

# **Denbighshire County Council**



## **The Local Authority and School's Partnership Agreement**

**For the 3 year period:**

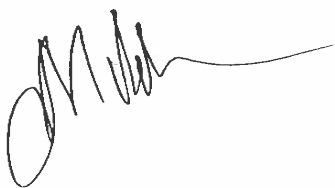
**2021-2024**

## Foreword

We are pleased to present the revised and updated Partnership Agreement, which sets out important information about how we as a Council work in partnership with our schools.

Education continues to be priority for the Local Authority and this policy document is another step in securing the very best for our children and young people. It sets out the processes for the working practices of schools, governors, GwE the regional school improvement service and Council Officers, so there is greater transparency and trust between us. Education continues to develop successfully in the county and we are committed to strengthen our working partnership with you.

We are grateful to all those who have worked collaboratively on this review.



**Councillor Jason McLellan**

Leader and Lead Member for  
Economic Growth and Tackling  
Deprivation



**Graham Boase**

Chief Executive

*Date: 5<sup>th</sup> May 2023*

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## SECTION 1 - PURPOSE OF THE DOCUMENT

The purpose of this Partnership Agreement is to support partnership working between the Local Authority and its schools.

Section 197 of the Education Act 2002 requires LAs to enter into a partnership agreement [hereon referred as the 'agreement'] with the governing body of each school maintained by the authority. The purpose of the agreement is to sustain and enhance existing partnership working between LAs and schools.

The agreement must set out how a LA and a governing body will carry out their respective statutory functions in relation to a school and in relation to meeting the needs of all pupils in compliance with the 1996 Education Act / the SEN and Disability Act 2001 / the SEN Code of Practice for Wales 2002 and The Maintained Schools Partnership Agreements (Wales) Regulations 2007. All schools will adhere to the Wales Safeguarding Procedures 2019. The LA will provide guidance, advice and training as required and will monitor compliance with the All Wales Child Protection Policy.

The statutory functions covered by the agreement have been grouped together as shown below.

SF	Statutory functions in WG guidance	Relevant section in the Local Partnership Agreement
1	Action the LA will take to monitor schools.	<b>1. Support, monitor, challenge and intervention in schools</b>
2	Factors the LA will take into account in identifying schools giving cause for concern to turn them round and prevent them becoming failing schools.	
3	Support the LA will provide to schools in special measures or requiring significant improvement.	
4	Agreement of targets for pupil progression, attendance and exclusions.	<b>2. Setting and agreeing targets for progress and well-being</b>
5	Targets for learner participation and attainment for schools with sixth forms.	
6	Role of the LA and school to develop effective transition for pupils from Key Stage 2 [KS2] to Key Stage 3 [KS3].	<b>3. Primary/secondary transition</b>
7	The reports which the governing body provides to the LA on discharge of its functions.	<b>4. Training and role of Governors</b>
8	Responsibility of the LA and school for governor support and training.	
9	Responsibility of the LA and school for the control, maintenance and repair of school premises.	<b>5. Maintenance of premises</b>
10	Responsibility of the LA and school for health and safety matters and their duties to employees and other persons in respect of these matters.	<b>6. Health and safety issues</b>

The content of each section in the agreement outlines how the LA will work in partnership with the school to raise pupils' standards of achievement; promote social inclusion; reduce barriers to learning; maximise their potential and improve life opportunities. In this context, working in partnership implies that each party has a good understanding of both its own and the partner's role and how these roles can be undertaken for the mutual benefit of pupils. The LA is fully committed to ensuring that all pupils reach their potential – the Partnership Agreement is integral to achieving this goal.

## **1.1 Implementation principles**

The agreement is based on the following principles:

- The LA and the school's overriding aim is raising standards and using self-evaluation in the pursuit of continuous improvement. The primary responsibility for standards rests with Headteachers and Governing Bodies whilst the LA's role is to support and challenge schools to improve.
- The LA recognises the importance of school autonomy. Schools are responsible for their own performance and should be given the discretion to make decisions for themselves. Every school should decide what needs to be done to raise standards and then act accordingly. Accountability for actions is well developed e.g. LA/GwE monitoring, ESTYN inspections, published performance information.
- The LA recognises that success and autonomy are complementary and supports the ideal of intervening in inverse proportion to success. Intervention will only occur when monitoring has identified weaknesses or underperformance which cannot be addressed within the school's current capacity; the level and extent of the intervention will be directly aligned with the scale of the problem.
- The LA recognises that working in partnership and collaboration with Headteachers and governing bodies can have a powerful impact on raising standards. The partnership and collaboration must be based on a mutual recognition of the functions and contribution of each party. There are occasions when the LA will need to challenge standards and the quality of leadership and management. In such cases, schools will need to accept that the challenge and intervention is designed to be supportive and help raise standards. The principle of partnership also applies to schools working locally and sharing good practice.

