupil/student achievement, attainment, attendance and exclusions with schools</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding a process of self-evaluation through which the school challenges itself to improve</li> <li>• Determining spending priorities to reflect the needs of the school</li> <li>• The Governing Body, as required by the Minister/ Cabinet Secretary, making an informed view on data and sharing that view with the Council</li> <li>• Setting challenging targets for pupil/student achievement, attainment, attendance and exclusions and agreeing these with the local authority and finalising these with the local authority within agreed timescales</li> <li>• Maintaining a School Improvement Plan and sharing that plan with the Local Authority</li> </ul>

<ul style="list-style-type: none"> <li>• To challenge and support all schools to improve, but targeting support in proportion to need</li> <li>• To intervene in schools to secure improvement when appropriate</li> <li>• To undertake the regional processes for school improvement</li> <li>• To make arrangements for the identification of those pupils with additional learning needs (ALN) and to ensure suitable provision for pupils who have identified needs so they are included and have equality of opportunity to help them achieve their potential</li> <li>• To provide an adequate number of places in a suitable learning environment for all pupils according to their parents' stated preference, and to provide free transport in accordance with the stated policy of the Council</li> <li>• To support schools in maintaining good attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Being prepared to share its good practice with other schools in ways that are not unduly onerous</li> <li>• Harnessing local and national initiatives in ways best suited to the school and its needs</li> <li>• Ensuring that all staff have access to professional development</li> <li>• Undertaking the regional processes for school improvement</li> <li>• Ensuring pupils who have special educational needs or additional learning needs have their needs identified and appropriately met so they are included and have equality of opportunity to achieve their potential</li> <li>• Maintaining good pupil attendance and minimizing the need to exclude</li> <li>• Ensuring the needs of the majority of learners with social, emotional and behavioural difficulties are met through mainstream education and exclusions kept to a minimum.</li> <li>• Maintaining a positive and well-kept learning environment</li> <li>• Maintaining a positive and well-kept learning environment</li> </ul>
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The essential education duties and responsibilities rest within the remit of the Chief Officer Children and Young People and with the relevant Head of Service in his/her absence.

### **Community maintained, foundation, voluntary aided and voluntary controlled schools**

The respective functions of the Council and Governing Bodies vary according to the school category. The main differences are summarised below:

	<b>Staffing</b>	<b>Admissions</b>	<b>School Premises and Capital</b>
<b>COMMUNITY AND COMMUNITY SPECIAL</b>	For schools with delegated budgets, the Governing Body has responsibility for staff recruitment, pay, discipline and dismissal. Some obligations remain with the Council e.g. statutory redundancy pay.	Council	Premises owned by Council Capital funding provided by Council.
<b>VOLUNTARY CONTROLLED</b>	As community and community special schools	Council	Premises held on trust by a Foundation. Capital funding provided by Council.
<b>FOUNDATION</b>	Staff employed by Governing Body.	Governing Body	Premises held on trust by a Foundation. Capital funding provided by Council.
<b>VOLUNTARY AIDED</b>	Staff employed by Governing Body.	Governing Body	Premises held on trust by a Foundation. Capital funding provided by Council and or WG.

The Council commissions' statutory school improvement functions such as monitoring, support, challenge and intervention through the South East Wales Education Achievement Service (EAS). The Council monitors work carried out by the EAS very closely however, under these commissioning arrangements, accountability for effective school improvement remains with the Council.

Each school has an allocated Challenge Adviser who delivers the statutory school improvement function on behalf of the Council.

The school's Challenge Adviser will work closely with the Governing Body, the headteacher and the school's senior leadership team to deliver effective school improvement functions in inverse proportion to the success of the school.

A dedicated Principal Challenge Adviser within the EAS is allocated to work closely with the Head of Standards and Achievement to keep the performance of schools under review.

The Council works closely with EAS to ensure that a differentiated programme of challenge, support, monitoring and intervention is delivered to schools in Monmouthshire.

The School Standards and Organisation Act (Wales) 2103 and the National Model for Regional working underpins operational arrangements across Monmouthshire and the EAS.

## **1. Targets for pupil progress, attendance and exclusions**

### **Pupil Progress (Statutory Function)**

There are a number of statutory performance indicators determined by the Welsh Government (WG) that must be reported on each year. These underpin the core functions of the Council to promote standards, continuous improvement and best practice. In addition, the Council has a number of local indicators used to monitor performance. The Council relies on schools to forward their targets so that information reported to WG is based on actual and reliable performance data at school level.

Targets must:

- Provide appropriate challenge for all children and young people
- Be based on reliable and secure evidence of performance and prior attainment of children and young people individually and as a cohort, and
- Inform the school improvement process.

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Promote standards, continuous improvement and best practice across all school, challenging underperformance where appropriate</li> <li>• Agree targets with Governing Bodies for pupil attainment at the end of each Key Stage against a range of WG specified indicators and non-specified targets identified by the school to reflect their contextual priorities</li> <li>• Facilitate training for governors and school staff on raising attainment and sharing good practice;</li> <li>• Promote school-to-school working and support</li> <li>• Through EAS, provide differentiated support, challenge and intervention to schools for raising attainment in line with the Council's policy for monitoring, support and intervention in schools</li> <li>• Monitor and work with partners to reduce the number of young people becoming NEET (Not in Education,</li> </ul>	<ul style="list-style-type: none"> <li>• Approve appropriate, sufficiently challenging and ambitious targets</li> <li>• In line with statutory processes and guidance, agree targets with the Council by 31<sup>st</sup> December each year, and use the performance data to support school improvement initiatives</li> <li>• Ensure that whole school targets are provided to the Council electronically within the agreed timescales.</li> <li>• Continuously monitor, discuss and analyses performance to review targets for improvement</li> <li>• Ensure consistent focus on delivery of agreed targets.</li> <li>• Ensure that key personnel attend relevant timely professional development activities</li> <li>• Publish school performance data via the school prospectus and Governors Annual Report to parents in line with statutory requirements,</li> <li>• Ensure that individual pupil data is shared using the appropriate electronic system in a timely manner</li> </ul>

Employment or Training) after leaving Year 11	<ul style="list-style-type: none"> <li>Engage with school networks for improvement and actively contribute to Cluster working.</li> </ul>
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### **Attendance (Statutory Function)**

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>Approve whole Council targets for attendance at Primary and Secondary phase</li> <li>Discuss targets with headteachers for attendance against a range of national indicators and local performance indicators using latest available quartile data</li> <li>Monitor, analyse and discuss attendance data with partners to secure improvements to attendance levels</li> <li>Set 3 year rolling targets with schools, to be reviewed annually</li> <li>Monitor discuss and analyse attendance data for schools on the Council's agreed electronic system</li> <li>Undertake register inspections in schools</li> <li>Provide data on progress to EAS challenge advisor as part of the programmed meeting cycle</li> <li>Provide advice to schools on attendance data</li> <li>Facilitate training for governors and school staff on raising attendance and sharing good practice</li> <li>Provide support, guidance and intervention for schools to improve attendance</li> </ul> <p>Implement statutory changes to the law e.g. fixed penalty notices.</p>	<ul style="list-style-type: none"> <li>Ensure that systems are in place and used for the school to enter data on the register</li> <li>Ensure that the school provides data for the Council weekly for secondary and half termly for primary schools.</li> <li>Agree and provide 3 year rolling targets in an electronic format to the Council within agreed timeframes</li> <li>Monitor, discuss and analyse attendance data to support targeted interventions to raise attendance at schools</li> <li>Implement Council and national policies in accordance with the prescribed time frames</li> <li>To ensure that a pupil who transfers schools is enrolled immediately following admission by the Local Authority</li> </ul>

### **Exclusions (non- statutory function)**

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>Approve whole Council targets for reducing exclusion for all schools;</li> </ul>	<ul style="list-style-type: none"> <li>Work with the Council to ensure that governors have a correct understanding of the use of</li> </ul>

<ul style="list-style-type: none"> <li>• Provide training, advice and support on the correct use of the exclusion process and the promotion of alternative strategies to exclusion, including managed move meetings</li> <li>• Support schools in setting appropriate and realistic targets for the reduction of exclusions</li> <li>• Support schools in carrying out managed moves as a recognised strategy for managing behaviour in line with principles of WG managed move guidance</li> <li>• Support Governing Bodies in their consideration of exclusions and provide further support once the decision is made to exclude; and,</li> <li>• Collate and report exclusions statistics as required to the WG</li> <li>• Support schools by providing outreach behaviour support, respite care and highly effective interventions to minimise exclusions</li> </ul>	<p>exclusions and the procedures involved through relevant training</p> <ul style="list-style-type: none"> <li>• Ensure that exclusion data is monitored regularly and school have in place arrangements to minimise exclusions</li> <li>• Ensure that all incidents of exclusions are recorded immediately on the school's database and report all exclusions within one day to the Council's Lead Officer for Exclusions</li> <li>• Ensure that accurate information is transferred to a pupil's new school via the agreed transfer system in accordance with relevant guidelines and timeframes set</li> </ul>
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## **2. Targets for Learner Participation and Attainment for Schools**

The Challenge Adviser will agree progress targets with each school annually. Targets should only be used to support self-evaluation, it is no longer appropriate for targets to be aggregated up to a school, Local Authority or regional measure of performance.