## **1.2 Review**

The agreement will be reviewed at intervals of no more than three years and any review will begin three months before the expiry date. It should also be noted that the agreement refers to several policies which will need to be reviewed at more frequent intervals. If the LA and the governing body of a school cannot reach agreement then the LA is entitled to draw up a statement outlining the actions to be taken in relation to that school. In addition, specific circumstances in individual schools could lead to a review of the Partnership Agreement/Statements. Possible examples of such circumstances are:

- a school being placed in special measures or significant improvement and as a result the LA uses its power to appoint additional governors;
- statutory proposals leading to a significant change in the nature of the school; and
- the LA using its power to suspend the governing body's right to a delegated budget.

## SECTION 2 - REGIONAL SCHOOL IMPROVEMENT STRATEGY

### 2.1 Vision, values and behaviours.

School improvement services in the Local Authority is delivered in collaboration with the five other Local Authorities that constitute the Regional Education School Effectiveness Service for North Wales (GwE).

GwE, in partnership with the Local Authority, aims to develop a high challenge, self-improving school system where schools take overall responsibility for raising standards. Peer engagement that provides school to school support and challenge is at the heart of this system. GwE's vision, values and behaviour which underpin relationship with all stakeholders are outlined below:

### Collaborating, Learning, Succeeding



#### OUR VISION

- Our work is driven by genuine ambition to see the schools and organisations we work with achieve their aspirations and to see all learners succeed.
- Proudly Welsh and internationally informed, we will support our schools to become successful and confident learning organisations. We will collaborate to provide learners with the climate and education they deserve so that they become capable and resilient individuals who realise their full potential.

#### OUR VALUES



#### OUR BEHAVIOUR

We will be consistent, objective and fair in our work, valuing everybody's effort, contribution and achievement.	We will be professional, honest and open in our work with everybody. This is the core of successful collaboration.	We will show care, empathy and concern for the wellbeing of all.	We will be ready to take risks with our schools, embracing challenge, curiosity, perseverance and the willingness to learn from successes and failures. By being knowledgeable and sharing good practice we aim to empower and motivate schools to research and develop.	We will be dependable, flexible and sensitive in our support. We will be ready to collaborate and encourage working in partnership with others, recognising that there is room for us all to improve, develop and learn.	We will embrace and celebrate the Welsh language and culture in all aspects of our work.
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### 2.2 Supporting Welsh Government Reform and National Mission

The actions initiated within school improvement strategy are aligned with the national direction of travel as defined by Welsh Government in their 2017-21 action plan '*Education Wales: Our National Mission*' (updated in October 2020) and supplement and augment the key actions identified by the Minister to deliver a high performing education system. Namely, GwE will focus resource and expertise to support young people to develop higher standards of literacy and numeracy, to become more digitally and bilingually competent, and to be confident, capable and compassionate citizens – citizens of Wales and citizens of the world. The **four purposes** should be the starting point and aspiration for schools as they prepare to design the new curriculum and support every young person to become:

- Ambitious, capable learners, ready to learn throughout their lives;

- Enterprising, creative contributors, ready to play a full part in life and work;
- Ethical, informed citizens of Wales and the world; and
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Every regional school and PRU will be supported to design and implement their own curriculum within the national approach that secures consistency for learners across the country.

GwE, in close collaboration with the Local Authority and other key stakeholders, will support schools as they work towards these four purposes, and also ensure that we meet the expectations of the four national enabling objectives which are:

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

GwE, in partnership with the Local Authority, will therefore continue to strengthen leadership, raise standards, improve teaching and learning, increase aspiration and further accelerate the pace of improvement in regional schools. Our expectations in going forward for the Local Authority and all their schools as learning organisations are that:

- All pupils' learning and well-being are of a high quality;
- All school have taken effective action to ensure that expectations in relation to the reform journey and *Curriculum for Wales* are in place;
- Very effective leadership and management is demonstrated at all levels in each school;
- High quality teaching is accessed by all learners in all classrooms;
- All schools can demonstrate that they are effective learning organisations; and
- No school should be unexpectedly placed in a statutory category following an Estyn inspection.

Professional learning will be central to ensuring that all school staff have the professional knowledge and skills to deliver on the education reforms that are well underway in Wales.

### **2.3 Renew and Reform: supporting learners' wellbeing and progression**

The Welsh Government has published its plan in response to the impact of COVID-19 on learners and learning. GwE, in partnership with the LA, will support schools and settings to address the key challenges identified by Welsh Government which are as follows:

#### ***Learners will need support to develop a secure foundation for learning***

*We need to enable learners to learn effectively. Their mental health and emotional wellbeing, their relationships and their physical health are all critical enablers of good learning. Similarly, learners need confidence, enjoyment and motivation in educational settings and in learning. All learners, but especially our younger learners, will also need time and space to play and to socialise with one another, to support their wellbeing and help them adjust to the many changes taking place around them. They may also need support in key enabling skills, including oracy, literacy, numeracy, planning, organising and critical thinking.*

#### ***Learners will need support to continue to progress, developing their skills, knowledge and understanding***

*We need to support learners to make meaningful progression in their learning. Focusing on progression is forward-looking, emphasising what learners need to make the next steps in their education. This avoids a deficit based model focused on 'catching up' on everything that has been missed. Appropriate assessment arrangements support this progression, helping to identify, capture and reflect on individual learners' progress over time. Learners may face specific barriers to their development or may have lost specific opportunities important to their progression. Likewise, they may have not had access to a broad and balanced curriculum. It will be important to ensure we support their needs in the broadest sense to help them make that meaningful progression.*

***Practitioners will need support for their own wellbeing.***

*Any approach must also recognise the pressures on staff. Over the course of the pandemic, practitioners have had to replan and reprioritise learning and respond to a range of guidance, expectations and operational requirements. The wider educational workforce has supported children and young people in a range of different ways in the last year. Inevitably, for many, this has had an impact on their wellbeing. This has come in addition to pressing 'business as usual' needs and engaging with ongoing educational reform, including preparing for the introduction of the new curriculum.*

***The educational system is already working towards reform***

*Before COVID-19, the educational system was undergoing significant change and reform, looking towards the introduction of the Curriculum for Wales. The principles and priorities associated with curriculum reform are the same as those underpinning our response to COVID-19. We must ensure that schools and settings do not face competing agendas.*

From: ***Renew and reform: a supporting learners' wellbeing and progression***  
WG education COVID-19 recovery plan. First published: 16 June 2021

## **2.4 Collaboration and peer engagement**

Effective collaboration and networking provide opportunities for professional dialogue within a culture that enables partners to be solutions focused whilst robustly challenging any underperformance.

Our vision is to have outstanding schools that are naturally collaborating in identifying and addressing areas for development and improvement and in the sharing of effective practice.

GwE, in partnership with the LA, will continue to support schools and settings to ensure that peer engagement and collaboration becomes a mainstay of our approach in developing a robust, sustainable and effective self-improving system.



## SECTION 3 - STATUTORY FUNCTIONS

### 3.1 Support, monitoring, challenge and intervention in schools

Each school in the Local Authority is allocated a Supporting Improvement Adviser who will provide challenge and support for school improvement. Supporting Improvement Advisers will also challenge and support the work of clusters and alliances of schools as they work collaboratively to implement the reform journey and drive further improvements.

The GwE Core Lead and the Supporting Improvement Advisers will work in partnership with Local Authority officers to implement the LA-School Partnership Agreement.

Monitoring and evaluation of overall standards, quality of teaching, learning and leadership will be undertaken by GwE's Core Lead and Supporting Improvement Advisers who will work in partnership with the LA to:

- Support and challenge schools to drive improvement in standards, pedagogy and the quality of leadership and management;
- Provide or broker appropriate bespoke support to schools to address school improvement activity. This will include advice and support for implementing the new curriculum, pedagogy, self-evaluation, leadership and management and facilitating networking and networks of professional practice;
- Facilitate robust peer review to validate improvement priorities and also provide school to school support to drive improvements;
- Provide evidence to the LA to allow them to use their statutory powers of intervention when schools are causing concern;
- Provide a holistic 360 support plan for schools causing concern. This will be jointly owned by the school, Local Authority and GwE and each plan will clearly identify and articulate the nature and intensity of the support to be provided.