## **3. Monitoring, Challenge, Support and Intervention.**

### **Monitoring schools (statutory function)**

The Council has a statutory role in monitoring the quality of education provision and standards of performance in all educational establishments. In 2012, the Council commissioned the Education Achievement Service (EAS) to deliver these functions to schools on their behalf. Whilst the EAS has no statutory responsibilities, it undertakes a broad range of school improvement activities on behalf of the statutorily accountable Council and is commissioned and funded in part by the Council to contribute to the raising of standards wellbeing in accordance with the Council's vision.

The EAS produces, in collaboration with the Council, a business plan and an annex with specific priorities pertaining to Monmouthshire on an annual basis. The plan is



scrutinised by the Children and Young People Standing Select Committee and agreed by the Cabinet.

The National Categorisation System takes account of a range of school performance indicators to determine an overall support category. The system is based on a model that evaluates how well a school is meeting national priorities which determines the support category for the school. The category for each school is discussed and agreed with the Council.

The categorisation colour indicates the level of support a school requires – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support). Each school will receive a tailored programme of support, challenge and intervention based on this category.

The EAS outlines the categorisation process and arrangements for monitoring, evaluation and challenge for schools in each support category through the SEWC Peer Review Programme and Schools Causing Concern Protocol 2018/19. In addition to the national categorisation model, the Council has developed similar processes to address the agreed wellbeing priority; these include attendance/absence, fixed and permanent exclusions and anti-bullying and discriminatory incidents. Since September 2018, the Council has extended these processes to include the financial management of schools.

The region implements a Schools Causing Concern Register which is used to review the actions taken by the EAS, Council and religious authority (if appropriate) for each school identified at risk in order to ensure that appropriate support and challenge has been provided to secure the necessary improvement and to improve regional consistency, particularly the use of statutory powers. Schools listed on the register are agreed with the Council. The Headteacher and Governing Body will be notified if they are placed on, or removed from, the Schools Causing Concern Register.

The EAS and Council, working in partnership with schools, play a key role in monitoring the quality of education provision and standards of performance and in providing support necessary to improve the school and achieve the Council's vision for Education. This process will be school led and will feature school to school support and cluster collaboration where this adds value.

However, the Council has a statutory responsibility for intervening where necessary when the school presents as a cause for concern, where there are concerns about school standards and/or leadership, or where urgent health and safety issues are apparent. The School Standards Organisation (Wales) Act 2013 details the six grounds for intervention.

Where the Council is satisfied that one or more of grounds 1 to 6 exist, the Council may give a Warning Notice to the Governing Body of the school which they have a statutory duty to accept. Further, where a school is judged to require significant

improvement or special measures, the Council has the power to intervene in order to bring about the required improvement.

The use of these statutory powers is applied in exceptional circumstances. Moreover, the Council's statutory role of monitoring will be effectively discharged through professional dialogue, close partnership work with the school, the commissioned EAS, and in the case of schools with a religious character, the relevant Diocesan Director of Education.

What the Council will do	What the school will do
<ul style="list-style-type: none"> <li>• The Council will agree strategic priorities that will be included in the EAS Business Plan</li> <li>• The production, analysis and timely distribution of a range of school performance information including academic standards, attendance, inclusion and financial information</li> <li>• Sharing of analysis and commentary on performance including the identification of issues and their relative significance through the meetings Challenge Adviser reports and correspondence with schools</li> <li>• Monitoring of progress towards agreed performance targets</li> <li>• Evaluation of school documentation as appropriate to the monitoring activity</li> <li>• Evaluation of a range of reports from agencies such as Estyn and audit reports when required</li> <li>• Commissioning whole school reviews in collaboration with the school/Governing Body to review areas requiring improvement and provide support</li> <li>• Agreeing a programme of Council commissioned targeted support in individual schools which is based on data analysis and is inversely proportional to success</li> <li>• Supporting a programme of moderation activities, usually cluster based, to establish consistency in teacher assessment and understanding of end of key stage teacher assessment levels in relation to pupils' work</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an effective Self – Evaluation Review (SER) and monitor processes as a means of identifying strengths and areas of improvement</li> <li>• Discuss and evaluate aspects of school provision with Officers and Challenge Advisors</li> <li>• Ensure that the school has an up to date and School Improvement Plan (SIP) meeting statutory requirements in place by 1<sup>st</sup> September each year improvement, implement and monitor the action plan</li> <li>• Monitor, review and update the SIP on a regular basis</li> <li>• Update the SER at regular intervals to reflect progress and emerging priorities</li> <li>• Provide a range of data for relevant audiences/ meetings</li> <li>• Attend meetings at the request of the Chief Officer</li> <li>• Evaluate the performance of all staff, including induction arrangements for newly qualified teachers in line with local and national arrangements;</li> <li>• Provide, in an electronic format, all relevant policies and key documents in a timely manner to the Council in accordance with the list published by Estyn</li> <li>• Consider and develop proposals that enhance opportunities for school-to-school support and collaboration where this enables the sharing of good practice and effective deployment of resources</li> <li>• Participate in the cluster working and other self-development networks</li> </ul>

<ul style="list-style-type: none"> <li>• Promoting a programme of professional development for practitioners and school leaders this is the professional Learning Offer from the EAS</li> <li>• Implement the agreed Regional Schools Causing Concern Protocol</li> <li>• Promote school to school improvement networks and initiatives which reduce dependence on Council and EAS support - see above comment linked to building capacity and resilience</li> </ul>	<p>that reduce dependence on Council and EAS support</p>
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### **Identifying and Responding to Schools Causing Concern (Statutory Function)**

The Council has a duty of care for all its schools and will provide support for its schools relative to their need. This will necessitate a differentiated programme of support, delivered in partnership with the school and EAS and supportive of identified need. This work is commissioned through the EAS.

The National Categorisation Model identifies the nature and extent of the differentiated programme of support to schools, dependent on their needs.

The Council and EAS are mindful of the criteria provided by Estyn through the inspection framework relating to schools causing concern and of its duties as described in legislation for schools in need of significant improvement and schools requiring special measures and the specific arrangements for managing schools causing concern.

#### **Support the Council will offer to schools giving cause for concern.**

The Council has agreed a regional EAS Schools Causing Concern Protocol that details the arrangements governing the Council's work with schools causing concern. This is aligned to the WG statutory guidance for schools and Councils in respect of schools causing concern.

As such, the full implementation and close monitoring of the School's Intervention Plan (support plan, or Post Inspection Action Plan dependent upon the circumstances and category of support required) is a central feature of the work that the school, the Council and EAS will undertake to secure the required improvement.

Support Plans are required when the school is judged to be a school that is presenting as a cause for concern (SCC) , is usually categorised as red (but not always), and/or schools requiring significant improvement or special measures are required either as recognised by Estyn, or by the Council and EAS.

A Support Plan is agreed by the Council and is monitored through regular meetings with the Headteacher, Chair of Governors, Principle Challenge Adviser, Head of

Service and Chief Officer for Children and Young People Directorate (or representative), as well as by the Cabinet Member for Children and Young People in the Council.

The regionally agreed protocol for Schools Causing Concern and the termly School Causing Concern Risk Register meetings guide operational activity and support for schools presenting as such.

What the Council will do	What the school will do
<ul style="list-style-type: none"> <li>• Ensure all schools fully understand the nature and extent of support they will receive in order for them to improve. Support may be through an Education Improvement Board and/or an Intervention Board approach. Regional policies will guide all activity in this area of work</li> <li>• Through the EAS, assist the school in drawing up an action plan and approve it prior to submission to Estyn. This may be a Post Inspection Action Plan or a Support Plan as appropriate</li> <li>• Ensure these plans set out the nature and extent of support to be provided by the EAS, the LA and other providers. It will include the LAs plans of support for the school and detail the half-termly monitoring schedule</li> <li>• The Challenge Adviser will produce a progress report on behalf of the LA prior to any Estyn re-visit and after Intervention Panel meetings</li> <li>• The Challenge Adviser will update the Plans and provide an up-dated progress report to the Chief Officer Children and Young People</li> <li>• The Chief Officer Children and Young People will work closely with the Challenge Adviser to coordinate LA based support such as Finance, Human Resources, Governor Support, premises and ALN</li> <li>• The Intervention Panel will monitor the progress by schools in addressing concerns raised and/or progress towards Estyn recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Work with LA and EAS to produce an effective School Improvement Plan, which will be reported to the full Governing Body</li> <li>• Explore and engage in all available options to build capacity including school to school support or the sharing of resources in accordance with the Council's vision</li> <li>• Establish a rigorous monitoring system to ensure that the action plan is operational with the agreed timescales and the school make the required progress</li> <li>• Provide regular updates in line with the Plan to the LA on progress made, identifying any barriers to the successful implementation of actions to achieve the desired outcomes</li> <li>• The school, specifically the Chair of the Governing Body and headteacher will attend regular meetings of the Intervention Board to evidence progress made by the school</li> <li>• The Chair of the Governing Body and Headteacher will report progress against the Action Plan and any areas of slippage to the Governing Body along with the recommended remedial actions</li> <li>• Should the Council issue a Warning Notice to Improve to the school and implement certain interventions, the Governing Body will comply in full with the conditions as set out in the Warning Notice</li> <li>• The Chair of Governors shall make all school governors aware of the Warning Letter and its full contents</li> </ul>

<ul style="list-style-type: none"> <li>• The Council may consider using its powers of intervention in order to improve the school. Should this be the case, the Council will advise the school in writing that statutory powers to address the needs of a school causing concern are to be invoked, explaining reasons for the intervention and actions arising</li> <li>• Should statutory powers of Council intervention be invoked, the Council will monitor progress half-termly through the agreed process</li> <li>• The Council will lift the conditions pertinent to the Warning Notice when the required improvements have been made by the school</li> <li>• The Council will inform the school and Governing Body and Welsh Government in writing when the Warning Letter is to be lifted.</li> </ul>	<ul style="list-style-type: none"> <li>• The Chair of the Governing Body will make all governors aware of the interventions that the Council is invoking</li> <li>• The Governing Body will comply with all interventions as listed</li> </ul>
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The Chief Officer Children and Young People will meet all School Governors to fully explain the contents of the Warning Letter and respond to any questions.

### **Providing, Maintaining and Using Data**

The Council will provide services working in partnership with schools and outside agencies to promote the effective and efficient use of Capita SIMS and the provision of support for both statutory and non-statutory data.

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Advice on compliance with the GDPR and Freedom of Information Acts</li> <li>• Provision of advice and support to schools on the use of Capita SIMS and ONE</li> <li>• Provision of data via the school to school (s2s) website</li> <li>• Advice on hardware specification requirements to host SIMS software</li> <li>• Installation of Capita Sims/ ONE upgrades and patches as required</li> <li>• The administration and management of performance data</li> <li>• The administration of standardised assessment programme(s) where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure compliance with any statutory obligations relating to information or data e.g. Freedom of Information Act; GDPR</li> <li>• Ensure entry and maintenance of all pupil data in a secure, timely and accurate manner on the School Information Management System including LAC, ALN status, religion, ethnicity, language, and other vulnerable groups</li> <li>• At least annually, and upon admission to the school, verify with parents/ carers pupils' personal details including legal and preferred names and maintain accurate</li> </ul>

<ul style="list-style-type: none"> <li>• Compliance with GDPR and Freedom of Information for all data that is held by the Council</li> <li>• Provide relevant and agreed data to regional partners</li> <li>• Analyse school and setting data to determine quality and standards, and to identify emerging trends</li> </ul>	<p>addresses (pupils and other contacts)</p> <ul style="list-style-type: none"> <li>• Ensure that anti-discriminatory monitoring and analysis by minority group type (e.g. religion, ethnicity, language) is recorded accurately and in a timely manner and returned to the LA every half term</li> <li>• Ensure the school maintains its computer systems, taking reasonable precautions against malicious software hackers. This includes using only software which is current, supported by its supplier and properly licensed and implementing suitable protocols around the use of personal devices</li> </ul>
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**Supporting Staff Development to achieve School Improvement and High Standards.**

As part of its regular programme of work and in conjunction with the EAS, the Council will monitor and support effective staff development and performance management. The Council is clear that the quality of support to develop the quality of teaching and learning is a fundamental aspect of the school improvement agenda. Whilst the prime responsibilities for development rest with the school, the Council and EAS also have a role in promoting school to school sharing of best practice, helping schools and clusters to create effective development opportunities and being consistent in their commitment to build self-reliant and self-improving networks of schools.

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Ensure effective Performance Management arrangements are in place for all headteachers</li> <li>• Through the EAS, support schools in making effective use of the school and cluster EIG, PDG and other grants to address priority areas and bring about sustainable improvements</li> <li>• Through Challenge Adviser visits and school financial, monitoring, evaluate the use of</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that performance management and other systems are appropriate and comply in full with statutory requirements including those for the headteacher</li> <li>• Explore and establish relevant cluster based staff development opportunities</li> <li>• Ensure all staff have opportunities within and beyond the school to share and access</li> </ul>

<p>the grant and its impact on pupil outcomes and wellbeing</p> <ul style="list-style-type: none"> <li>• Provide schools with authority-wide performance priorities and strategic objectives to secure further improvement e.g. reduce the FSM/ non FSM achievement gap, improve L2+, reading, writing and maths in combination, and standards in KS3 and KS4</li> <li>• Through the EAS, offer a suitable range of professional development opportunities through the Professional Learning Offer and bespoke packages of support including early intervention and catch up strategies</li> <li>• Keep Governing Bodies informed of school performance and school performance priorities across the LA</li> <li>• Liaise with schools and the EAS to secure an appropriate level of delegated grant funding for schools</li> <li>• Ensure all schools are aware of LA priorities through regular discussion at headteacher meetings</li> <li>• Provide opportunities for sharing and promoting best practice between schools in partnership with the EAS</li> <li>• Provide a suitable range of support and development programmes to support inclusion and ALN</li> <li>• Evaluate the impact of the support to schools and identify priority areas for development</li> </ul>	<p>best practice to develop their skills and knowledge</p> <ul style="list-style-type: none"> <li>• Ensure all staff have opportunities within and beyond the school to share and access best practice to develop their skills and knowledge</li> <li>• Evaluate the impact of staff development on school improvement standards and value for money</li> <li>• Provide regular opportunities for dissemination of skills and expertise derived from staff development</li> </ul>
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## **5. Governing Body Training and Reports**

Although the Governing Body of a maintained school is responsible for the conduct and standards of the school, the Council shares responsibility for standards and discharges strategic responsibilities for the overall provision of education services within Monmouthshire. In discharging some of its Governors Support functions the Council commissions the EAS to fulfil the delivery of the Governor Support Service.

Council in the way in which they conduct themselves and in the decisions that they take. The role of the governor is demanding but can be a crucial factor in building school capacity and improving school performance. As illustrated by this Partnership Agreement, governors fulfil an essential role and it is incumbent upon the Council to help ensure that they have access to the support and training needed to be effective, and to play their part in delivering the Council's vision for education as part of a self-improving system less dependent on Council intervention. Governing Bodies need, therefore, to have regard to the roles and responsibilities of the County Council.

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Provide advice and guidance to Governing Bodies on their role and responsibilities in respect of the discharge of their duties and aligned to identified training needs</li> <li>• Provide appropriate bespoke support and challenge for all schools</li> <li>• Support governors in the development of school to school support and self-improving governor networks</li> <li>• Maintain and share sources of best practice via publications i.e. various guidance booklets, handbooks</li> <li>• Devise and coordinate an annual governor training programme that includes the mandatory element of induction, Chair, Clerk and data sessions where necessary as well as legislative updates and topical issues as identified in the Monmouthshire governor training needs</li> <li>• Recruit, train, support and performance manage all Clerks to Governing Bodies</li> <li>• Support the Monmouthshire Association of School Governors and termly governor meetings with the Chief Officer CYP and his representatives</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the following reports to the Council on the discharge of its function:               <ul style="list-style-type: none"> <li>▪ Signed minutes for all meetings of the full Governing Body and all committees, statutory and non-statutory</li> <li>▪ Targets for pupil performance and attendance</li> <li>▪ School self-evaluation</li> <li>▪ School Development Plan</li> <li>▪ Annual Finance Report</li> <li>▪ Annual Health and Safety Report</li> <li>▪ Private fund account statement</li> <li>▪ Governors' Annual Report to Parents</li> <li>▪ Post Inspection Action Plan following Estyn inspection</li> <li>▪ Governing Bodies must make available to the Council on request copies of all statutory and non-statutory policies and document (full list on the Governors Wales website)</li> <li>▪ Information regarding any incidents that have to be recorded e.g., racial, substance misuse, bullying and child protection</li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>• Facilitate all Local Authority governor recruitment and appointment processes</li> <li>• Support schools with the recruitment and appointment process for Parent Governors</li> <li>• Establish Governing Bodies, prepare and update the Instrument of Government</li> <li>• Ensure appropriate arrangements are in place to facilitate DBS checks;</li> <li>• Maintain a record of attendance at training and development events</li> <li>• Enable Governing Bodies to undertake annual self-evaluation of its performance and impact in order to further improve governance</li> <li>• Provide advice and support in respect of legal issues as required. Where the advice is not taken, the Governing Body is responsible for any resultant costs</li> <li>• Seek to maintain a very low governor turnover rate</li> <li>• Ensure that all secondary schools have an Associate Pupil Governor on the governing body</li> <li>• To liaise with Diocesan Authorities re specific areas of governance in the Voluntary Aided and Voluntary Controlled Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to written concerns raised by the Council regarding the performance of the school or the headteacher and notify the Council of any action the Governing Body proposes to take in light of such reports</li> <li>• To consider how governors can best contribute to school performance and identify the knowledge and skills which will support their development</li> <li>• Build relationships with cluster and network governors to share experiences and good practice.</li> <li>• Identify the skills and abilities needed by the Governing Body to fulfil their obligations under this Partnership Agreement through the self-evaluation toolkit</li> <li>• Ensure appropriate Governing Body consideration of their obligations as detailed in this partnership agreement including performance, wellbeing, financial management, pay policy and complaints procedures</li> <li>• To promote attendance of governors at training courses</li> <li>• To ensure that appropriate agenda items and documents are received in accordance with the timeframes prescribed by the EAS governor support function</li> <li>• As part of self-evaluation identify training needs of individual governors and the governing body as a whole and arrange support/ training as appropriate</li> <li>• Facilitate the induction of new governors</li> <li>• Ensure that the attendance/ disqualification of governors is managed in accordance with regulations, and</li> <li>• Notify the LA of the named governors for ALN, Health and Safety, Safeguarding and Governor Training</li> </ul>
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## **6 Responsibility of the school and Council for Premises and Buildings**

It is the responsibility of the Governing Body to ensure a safe and secure working environment for school staff and pupils; as detailed in Section 40, schedule 13 of the Schools Standards and Framework Act 1998. The Control of School Premises (Wales) Regulation 2008 set out the arrangements for the control of school premises.

In delivering its vision for education and promoting wellbeing, the Council is clear that school premises must be viewed as a resource not only for pupils, but also for the wider community. The role of schools is integral to community provision. Schools are expected to promote and maximise availability for community use, including continued use and further development of school buildings within the local community to cost effectively increase levels of community activity.