The National Categorisation process has been suspended for 2022-23 until further directive by Welsh Government. However, all schools and PRUs will continue to have full access to the GwE Professional Learning Offer. In addition, each Supporting Improvement Adviser, in partnership with the LA, will determine the nature of the bespoke support package to be provided to each school or cluster according to their need and requirements. This support may be brokered from other schools or clusters as described above, or may be delivered by a range of providers as appropriate.

Peer review will be used to underpin a rigorous cycle of continuous development and improvement. The process will be owned by the school and will allow effective utilisation of peers to help improve outcomes.

#### 3.1.1 Identifying schools giving cause for concern or requiring additional support for specific needs

An overview of the respective roles of the LA/GwE and schools in identifying schools giving cause for concern or requiring additional support for specific needs is outlined below.

LA/GwE	School/Governing Body
<ul style="list-style-type: none"><li>• The LA in partnership with GwE apply thresholds and triggers to help identify schools causing concern. Evidence which could be taken into account include:<ul style="list-style-type: none"><li>– Outcomes of statutory school inspections</li><li>– Reports from LA/GwE surveys/visits</li><li>– Analysis of examination, test and assessment data over a rolling period</li><li>– Standards of achievement and attainment</li><li>– Pre and post inspection reviews and support</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Engage in a rigorous process of on-going self-evaluation to identify areas of concern</li><li>• Alert LA and/or GwE as soon as an area of concern is identified</li><li>• Work in partnership with the LA and GwE to address issues/areas of concern</li><li>• Act at all times in the balanced role of 'Critical/questioning Friend' to the school.</li></ul>

<ul style="list-style-type: none"> <li>– Progress since the last inspection</li> <li>– Effectiveness of school leadership and management</li> <li>– Effectiveness of governing body</li> <li>– Quality of self-evaluation and planning for improvement</li> <li>– Quality of teaching and learning and veracity and accuracy of assessment</li> <li>– Quality of provision for Additional Learning Needs pupils</li> <li>– Quality of curriculum provision</li> <li>– Behaviour and levels of exclusions</li> <li>– Attendance data trend over a rolling period</li> <li>– Support, guidance and professional learning available to staff</li> <li>– Staffing issues</li> <li>– Health and safety concerns</li> <li>– Non-compliance with statutory responsibilities</li> <li>– Quality of budget and resource management</li> <li>– Level of complaints</li> </ul>	
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Structures and processes for identifying and supporting schools causing concern will ensure that intervention is timely and appropriate to the context of the school.

**A Multi-Disciplinary Group** will meet on a regular basis to:

- Identify those schools at risk of causing concern
- Agree with the school the bespoke 360 support plan. Plans will clearly identify which service will provide support and resources against identified actions
- Agree the monitoring arrangements of the 360 support plans
- Evaluate the effectiveness of the 360 support plans and work with schools to monitor progress and impact
- Share any effective practice within and across regional local authorities
- Where concerns escalate, the Multi-agency Group will report to the Quality Board so that Directors/Heads of Service can make informed and timely decision regarding the use of statutory powers of intervention

The **LA Quality Board** will meet on a half termly basis and will be chaired by the Head of Education Services. Decisions for action by the Board should be recorded and shared with the Multi-Disciplinary group or supporting service as appropriate.

The Board's main focus will be on:

- assessing the progress of those schools causing concern that have been identified by Estyn or by local processes
- assessing the quality of the support planning for schools causing concern undertaken by the Multi-Disciplinary Group
- ensuring the Multi- Disciplinary Group undertakes its monitoring functions effectively
- taking required actions when escalation of concerns are shared by the Multi- Disciplinary Group and specifically around ability of school leadership and governance to improve at sufficient pace
- considering use of statutory powers of intervention when there are concerns around progress or pace of progress
- identifying best practice to share within and across local authorities