The Council and schools will seek out opportunities to develop their community role. This will help improve pupils' attainment and instill a sense of ownership and engagement with the school amongst parents/ guardians, carers and the wider community.

The Council and schools will give priority to activities that support and promote pupils' learning, health, well-being, and that of the wider community generally.

The Council also encourages multi-agency use of school facilities so that adults and children and young people will have better access to local services such as primary health, social care, childcare, early learning and other leisure and community learning activities.

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Manage strategic and operational investment into the school estate- both capital and revenue;</li> <li>• Monitor the effectiveness of the school estate, particularly with reference to changes to: school capacity calculations and plans in terms of room usage and development; management of surplus and sufficiency issues in line with the provision of pupil places; suitability and condition of premises; and, facilities management in terms of repairs, maintenance, Health and Safety/Fire Risk Assessment action planning and resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Control over the occupation and use of the school premises for all categories of school, both during and outside of school hours (subject to any provisions of a school's trust deed conferring rights on trustees or others). This does not include caretaker houses</li> <li>• Develop arrangements to make premises available for community use outside of school hours</li> <li>• Seek Council advice on transfer of control agreements giving third parties control of premises to promote community use</li> </ul>

<ul style="list-style-type: none"> <li>• Produce, review and administer the Division of Responsibilities Guidance, linked to ensuring appropriate financial accountability for property maintenance- along with the timely resolution of property-based issues</li> <li>• Undertake annual facilities reviews in informing minor and planned work programming;</li> <li>• Provide directions and advice about the use of school premises,</li> <li>• Provide of health and safety advice and monitoring.</li> <li>• Manage school capacities, planning reductions of surplus places to reflect pupil projections and to ensure sufficiency of school places;</li> <li>• Support the engagement of partners such as Early Years providers in Community Schools:</li> <li>• Seek to avoid any conflict with activities already planned by the school for that academic year;</li> <li>• Issue any tenancy agreements and or licenses to occupy premises as required; and,</li> <li>• Support in the drafting of agreements for the use of school premises</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the legal right of the Council to make directions in accordance with Council policies about community use</li> <li>• Comply with the Councils' policy for the use of and charging for school premises</li> </ul>
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### **Repairs and Maintenance of School Premises**

School premises and building stock must be maintained to an acceptable level in order to complement education provision and ensure an effective and appropriate teaching and learning environment. Where a significant improvement is made to a school and/ or additions to a building or school site, capital monies prioritised and allocated by the Council may assist.

For maintenance and repair work, guidance on responsibilities is detailed in the document on division of responsibilities between the Council and schools.

What the Council will do	What the school will do
<ul style="list-style-type: none"> <li>• Produce, review and administer the Division of Responsibilities Guidance linked to ensuring appropriate financial accountability for property maintenance - along with the timely resolution of property-based issues</li> <li>• Undertake annual facilities reviews in informing minor and planned work programming</li> <li>• Facilities management in terms of Health and Safety/ Fire Risk Assessment action resolution</li> <li>• Provide clear advice on school obligations for property maintenance</li> <li>• Provide advice and support to schools on the expenditure and management of their delegated budget for property maintenance</li> <li>• Manage, monitor, deliver and inform the direction of future capital investment into the school estate, via both the Council's Capital Programme and Welsh Government's 21<sup>st</sup> Century Schools Programme</li> <li>• To undertake a rolling programme of condition surveys also assessing suitability of buildings</li> <li>• Issue specific advice on School Asbestos Management, ensuring Asbestos Registers are in place, communicated and monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of responsibilities for maintenance, as detailed in the Council's division of responsibility document</li> <li>• Be responsible for all repairs as detailed in the division of responsibility document</li> <li>• Ensure that emergency repairs are dealt with promptly to prevent the problem from escalating and costs rising;</li> <li>• Undertake routine building maintenance to secure acceptable standards of accommodation for teaching and learning</li> <li>• Maintain the asbestos register and to ensure that all staff and contractors are made aware of the asbestos register</li> <li>• Ensure contractors sign the asbestos register before undertaking any work</li> <li>• Consult the Council before progressing any proposals for new build or structural change to the school premises</li> <li>• Advise the Council in the event of a caretaker's house becomes vacant or the caretaker's contact terminating</li> </ul>

## **7. Effective Transition Arrangements**

Effective transition of pupils between each key phase of learning has been recognised by Welsh Government, Estyn, and Councils as having a major impact on the wellbeing and standards of achievement of all pupils. This is crucial when pupils transfer between schools and other learning providers and particularly for vulnerable pupils and those with ALN

The following provides an outline of the roles of schools and the Council, working in partnership, to ensure effective management of transition between the key stages.

### **Roles of school and Council to develop effective transition for pupils from nursery to primary school.**

Children enter the Foundation Phase from the age of three. The school is responsible for ensuring that an effective transition plan is in place in line with the Council's admissions process and ensuring appropriate links with non-maintained and early year's settings, in providing effective transition opportunities.

<b>What the Council will do</b>	<b>What the School will do</b>
<ul style="list-style-type: none"> <li>• Publish an admissions policy compliant with legislation for nursery and statutory education</li> <li>• Strategically manage school places</li> <li>• Undertake annual assessments of school capacities to determine admission numbers</li> <li>• Facilitate the Monmouthshire Admissions Forum and strategic support for voluntary aided arrangements</li> <li>• Administer the published Admission Arrangements, in line with the School Admissions Code 2013</li> <li>• Publish an annual composite prospectus for parents / carers setting out the determined admission arrangements and process to apply for school places</li> <li>• Publish details, and advise parents who have been refused a place, of their legal right to appeal and present the case for refusal at Appeals Panel hearings</li> <li>• For community maintained schools, process school admission requests in accordance with the Council's admission policy within the required timeframes detailed within the Council's Policy</li> <li>• Share admission/ pupil data and transfer information with schools;</li> <li>• Administer in-year transfers in line with the Council's Policy, ensuring the relevant processing timescales and requirements are met</li> <li>• Provide training for Foundation Phase pedagogy and philosophy;</li> </ul>	<ul style="list-style-type: none"> <li>• Following notification from the Council of a new admission, ensure enrollment is managed promptly and in line with the Council policy</li> <li>• Provide the Council with up-to-date information on pupil movement and changes to numbers on roll</li> <li>• Provide the Council with up to date information on class organisation</li> <li>• Provide the Council with regular updates on changes to pupil information e.g. a change of address</li> <li>• Where the Council is unable to offer a school place at the preferred school, support the decision that has been made by the Council where determined in line with the agreed admissions policy</li> <li>• Provide the Council with supportive information in respect of school admissions appeal hearings, whereby the team are arguing on behalf of the school</li> <li>• Establish links with feeder schools, Flying Start settings and non-maintained settings</li> <li>• Follow best practice to ensure a smooth transition by providing information about the child, including interests and areas for development, to the relevant school</li> <li>• Use pupil portfolios, if appropriate, to individualise each pupils progress, including like and dislikes</li> <li>• Set up visits to build up personal relationships</li> <li>• Invite parents to events</li> </ul>

<ul style="list-style-type: none"> <li>• Provide specialist support, advice and guidance to pre-school settings and schools for pupils with additional learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide parents with an information pack</li> <li>• Promote self-confidence and positive attitudes to learning in all children</li> <li>• In addition to the above, governors of foundation and voluntary aided schools must provide timely admission information to the Council</li> </ul>
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**Roles of school and Council to develop effective transition for pupils from Key Stage 2 to Key Stage 3 (statutory function)**

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Publish an Admissions Policy compliant with legislation for statutory education</li> <li>• Publish an annual composite prospectus for parents / carers setting out the determined admission arrangements and process to apply for school place</li> <li>• Facilitate the Monmouthshire Admissions Forum and strategic support for voluntary aided arrangements</li> <li>• Undertake annual assessments of school capacities to determine admission numbers</li> <li>• Strategically manage school places</li> <li>• Administer the published admissions arrangements, in line with the School Admissions Code (2013)</li> <li>• Publish details, and advise those who have been refused a place, of parents' legal rights to appeal and to present the case against refusal at Appeals Panel hearings</li> <li>• For community maintained schools, process school admission requests in accordance with the Council's admission policy within the required timeframes detailed within the Council's policy</li> </ul>	<ul style="list-style-type: none"> <li>• Following notification from the Council of a new admission, ensure enrollment is managed promptly and in line with the Council policy</li> <li>• Provide the Council with up-to-date information on pupil movement and changes to numbers on roll</li> <li>• Provide the Council with up to date information on class organization</li> <li>• Provide the Council with regular updates on changes to pupil information, e.g. a change of address</li> <li>• Where the Council is unable to offer a school place at the preferred school, support the decision that has been made by the Council where determined in line with the agreed admissions policy</li> <li>• Provide the Council with supportive information in respect of school admissions appeal hearings, when the team are arguing on behalf of the school</li> <li>• Produce a transition plan in accordance with Welsh Government guidance;</li> <li>• Identify and develop cluster based models for transition as part of the School Development Planning process</li> </ul>