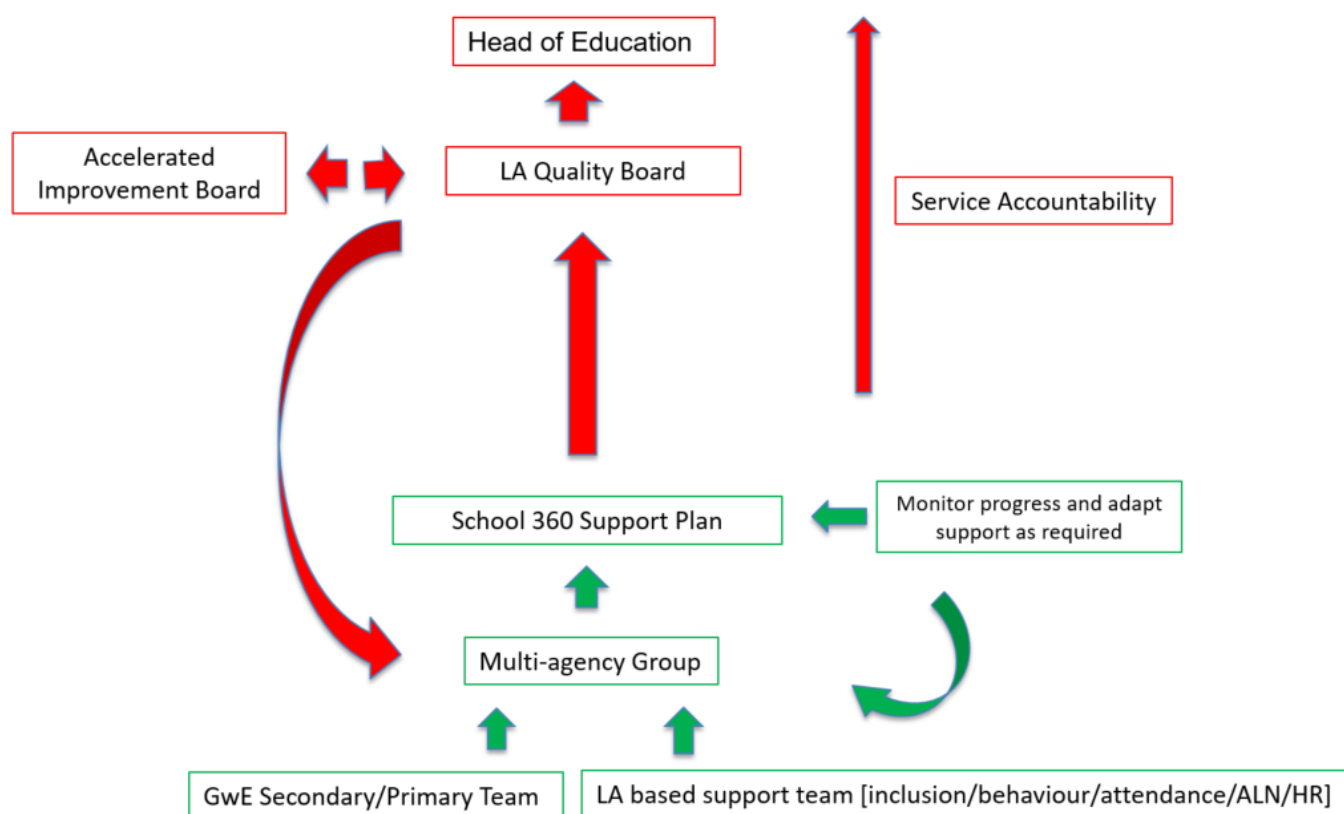
Where required, the local authority could also establish an **Accelerated Improvement Board** to support individual schools on their improvement journey. Membership will include representatives from the local authority, GwE, the head teacher and the governing body of the school. The purpose of the AIB will be to:

- Provide support for school improvement
- Provide an internal and external challenge forum
- To identify any concerns
- To identify any actions to be prioritised
- To further inform the Head of Education as to whether it is necessary for the LA to use its powers of intervention

Frequency of meetings will be determined by the Head of Education.

The regional structures and processes for supporting and challenging schools causing concerns are summarised below:

### Regional structures and process for supporting and challenging SCC.



#### 3.1.2 Supporting schools giving cause for concern, requiring significant improvement or in special measures

An overview of the respective roles of the LA/GwE and schools in supporting schools giving cause for concern, requiring significant improvement or in special measures are outlined below.

LA/GwE	School/Governing Body
<p>The LA in partnership with GwE will :</p> <ul style="list-style-type: none"> <li>• comply with requirements as set out in Welsh Government Circular Schools Causing Concern: Statutory Guidance for Schools and Local Authorities Guidance Document No.222/2017 September 2017;</li> <li>• support schools to ensure that their School Development Plan (SDP) or Post Inspection Action Plan (PIAP) when relevant, captures the appropriate actions needed for improvement;</li> <li>• provide a bespoke holistic 360 support plan that clearly outlines which service will provide support and resources against identified actions;</li> <li>• produce a statement of planned council action and support for the school;</li> <li>• deploy LA and GwE staff to support the school as necessary;</li> <li>• work with schools to monitor and evaluate the implementation of the actions taken;</li> <li>• share outcomes of monitoring and evaluation with staff and governors;</li> <li>• provide focused evaluations and implement statutory powers of intervention where a school fails; and issue a 'cause for concern' or a 'warning' letter where appropriate;</li> <li>• where appropriate, establish Accelerated Improvement Boards for schools in a statutory Estyn category and/or identified as a school causing concern.</li> <li>• during 2021-22 engage with Welsh Government and Estyn in the national pilot for multi-agency working for all secondary schools in special measures</li> </ul>	<ul style="list-style-type: none"> <li>• use an on-going self-evaluation process to understand better its present position and performance;</li> <li>• work in partnership with Supporting Improvement Advisers and LA officers and services to address issues /areas of concern;</li> <li>• comply with requirements as set out in Welsh Government Circular Schools Causing Concern: Statutory Guidance for Schools and Local Authorities Guidance Document No.222/2017 September 2017;</li> <li>• work with the LA and GwE in producing an action plan for improvement; and</li> <li>• monitor and evaluate progress against the action plan, and inform governors.</li> <li>• engage fully with the Accelerated Improvement Board.</li> </ul>

Where schools are identified by Estyn as being in need of significant improvement or requiring special measures the LA will produce a statement alongside its Post Inspection Action Plan (PIAP). This will be produced in partnership with GwE and submitted to Estyn within 10 days of receipt of the school's PIAP.

The statement and action plan will contain:

- an assessment of the governing body's action plan and the school's ability to implement the plan
- detail of the action the local authority plans to take to address the areas for improvement identified in the inspection report
- identified responsibilities for ensuring the action takes place
- timescales with key milestones
- success criteria including targets against which progress will be judged
- details of how progress will be monitored
- resources to be applied to the work
- whether the LA intends to use its powers of intervention as detailed below (Section 3.1.3)

The **360 support plan** will:

- be jointly produced and owned by all stakeholders including schools

- clearly identify and articulate the nature and intensity of the support
- align tightly with transparent and tangible links with SDP/PIAP
- have clear impact measurements that link with actions and school based plans noted above
- be specific in terms of personnel, dates, frequency and also identify who/which team in the school is leading and liaising with the support team on particular areas
- clearly identify the LA Officers/GwE staff who take responsibility/ownership for delivery
- must state clear monitoring processes – who, how and when
- ensure clarity around which LA Officers/GwE staff are responsible for supporting the school with monitoring and evaluating actions and recording progress on a shared file
- must be annexed to the PIAP and shared across all stakeholders in the same way, that is, all school staff should be aware of the support plan
- ensure all relevant parties are responsible for providing an update report on impact to the Multi-agency Group and the Local Quality Board as and when required
- should identify how school overall progress should be reviewed – when, what, scale, etc
- Multi-agency Group meetings should feature a SDP/PIAP and support plan update. This should involve a regular joint review of the plan and where required, amended to ensure its relevance to current matters

### 3.1.3 Use of powers of intervention

In accordance with WG Circular Guidance no: 222/2017, Schools Causing Concern, a school will be 'eligible for intervention' where one or more of the grounds 1-6 below exist, a warning notice has been issued to the governing body, but it has not complied with that notice to the authority's satisfaction.

Local authorities and regional consortia are expected to engage schools effectively through a professional dialogue and work in partnership with the religious authority where necessary to address the issues causing the local authority concern. If a school is refusing to engage constructively with the challenge and support commissioned or provided by the regional consortia, the local authority should consider issuing a warning notice in order to bring the necessary support to bear before the issues of concern result in school failure if at least one of the grounds for intervention are satisfied. Where a warning notice is issued the LA is required to provide a copy to Welsh Government.