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| <ul style="list-style-type: none"> <li>• Share admission/ pupil data and transfer information with schools; administer in-year transfers in line with the Council's policy, ensuring that the relevant processing timescales and requirements are met</li> <li>• Work with clusters of schools to develop, monitor and review transition plans and practice to ensure transition is managed effectively</li> <li>• Facilitate the transfer of performance, attendance and other appropriate information in order that secondary schools meet the needs of learners</li> <li>• Support and develop curricular initiatives which create continuity of experiences for learners moving across phases and via the EAS professional learning offer to enable schools to access a range of programmes to support effective teaching and learning</li> <li>• Provide targeted support through agreed plans in partnership the commissioned EAS where there are significant challenges in raising standards</li> <li>• Facilitate, through the commissioned EAS cross phase cluster, assessment and moderation meetings, and promote the sharing of subject expertise and continuity in curriculum planning from Key Stage 2 to Key Stage 3</li> <li>• Use data tools such as the NEET Early Identification Tool to identify learners needing support and, where appropriate, provide additional support through the Youth Service</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise and secure the school's obligations to provide a transition plan for every pupil progressing to secondary education</li> <li>• Ensure continuity and progression in the delivery and planning of the curriculum across Key Stages</li> <li>• Ensure proper availability and use of pupil transfer data</li> <li>• Identify and target specific support at those pupils considered vulnerable.</li> <li>• Ensure parents/carers are fully informed of the transfer process</li> <li>• Monitor and evaluate the impact if improved transition arrangements on learners' progress and standards</li> <li>• Provide opportunities to maximise seamless transition for the pupil and their parents/carers</li> </ul> |
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**Roles of school and Council to develop effective transition for pupils from Key Stage 3 to Key Stage 4 (non-statutory function)**

What the Council will do	What the school will do
<ul style="list-style-type: none"> <li>• Through the EAS, work with schools, and other relevant agencies, coordinate the production of an options menu for 14-16 opportunities</li> <li>• Through the EAS, support and develop curricular activities which create continuity of experiences for learners moving across phases and offer advice support to individual needs and priorities; and</li> <li>• Provide targeted support through agreed plans in partnership the commissioned EAS where there are significant challenges in raising standards</li> <li>• Use a range of data tools, such as the NEET Early Identification Tool, to identify learners needing support at the earliest opportunity and, where appropriate, provide additional support via Youth Service</li> </ul>	<ul style="list-style-type: none"> <li>• Make available a full options menu of qualifications and learning opportunities in line with statutory requirements</li> <li>• Ensure effective arrangements so that parents are fully involved in discussion and decisions relating to options</li> <li>• Encourage the planning of an Individual Learning Pathway for each pupil entering year 10 and have mechanisms in place to support and amend this Pathway</li> <li>• Ensure continuity and progression in the delivery and planning of curriculum across Key Stages 3 and 4; and</li> <li>• Identify, target and provide specific support for all pupils considered to be vulnerable</li> </ul>

**Roles of school and Council to develop effective transition for pupils from Key Stage 4 to post-16 provision (non-statutory function)**

What the Council will do	What the school will do
<ul style="list-style-type: none"> <li>• Work with schools, the FE sector and other relevant agencies to coordinate the production of a post-16 prospectus of opportunities on an annual basis</li> <li>• Facilitate and promote a preventative agenda to reduce levels of NEET</li> <li>• Promote relationships between the school, careers' service and the pupil that is central to maintaining in education or training particularly for those learners who are likely to reject formal learning post-16</li> <li>• Encourage post-16 providers to offer access to ongoing support and coaching for young people with the</li> </ul>	<ul style="list-style-type: none"> <li>• Make available access for pupils in Years 10 and 11 to independent careers advice and guidance. This should include collective information sessions on post-16 opportunities as part of delivered curriculum and one to one interviews with careers professionals at the request of the pupil</li> <li>• Arrange access for all pupils to Careers Wales Online through school IT systems and Local Authority information centres</li> <li>• Arrange access for all pupils in Years 10 and 11 to the full options menu at post-16 across the Authority area which includes information on</li> </ul>



<p>aim of improving retention or providing direction into better-matched provision</p>	<p>possible access routes to the FE sector and training providers</p> <ul style="list-style-type: none"> <li>• Provide access to a trained Learning Coach for pupils as a source of guidance and learning support</li> <li>• Encourage the planning of an Individual Learning Pathway from each pupil from Year 10 onwards and have mechanisms in place to support and amend the Pathway choice</li> <li>• Liaise with relevant agencies and the voluntary sector in identifying y</li> <li>• Year 10 and 11 pupils unlikely to continue in education or training post-16 prior to the end of formal education and adopt strategies that forge links between these pupils and these groups;</li> <li>• Promote access to HE and FE institutions, training providers and employers through programmes of visits, careers fairs etc. and strive to provide pupils with the maximum amount of information on post 16 opportunities.</li> <li>• Work with other schools to share resources and improve access to post-16 opportunities.</li> <li>• Continue to monitor and track individual and groups of post 16 pupils in the same way as pre-16 pupils</li> </ul>
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## 8. Wellbeing

### **Commitment to Secure Wellbeing**

The Council and all schools have signed up to a vision statement for education which includes a collective commitment to provide children and young people with the best possible start in life to help them achieve better outcomes. The wellbeing of children and young people has a direct and tangible impact on their achievements in school.

The Council and schools recognise that the inclusion of a commitment to secure wellbeing as a core element of our vision statement for education represents a significant challenge and unavoidable obligation. In partnership with schools, the Council will seek to evaluate the effectiveness of the impact of approaches and interventions to promote children and young people's wellbeing

The following accountabilities reflect progress to date in developing our response to the many challenges involved in promoting, evaluating and monitoring wellbeing. However, a key accountability of the Council and schools will be to continue to work together to identify, develop and implement the improvements necessary to secure wellbeing.

What the Council will do	What the school will do
<ul style="list-style-type: none"> <li>• Develop, in partnership with schools, a comprehensive strategy and advice to schools on measures to promote good wellbeing</li> <li>• The Council will work with schools to establish a framework to map how aspects of learner well-being are explicitly promoted through the curriculum and how the community, outside agencies and partners can help augment school provision to provide comprehensive and meaningful experiences to promote well-being</li> <li>• The Council will work with schools to create a Good Practice Guide for schools that will:               <ul style="list-style-type: none"> <li>• Capture the extent of what is already being done to promote well-being across all aspects of school life</li> <li>• Analyse the quality of provision that is intended to promote well-being at a universal whole-school level as well as identify what is in place to support vulnerable groups and individuals</li> <li>• Map the extent that families/carers, communities, partners, outside agencies and the voluntary sector are utilised by schools to promote learner well-being and provide</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To work with the Council to develop policies and advice to establish arrangements to promote wellbeing</li> <li>• Ensure the school develops best practice to promote well-being</li> <li>• Work collaboratively to secure effective partnership with parents and carers</li> <li>• Work collaboratively with partners, agencies and wider stakeholders to secure effective practice in promoting well-being</li> <li>• Identify and target specific support for pupils who are considered vulnerable</li> <li>• Operate a system which monitor and evaluates the impact of approaches and interventions to promote well-being</li> <li>• Work with the Council and school networks to develop initiatives to promote wellbeing</li> </ul>

<p>preventative and supportive services</p> <ul style="list-style-type: none"> <li>• Evaluate improvements in learner well-being using a range of qualitative and quantitative measures</li> <li>• Identify needs at a whole Authority level as well as at an individual school level so that targeted support can be provided</li> <li>• Regularly review arrangements to promote wellbeing in partnership with schools</li> </ul>	
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## 9. Safeguarding

All education providers must ensure that they have effective systems in place to keep learners safe by creating a safe learning environment, identifying where there are child welfare concerns and taking action to address them, where appropriate, in partnership with other agencies and through the development of children’s understanding, awareness and resilience through the curriculum.

The following accountabilities have been drafted to reflect the requirements that are set out in the Welsh Government Guidance “Keeping Learners Safe” (KLS) 158/2015 January 2015.

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Ensure that an appropriate senior officer is designated to have lead responsibility for discharging its safeguarding duties in education, with a particular focus on child protection</li> <li>• Allocate resources to support the work of the South East Wales Safeguarding Children Board (SEWSCB)</li> <li>• Ensuring senior officers represent the authority on the SEWSCB and that the authority makes an effective contribution to planning coordinated services to meet the needs of children</li> </ul>	<ul style="list-style-type: none"> <li>• Schools are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children in accordance with relevant guidance, and monitoring its compliance with them</li> <li>• Appoint a designated governor for child protection and safeguarding</li> <li>• Schools should ensure that the child protection policy and procedures are in accordance with local authority guidance and locally agreed interagency procedures that are inclusive of service that extend beyond the school day, reviewed at last annually, made available to parents or carers on request and</li> </ul>

- Work with other agencies to put in place and support effective partnership working
- Allocate resources to enable the authority and maintained schools to discharge their responsibilities for safeguarding children satisfactorily
- Effective liaison with the appropriate diocesan authorities in respect of arrangements for aided schools in the area
- Monitor the compliance of maintained schools with KLS guidance, and bring any deficiencies to the attention of the governing body of the school, advising upon the action needed to remedy them
- Resolve inter-agency problems as soon as they are identified
- Play a full part in child practice reviews, review, revise procedures where appropriate, and disseminate information about relevant findings
- Ensure that safeguarding training which meets SEWSCB standard is delivered to all staff and available for governors.
- Maintain a record known as the safeguarding matrix to include KLS minimum data
- Provide model policies for child protection for schools in line with relevant guidance
- Oversee the management of allegations of abuse and liaise with relevant agencies
- Meet with schools Designated Safeguarding Leads (DSL's) on a termly basis
- Safeguard and promote the welfare of children who have not been allocated a school place, home educated or are excluded from school, including those being educated in pupil referral units, alternative provision or via the home tuition service

provided in a format appropriate to the understanding of all children

- Review the safeguarding data on a termly basis to ensure compliance with safeguarding requirements to include training safe recruitment and policy adoption
- Ensure that all staff and volunteers undertake appropriate timely child protection training which is kept up to date with refresher training
- Ensure that the Chair of Governors and the Designated Safeguarding Governor attend safeguarding training.
- Consider attendance of full governing body training on child protection
- Ensure that any deficiencies in child protection are rectified
- Observe the statutory child protection processes and procedures

<ul style="list-style-type: none"> <li>• Have in place arrangements for overseeing allegations of abuse against members of staff in the authority and schools in line with Safeguarding in Education: Handling Allegations of Abuse against School Staff (009/2014)</li> <li>• Work with schools and SEWSCB partner agencies to ensure that allegations are dealt with quickly, fairly and consistently, and that appropriate referrals are made to the DBS and EWC</li> </ul>	
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## **10. Health and Safety Matters (statutory function)**

The Council recognises and accepts its responsibilities under the Health and Safety at Work Act, 1974 and other safety related legislation. It will conduct its affairs so that risks to the health and safety of employees and other people who may be affected by work activities are properly managed and controlled.

The Council has delegated responsibility for the implementation of its Health and Safety policy to the Chief Officer for Children and Young People, Heads of Service and other managers, including head teachers, in respect of work activities they control.

This element of the Partnership Agreement sets out how the Council implements the policy and outlines the responsibilities of schools. It should be noted that voluntary aided and foundation schools are given the same level of support as maintained and voluntary controlled schools, even though these Governing Bodies have the responsibilities as the employer under Health and Safety law. However, although the Council provides support to voluntary aided and foundation schools, the legal responsibility under Health and Safety legislation remains with the school Governing Body.

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Take all reasonable steps to meet its legal duties paying particular attention to:</li> <li>• Ensure workplaces, equipment, articles and substances are safe and without risks to health</li> <li>• Ensure appropriate information, instruction, training and supervision is provided</li> </ul>	<ul style="list-style-type: none"> <li>• Share, along with the Council, responsibility for Health and Safety. Governors will establish health and safety policies and procedures, including the adoption and implementation of a school Health and Safety Policy statement</li> <li>• Ensure the statement addresses arrangements to ensure the health and safety of all pupils, staff, contractors and visitors to the school the health and safety of pupils, staff</li> </ul>

- The Chief Officer CYP has overall responsibility for health and safety in schools and is responsible for ensuring that schools and Governing Bodies are supported to:-
- identify, eliminate or manage hazards/ risks
- record and investigate all accidents and dangerous occurrences to prevent recurrence
- ensure agreed remedial actions are implemented and monitored
- access specific Health and Safety training
- establish effective emergency procedures
- The Council will support the accreditation and training of Employee Safety Representatives
- The annual school Health and Safety report will be received, considered and responded to as necessary and shared with Governors in a timely manner
- The Council will make available to schools an appointed person to provide advice and guidance as necessary
- The Council will encourage schools to work in clusters and networks to share Health and Safety expertise and to minimise duplication of effort as part of its commitment to support a self-improving schools system.

- and others involved in school visits, trips and events
- The school is required to conform to the requirements of the Health and Safety at Work Act 1974, and subsequent Health and Safety legislation and the Regulatory Reform (Fire Safety Order), 2005
- Ensure that appropriate Health and Safety Policies and Procedures are in place in relation to their accountabilities as detailed in this document. These should be reflected in the School Health and Safety Policy Statement
- Consider and implement arrangements required because of new legislation that has implications for educational establishments as advised by the Council
- Participation in health, safety, and fire safety training courses for governors
- Nomination of a governor with specific responsibility for Health and Safety support the head teacher in the preparation of an annual Health and Safety Report to the Governing Body
- While the number of decisions taken on health and safety matters has increased with local management, the ultimate responsibility for health and safety rests with the Local Authority
- Schools must comply, insofar as it is within their power to do so, with the Councils Policy on Health and Safety
- Ensure that appropriate health and safety considerations are managed when procuring services from other companies/organisations
- Schools should seek opportunities to work in clusters to share Health and Safety expertise and knowledge.
- Consult with Employee Safety Representatives
- When directly employing maintenance contractors the school as the client must ensure they

	comply with the Construction Design and Management Regulations
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## **11 Council support for school staff appointments and redundancies (non statutory function)**

### **Recruitment**

For headteacher and deputy headteacher appointments, the Chief Officer CYP or their representative is entitled to attend relevant meetings of the selection panel to offer professional advice.

The Governing Body has an obligation to consider the Chief Officer’s advice before making a decision. The School’s Challenge Adviser will also attend to offer professional advice and challenge to the selection panel. The selection panel has an obligation to consider this advice.

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Provide guidance on appointment of headteacher (HT) and deputy headteacher, and other school based staff appointments</li> <li>• Receive notification of headteacher vacancies and discuss options with Governing Body</li> <li>• Allocate professional support to Governing Body for HT appointments</li> <li>• Offer advice to the Governing Body regarding recommended HT appointments in advance of any decision being confirmed</li> </ul>	<ul style="list-style-type: none"> <li>• Apply Council guidelines for staff recruitment</li> <li>• Notify the Chief Officer CYP of any headteacher or senior leadership team vacancy</li> <li>• Consider all options and opportunities to respond to the vacancy before replacement</li> <li>• Ensure involvement of the Chief Officer CYP or his/her representative in any headteacher recruitment process</li> <li>• Ensure job description and person specification reflects the Council's vision for education and the commitment to a self-improving school system.</li> <li>• Ensure that all posts are advertised in accordance with the adopted policy</li> <li>• Ensure involvement of at least one governor trained in safe recruitment.</li> </ul>

### **School staff redundancies**

The Council does not delegate redundancy funding to schools; the funding of redundancy payments and pension release costs are subject to arrangements outlined in the School Redundancy Policy and there being

- A genuine redundancy situation
  - The Governing Body followed their school policy and the advice of the Council, and
  - Has the approval of the Chief Officer Children and Young People.
- The Council's People Services Team will provide advice and guidance to schools and members of staff prior to, during and following a redundancy arising. This will include advice on the application of school redundancy policy if adopted by the Governing Body.
  - People Services will liaise with all schools to seek suitable alternative employment for employees under notice of redundancy.
  - The Council will authorise redundancy decisions and payments where appropriate
  - The Council will support the school prior to and at employment tribunal stage where necessary, to include HR and Legal services support, providing their advice has been adhered to. In the case of voluntary aided schools, where the governing body is the employer, the Council will liaise with the relevant authority.

*\*Where a Governing Body has opted to receive HR Support from an external provider they should seek advice, support and guidance from that provider.*

### **Managing Staff Attendance**

All employees of the school have a role to play in minimising their own sickness absence. The primary responsibility for monitoring and controlling absence on a day-to-day basis, for those staff employed by the Governing Body, rests with the headteacher

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Develop and review policies and consult with Trade Unions prior to the implementation of any changes</li> <li>• Arrange appropriate training for all headteachers/ line managers involved in the management of attendance</li> <li>• In liaison with Health and Safety promote Occupational Health initiatives</li> <li>• Provide advice and support to the headteacher and the Governing Body where appropriate on the management of sickness absence cases</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt a school policy for managing sickness absence</li> <li>• Consider the Council advice on managing sickness absence</li> <li>• Consider how absence from the classroom might impact on the formulation and implementation of the SDP</li> <li>• Ensure that at full Governing Body meetings, the Head teacher's report to governors includes an item on staff attendance so that implications for learners and expenditure on cover can be considered</li> <li>• Ensure the headteacher is effectively implementing healthy working practices and discharging any statutory responsibilities in relation to</li> </ul>



	achieving a satisfactory work life balance for all staff
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## **12. Complaints and Disciplinary Matters (Non Statutory function)**

All schools will seek specific Council advice on complaints and disciplinary matters in the following instances

- all complaints which are potentially of a safeguarding/child protection nature
- all disciplinary matters which could necessitate the suspension of a member of staff;
- all disciplinary matters which could potentially be gross misconduct;
- any disciplinary or capability matter which relates to the headteacher
- all complaints and disciplinary matters which move to the stage of being heard by the governing body i.e. Stage B where complaints are progressed to the Chair of Governors.

People Services may attend, as the Chief Officer’s representative, meetings of the Staff Disciplinary and Dismissal and Appeal Committee to provide advice to the Committee in accordance with the statutory guidance contained within Welsh Government Circular 002/2013.

Voluntary aided and foundation schools will also need to liaise with the relevant body.