Where a school is in a statutory category of "significant improvement" or special measures" there is no requirement to issue a warning notice in order to invoke powers of intervention

**Ground 1** - The standards of performance of pupils at the school are unacceptably low.

**Ground 2** - There has been a breakdown in the way the school is managed or governed.

**Ground 3** - The behaviour of pupils at the school or any action taken by those pupils or their parents is severely prejudicing, or is likely to severely prejudice, the education of any pupils at the school.

**Ground 4** - The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)

**Ground 5** – The governing body has failed or is likely to fail to comply with a duty under the Education Acts

**Ground 6** - The governing body or Headteacher has acted or is proposing to act unreasonably in the exercise of its or his/her functions under the Education Acts

Any Warning Notice issued will set out:

- the matters of concern;
- the action required of the governing body to remedy the identified matters; and
- the period within which that action is to be taken by the governing body (i.e. the compliance period).

Where a warning notice has been given which has not been complied with to the satisfaction of the local authority within the compliance period, the school is eligible for intervention. If urgent intervention is required, this could be as little as one working day after the end of the compliance period. The local authority is not limited to taking the action it said it was minded to take in a warning notice.

Where a school is 'eligible for intervention' there are a number of powers the local authority may use to drive up school improvement. An overview of the respective roles of the LA/GwE and schools in the use of powers of intervention are outlined below.

LA /GwE	School/Governing Body
<p>The LA in partnership with GwE will:</p> <ul style="list-style-type: none"> <li>• use, as necessary, the full range of legal powers of intervention available to it as set out in legislation and regulations in accordance with the guidance given in the in Welsh Government Circular Schools Causing Concern: Statutory Guidance for Schools and Local Authorities Guidance Document No.222/2017 September 2017;</li> <li>• use the following types of statutory intervention as appropriate: <ul style="list-style-type: none"> <li>- require a school to work with another school, or other named partner to secure improvements defined as a requirement to secure advice or collaborate;</li> <li>- appoint additional governors to strengthen the LA's voice on the governing body and/or provide additional expertise to the governors in key areas to support a school's improvement;</li> <li>- replace the entire governing body with an Interim Executive Board to secure improvement in the leadership and management of a school through the use of a specially appointed governing body for a temporary period; This requires an application to Welsh Ministers;</li> <li>- suspend the delegated authority for the governing body to manage a school's budget to secure control over staffing and spending decisions in order to secure improvements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Work in partnership with the LA in accordance with the guidance in the <i>Code of Practice on LA School Relations and Schools Causing Concern</i>: Statutory Guidance for Schools and Local Authorities Guidance Document No.222/2017 September 2017 and other relevant Welsh Government guidance; and</li> <li>• In the case of voluntary aided (VA) schools, work with both the LA and the Diocesan authority to bring about improvement.</li> </ul>

### 3.2 Setting and agreeing targets for progress and well-being

Targets are set in accordance with the 'School target-setting regulations: statutory requirements and changes' (No: 254/2019 October 2019). However, the Relaxation of School Reporting Requirements (Wales) (Coronavirus) Regulations 2021 came into force on 18 June 2021. These Regulations amend a number of other Regulations, which place duties on head teachers, governing bodies and local authorities to produce learner and school reports. The School Performance and Absence Targets (Wales) Regulations 2011 were revoked in 2020, this means that schools are no longer required to set and publish targets.

This section needs to be reviewed when further guidance is available from Welsh Government.

### 3.2.1 Attendance and Exclusions

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

In discussion with schools, the LA will set local authority targets and monitor exclusion levels in order to meet national targets.

Schools and the LA will work collaboratively to ensure suitable and appropriate alternative provision is provided for pupils Educated Otherwise Than at School (EOTAS) including permanently excluded pupils, those at risk of permanent exclusion, school phobics, and pupils with medical needs.

Schools and the LA will work collaboratively to ensure suitable and appropriate alternative provision for permanently excluded pupils and those at risk of permanent exclusion.

The respective roles of the LA and schools are outlined below.