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Provide advice and guidance in the application of the disciplinary procedures, schools complaints procedure and Welsh Government Guidance on Complaints</li> <li>• Provide advice and guidance on the investigatory process; this is provided via the EAS governor services in respect of complaints under the school’s complaints procedure and at stage B (formal complaints)</li> <li>• Provide guidance, advice and training on the protocols relating to allegations of a safeguarding/ child protection nature</li> <li>• People Services attend (as the Chief Officer’s representative) at disciplinary hearings/ meetings of the staff disciplinary and dismissal</li> </ul>	<ul style="list-style-type: none"> <li>• Publish a complaints procedure,</li> <li>• Ensure all parents are made aware of, and are able to access, the schools complaints procedure.</li> <li>• Produce a school disciplinary procedure</li> <li>• Ensure participation in appropriate training by governors.</li> <li>• Fulfil employer obligation for triggering disciplinary procedures</li> <li>• Ensure access to and consideration of professional advice in dealing with disciplinary procedures</li> <li>• Ensure the Chief Officer is notified of any potential disciplinary or capability matter involving the headteacher</li> <li>• Ensure early advice is received concerning which governors should, or should not, be involved in the</li> </ul>

<p>committee (and disciplinary and dismissal appeals committee) to provide advice to the disciplining officer/committee where requested/ appropriate</p> <ul style="list-style-type: none"> <li>• Support the school prior to and at employment tribunal stage where necessary, to include People Services and legal support provided their advice is adhered to</li> <li>• The Council will work with all other relevant bodies in respect of voluntary aided and voluntary controlled schools</li> </ul>	<p>investigation of any disciplinary matter to ensure availability of "untainted" governors to deal with final stage procedures and appeals</p> <ul style="list-style-type: none"> <li>• Ensure that there is a robust school Safeguarding Policy</li> <li>• Refer any potential safeguarding issue to the Chief Officer at the earliest opportunity</li> </ul>
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### **13. Policy of Provision for Pupils with Additional Learning Needs**

The Council will support schools in their statutory duty by providing advice and support.

The Council has a responsibility to ensure that resources are being used effectively. It will work closely with schools in monitoring provision made for children with Special Educational Needs/Additional Learning Needs (SEN/ALN) and ensure full accountability for all resources.

The Council recognises that for some children with severe, complex or profound needs, supplementary provision may be required either through a Statement of SEN, a School Action Plus Resource Assist agreement (SAPRA), placement in an SNRB, or additional resources. SEN Statements are for those with the most complex needs and these children are a small proportion of the totality of children with SEN.

Following the introduction of the Additional Learning Needs and SENTW Act, the Council will work in partnership with schools to provide clear advice, training, access to appropriate provision and professional support to enable schools and Governing Bodies to discharge their duties in full.

In partnership with schools, the Council will evaluate the impact of interventions in improving outcomes and wellbeing of pupils with ALN. Opportunities for cluster-based initiatives to share resources, build capacity and facilitate school-to-school support will be pursued, developed and evaluated.

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Provide a clear policy framework for schools and manage the support and placement of those pupils whose needs cannot be met in mainstream school</li> </ul>	<ul style="list-style-type: none"> <li>• Produce an SEN/ALN policy (statutory duty) and have due regard for the Special Educational Needs Code of Practice for Wales</li> </ul>

<ul style="list-style-type: none"> <li>• The Council will agree arrangements to meet the needs of pupils with Additional Learning Needs within mainstream settings where appropriate. This will include suitable strategies and policies to support schools.</li> <li>• The Council will provide advice and training to schools on The ALN and SENTW (Wales) Act, the Code of Practice ALN policy and legislative changes as appropriate</li> <li>• The Council will fulfil its statutory obligations regarding the outcomes of SENTW appeals and secure appropriate provision as directed.</li> <li>• The Council will promote:- <ul style="list-style-type: none"> <li>- access for all pupils to a broad and balanced curriculum within mainstream settings wherever possible</li> <li>- challenging educational experiences of a high quality</li> <li>- defined teaching objectives with intended outcomes for each child, based on the early assessment of need and supported by early intervention</li> <li>- a suitably differentiated curriculum and support where appropriate</li> <li>- partnership working with other agencies</li> <li>- effective opportunities for parents to support their children with additional learning needs; and</li> <li>- cluster and school network based solutions to build capacity and ALN provision</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Meet their statutory responsibilities for Special Educational Needs (SEN) identified in the Education Act 1996 and subsequent ALN legislation as advised by the Council</li> <li>• Take all reasonable steps to meet the needs of pupils with Additional Learning Needs, within a mainstream setting wherever possible</li> <li>• Report to parents on the effectiveness of their SEN/ALN policy through the Governors Annual Report to parents</li> <li>• Ensure that the school has a Special Educational Needs Co-ordinator (SENCo) or Additional Learning Needs Coordinator (ALNco) who is suitable experienced, is aware of his/her duties, and has the time to perform these accordingly</li> <li>• Work collaboratively to secure effective partnership with other agencies and relevant stakeholders to provide inclusive and supportive environments that cater for individual children and young people's needs and offer them an equal opportunity to achieve their potential</li> <li>• Operate a system for assessing, tracking and recording the progress of each pupil and ensuring this is shared appropriately with relevant professionals</li> <li>• Ensure that all additional resource made available to the school to support pupils with identified additional learning needs is used effectively to meet these needs</li> <li>• Maintain and up to date ALN Provision Map including the delegation of additional resources and ALN proportion of the school's delegated budget</li> <li>• Follow the graduated response to meeting the needs of pupils with ALN Explore and embrace cluster-based opportunities to share resources and enhance provision for pupils with ALN</li> </ul>
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## 14. Finance

The Council's Scheme for Financing Schools provides details of the underlying principles for the local management of schools. The document covers the financial and managerial responsibilities of Governing Bodies and the Council in accordance with the School Funding (Wales) Regulations 2010.

Section 4 of the scheme confirms how surplus and deficit budgets are dealt with. The details behind the specific guidance outlined in the Scheme for Financing Schools, including financial regulations and standing orders, form part of this partnership agreement to ensure the Council and its schools work closely to identify and resolve any emerging financial problems/ issues.

The Governing Body must set a budget by 31<sup>st</sup> May each year. Officers from CYP Finance work closely with any school holding a balance that is in excess of the maximum detailed within the Scheme for Financing Schools, which is presently £50k for a primary School surplus and £100k for a secondary school. This involves each school with an excessive balance receiving a formal letter requesting plans of the intended use of the surplus.

Where a school is unable to set or balance a budget, the Council will work closely with the Governing Body and headteacher to provide appropriate advice, guidance and support to ensure that it is able to plan appropriately to bring the budget back in balance.

What the Council will do	What the school will do
<ul style="list-style-type: none"> <li>• Produce, maintain and update a Scheme for School Financial Management</li> <li>• Undertake Section 151 responsibilities to ensure financial probity in all financial matters at school level</li> <li>• Establish appropriate arrangements to monitor school finances and transactions</li> <li>• Ensure arrangement to train governors in their financial management accountabilities</li> <li>• Trigger interventions in accordance with the relevant Scheme in response to any breach of that Scheme or the Council's Financial Regulations</li> <li>• Approve and monitor as necessary school budget recovery plans</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure compliance with the Council's Scheme for School Financial Management and Financial Regulations</li> <li>• Agree, minute and set a balanced budget for the school by 31 May in accordance with the relevant regulations.</li> <li>• Seek advice and support where necessary to secure a balanced budget.</li> <li>• Ensure external advice on pay progression in relation to SLT members and that national pay requirements are adopted.</li> <li>• Ensure regular reports on financial performance of the school are reported to the full governing body.</li> <li>• Support the headteacher and SLT in pursuing opportunities for cluster or school network proposals to</li> </ul>

<ul style="list-style-type: none"> <li>• Provide a schedule and costs for optional services provided under Service Level Agreements</li> <li>• Through Challenge Adviser visits and electronic systems, monitor and evaluate the impact of grant spend on pupil outcomes and wellbeing</li> <li>• Keep governors informed of school performance and school performance priorities across the LA</li> </ul>	<p>pool budgets, share resources and build capacity in accordance with the education vision of the Council.</p> <ul style="list-style-type: none"> <li>• Consider and determine those Council services, which will be purchased through a SLA, including staffing and Health and Safety</li> <li>• Ensure compliance with the Council's procurement framework</li> </ul>
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## **15. Partnership for Improvement**

### **Collaboration to Deliver our Vision**

The Council, its schools and the EAS are committed to working together to provide the highest standards of education in Monmouthshire. This entails developing new initiatives, reducing dependencies, demonstrating resilience and building upon our successes through partnership and innovation.

<b>What the Council will do</b>	<b>What the school will do</b>
<ul style="list-style-type: none"> <li>• Engage with EAS to collaborate, share resources and identify best practice within Monmouthshire and across the region</li> <li>• Advocate and support initiatives that promote school-to-school working to build capacity within Monmouthshire and reduce dependency</li> <li>• Promote and support school based collaborations and sharing of resources</li> <li>• Monitor support and challenge Cluster Improvement Plans</li> <li>• Provide additional opportunities for linking schools with post-16 providers</li> </ul>	<ul style="list-style-type: none"> <li>• Support headteacher and SLT proposals for collaborative working</li> <li>• Regularly consider school initiatives to promote school-to-school support</li> <li>• Consider SLT proposals to share resources and talent where this increases capacity and impact and reduce dependency</li> <li>• Invite and explore opportunities to establish lead practitioner schools / departments as part of the School Improvement model</li> <li>• Positively challenge the SLT to create and champion cluster working and involvement in self-improving networks</li> <li>• The Governing Body will promote their understanding of the national drive in achieving a self-improving system across the education community</li> <li>• Consider cluster based Governor Collaborations</li> </ul>

## **16. Communication and Consultation Arrangements.**

This section sets out the regular meetings hosted by the Council, to which governors and headteachers, or their representatives, are invited. For all groups requiring representatives from different sectors or clusters, the Council will seek nominations for representatives through the primary and secondary headteacher meetings.

### **Chief Officer CYP meetings with headteachers**

Half- termly meetings will be held with headteachers to discuss emerging issues, progress and to consult on new policies and strategies. Additionally, the meetings will share identified good practice within Monmouthshire, new information such as developments in teaching and learning, new legislation, Welsh Government guidance, new policy/ procedures affecting schools and presentations from council officers e.g. People Services on appropriate topics. The meetings will have a particular focus on measures, which will support school self-improvement and capacity building consistent with the Council's vision. These meetings will usually last a half day.

### **Membership**

All Schools (headteacher or their representatives)

Council representation will be through the Chief Officer CYP and members of the Directorate Management Team, with appropriate additional advisers and council officers depending on the topics to be covered.

- Procedures : All meetings will be formally set with dates for the academic year
- An agenda will be set following consultation and circulated 5 days before the meeting
- Formal apologies for absence will be recorded
- Items for inclusion on the agenda should be forwarded to the Chief Officer CYP Business Support Officer
- The Chief Officer CYP will chair meetings
- Formal minutes will be taken and will be shared within 5 days of the meeting
- Headteacher representation will be expected at these meetings, although each headteacher may delegate to their senior management team members as appropriate. Where schools are unable to be represented, the Chief Officer will be advised so that alternative arrangements for briefings can be put into place. Attendance and representation by every school will be key to ensure good levels of communication and positive engagement in the further development of Monmouthshire' s education services.
- Where subgroups are established these will report to Head teacher meetings on their work.

### **Schools Budget Forum**

The Schools Forum (Wales) Regulation 2003 required each Council to establish a Schools Budget Forum. The Schools Budget Forum is key to developing informed and confident dialogue between the Council and schools on budgetary issues, including schools' funding level for the coming year, pressures on future years' budgets, changes to local funding formula and reviewing contracts/service level agreements to schools.

Forums have been set up to represent the views of schools and other interested bodies, on the Council's schools' budget and other matters related to school funding. The Forum is a consultative and advisory body, and not a decision making one.

The membership of the Monmouthshire Schools Budget Forum was approved by Cabinet in March 2019 is as below

Sector	Number of members	Headteacher of other staff representatives	Governors	Other School	Non-school representatives
Primary	8	5	3		
Secondary	7	3	4		
Special & Pupil Referral Service	1	1			
School Business Manager	2			2	
Union Rep	2				2
Diocesan Rep	1				1
Cabinet Member	1				1
Select Committee Rep	1				1
Chief Officer or Rep	1				1
<b>Total</b>	<b>24</b>	<b>9</b>	<b>7</b>	<b>2</b>	<b>6</b>

The Forum meets at least once a term and the Forum constitution, agenda, minutes and papers are available on request. The views of the Budget Forum are presented to Council as part of the budget setting process.

### **Admission Forum**

The Education (Admission Forums) (Wales) Regulations (2003), requires the Council to establish an Admission Forum. The role and function of the Forum is to consider, discuss, monitor and consult on policy, procedural development and support the Council in taking key decisions in line with the development and delivery of the admissions process within Monmouthshire.

The membership of the Admission Forum is shown below-

<b>GROUP</b>	<b>RANGE</b>	<b>NUMBER</b>	<b>NOMINATOR</b>
Members or Officers of the Authority	1-5	4	Authority
Members nominated by Church in Wales	1-3	1	Diocesan Authority
Members nominated by Roman Catholic Church	1-3	1	Diocesan Authority
Community and voluntary controlled schools representation	1-3	2	Authority via Headteacher Groups
Voluntary aided schools	1-3	1	Diocesan Authority
Parent Governor	1-3	2	Parent Governors Association
Community Representation	Up to 3	3	Community Council

The Forum must appoint a Chair and Vice Chair, who may or may not be members of the Forum, and nominated by the Forum itself. At any meeting where both the Chair and Vice Chair are absent, the Forum shall elect, from the core members present, a person to take the chair for that meeting only.

The Council shall appoint a Clerk, who is not a member, for the Council's School Admission Forum. The Clerk will circulate the agenda and documents relevant to the meeting to members.

### **Other meetings likely to involve Schools**

School representatives are invited to attend a number of other groups. The requirements for task and finish groups and other sub-groups may be revised during the course of this Partnership Agreement in response to national and local policy developments.

Groups currently include:

- Monmouthshire Association of School Governors (MASG)
- Standing Advisory Council on Religious Education (SACRE)
- ALN panel
- Joint Advisory Group Trade Union



## **Communication with Schools from Council**

Formal papers, e.g. new policies

- No policy change will be made without first going through formal consultation with schools, Council staff and where appropriate wider council services, other agencies and voluntary groups.
- A copy will be sent to the school email address.
- A further copy will be placed on the Hub and shared with Governor Support for timely onward distribution to governing bodies.

Please note:

Employment policies which are commended to Governing Bodies for adoption are not subject to the consultation processes outlined above. These will continue to be a subject consultation with the relevant recognised trade unions and headteachers via HR Business Partners. Schools are required to advise the LA of any decision by the Governing Body regarding adoption of HR Policies.

### **Full public consultation documents**

In many cases, it will be appropriate for a policy document to have been worked up in a small group or working party and shared at the appropriate headteacher meeting before being considered a suitable draft for wider and formal consultation.

- Copies will be emailed to the Chair of Governors and headteacher of each school
- The formal consultation group for public documents will automatically include the following circulation list:
  - Chairs of Governors
  - Headteachers
  - Recognised Trade Unions representing education based staff
  - SACRE
  - The local Roman Catholic and Church in Wales Archdiocesan Offices
  - South East Wales Directors of Education
  - Youth Forum
  - Chair of Monmouthshire Association of School Governors
  - South Wales Race Equality Council (SWREC)
  - EAS
  - Any other relevant group, as and when required
- Changes to policies that involve parents directly (such as the Council Admission policy, Home to School Transport policy and School Attendance policy) will be published on the Council's internet site for the period of the consultation
- Formal consultation with children and young people will be encouraged. This is facilitated on relevant documents through school councils, the Youth Service and the Youth Forum.

At the close of the consultation period, a summary concluding statistical and formal analysis will be included in the covering report to the final policy document. This evidence will be used to inform final policy or decision-making processes.

## **Policy adoption**

The usual process for policy adoption is as follows:

- Policy considered at CYP Directorate Management Team
- Policy shared with Headteachers and Chairs of Governors
- Policy shared with Senior Leadership Team
- Policy scrutiny at the CYP Scrutiny Committee
- Policy endorsement by Cabinet.
- Policy distributed to SEWEAS Governor Support function for inclusion in school governing bodies agendas for consideration of adoption.

## **Written, email and telephone correspondence with schools**

The Council and schools can expect professional correspondence from each other at all times.

## **Information to parents**

Published booklets and leaflets will be issued bilingually in English and Welsh, with any ethnic minority language available as required. We will also ensure that braille, large print or audio versions are available on request. The council will also make all published information to parents through the Council's website.

## **Council Staff Visits to Schools**

All visits

- Will usually be pre-arranged formally by telephone or email/letter and will always be prearranged if staff observation in schools is the purpose.
- Will be formally recorded either as a record or report of the visit and the outcomes or actions required being noted or a formal letter will follow which outlines these points
- Any subsequent action required by the Council staff and the relevant information or update will be provided to the school in writing within 10 working days.

## **Monitoring of statutory functions**

As more statutory responsibilities are delegated to schools, the Council is required to fulfil a monitoring role and will request that schools submit termly returns within specified timeframes to a nominated officer.

## **Formal Complaints**

The Council has an agreed compliments and complaints policy. Full details of this policy is accessed via the Councils website. Each Governing Body must adopt its own complaints policy.

## **Public Relations**

The council receives numerous press enquiries on a daily basis. It is the role of the Communications Team within the council to monitor and manage all enquiries regarding council services. The Council's Communications team can provide support and guidance to schools on responding to media enquiries and can help with proactive media coverage.

## **Assembly Member and Member of Parliament: Visits and Invitations**

Any visits to schools by Assembly Members, Members of Parliament and royal dignitaries should be notified by the Headteacher or Governing Body to the Chief Officer CYP well in advance of the visit. The Chief Officer will notify the relevant personnel within the Council of the proposed visit so that appropriate protocol is implemented

## **17. Revision of Partnership Agreement**

This Partnership Agreement is for the period September 2019 to August 2022 with a review commencing in September 2021.

The Regulations relevant to Partnership Agreements stipulate the circumstances when a review of agreements may be triggered. These are:

- If a school goes into special measures, or the need for significant improvements are identified during inspection;
- The Council uses its power to appoint additional governors;
- The Minister for Education and Skills directs the closure of a school;
- Statutory proposals are made and come into effect leading to:
  - Changes to the National Model for School Improvement in Wales
  - Amalgamations
  - Changes to ALN/SEN provision
  - Alterations from single sex education to co-education or vice versa
  - Change of language medium of the school
  - Introduction of language medium to the school
  - Introduction or ending of boarding provision
- Where a Council makes, or Minister approves school reorganisation proposals which could mean the establishment, alteration or discontinuance of schools

- If the Council uses its power to suspend the Governing Body's right to a delegated budget;
- Where consistent and upheld complaints by stakeholders are made against the school.

Where a review is triggered under any of the above circumstances, the Council will complete the review within 6 months and revise the Partnership Agreement if necessary. A review may therefore lead to:

- No change
- Amendment of the Agreement
- Replacement with a new Agreement
- The Council drawing up a statement if the school did not agree to changes to an Agreement.

When reviewing an Agreement due to one of the circumstances listed above, if another circumstance comes to light, this circumstance will be reviewed together with the first circumstance. The Council and school will then have one year from the date of the second circumstance occurring to carry out the review. If during this year, a third or more circumstances occur, the Council and school would have one year from the date of the later circumstance to carry out the review. If following a review, no change is made to the Agreement; up to four years may elapse after the circumstance which triggered the review took place before the Council and school have to review the Agreement of statement again.