LA	School/Governing Body
<ul style="list-style-type: none"><li>• Monitor attendance rates, analyse trends and share data with schools so that attendance rates can be celebrated or challenged;</li><li>• Monitor and analyse exclusion rates and discuss this information with schools;</li><li>• Challenge schools when targets are not met.</li><li>• Offer support to head teachers on attendance and exclusion matters;</li><li>• Provide training, advice and support on the correct use of the exclusion process and the promotion of alternative strategies to exclusion, including exclusion strategy meetings and managed moves;</li><li>• Attend all Governors' meetings where permanent exclusions are discussed;</li><li>• Promote and manage the agreed Managed Move policy amongst all secondary schools, as a recognised Welsh Government alternative to permanent exclusions;</li><li>• Provide advice in instances of permanent and fixed term exclusions, especially on re-integration procedures;</li><li>• Maintain accurate records of all alternative provision for pupils Educated Otherwise Than At School (EOTAS);</li><li>• Provide full-time appropriate education for a pupil 15 days after being excluded;</li><li>• Process exclusion data in line with WG guidelines.</li></ul>	<ul style="list-style-type: none"><li>• Review and monitor attendance rates on a regular basis;</li><li>• Ensure that robust procedures and strategies are in place to improve pupil attendance and where required reduce fixed term and permanent;</li><li>• Review and monitor exclusion rates on a termly basis;</li><li>• Respond to the challenge raised by the LA when targets are not met;</li><li>• Maintain accurate and up to date electronic pupil exclusion records, ensuring compliance with the Data Protection Act 1998 requirements with regard to collection, storage and processing of personal information;</li><li>• Return exclusion data to the LA through electronic means in keeping with WG guidelines and to set deadlines;</li><li>• Report all incidents of exclusions to the LA within one school day;</li><li>• Ensure accurate exclusion data is transferred to a pupil's new school via the Common Transfer System in accordance with WG guidelines and to set deadline;</li><li>• Follow the WG recommendations with regard to exclusions ensuring correct coding as defined in PLASC EOTAS guidance are used</li></ul>

### 3.3 Primary/secondary transition

Effective transition arrangements between the primary and secondary sectors are crucial and that these are put in place in the interest of pupils' education. The responsibilities of schools and the LA are defined below.

LA	School/Governing Body
<ul style="list-style-type: none"> <li>• Provide advice and guidance on current WG developments in respect of transition</li> <li>• Facilitate effective delivery of the five statutory elements of transition as follows: <ul style="list-style-type: none"> <li>○ managing and co-ordinating transition</li> <li>○ continuity of curriculum planning</li> <li>○ continuity of teaching and learning</li> <li>○ consistency in the assessment, monitoring and tracking of pupil progress</li> <li>○ reviewing and monitoring the plan for the purpose of assessing the impact on standards</li> </ul> </li> <li>• Assist with the electronic transfer of data from primary schools to secondary schools</li> <li>• Inform, advise and support schools in respect of good practice at transition</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and review annually the school's transition plans in co-operation with cluster schools</li> <li>• Include relevant and effective activities and processes with regard to the five statutory elements of the transition plan</li> <li>• Engage with schools listed in the school's transition plan in preparation for transition activities</li> <li>• The Common Transfer system (CTS) must be used for passing data onto a new school, as well as passing on SEN files and additional pupil information.</li> <li>• Provide additional data where available to secondary schools</li> <li>• Adhere to WG requirements in respect of assessment and moderation requirements</li> <li>• Consider advice on good practice and act on where appropriate in order to improve the transition experience for pupils</li> </ul>



### 3.4 Training and role of Governors

The responsibilities of schools and the LA for governor support and training are outlined below.

LA	School/Governing Body
<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; including signposting to Governors Cymru as required.</li> <li>• In partnership with GwE shape the annual training and development programme, focusing on local, consortium and national priorities</li> <li>• Provide training in accordance with Wales Government statutory content: induction, understanding school performance data; role of Chair; role of Clerk;</li> <li>• Consulting with Denbighshire's Governors Association to help shape the wider Authority training offer.</li> <li>• Prepare, check, update and authorise instruments of government, which establish the Governing Bodies</li> <li>• Provide advice and support for the appointment of Governors, as required.</li> <li>• Maintain a record of Local Authority Governing Body membership</li> <li>• Provide guidance regarding Disclosure &amp; Barring checks, along with HR undertaking the checks on behalf of all Denbighshire schools</li> <li>• Provide a method of maintaining a record of completion of training for Governors</li> <li>• Provide advice and support to governing bodies for senior school appointments.</li> <li>• Support with sourcing and advertising for Clerking positions as required</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all statutory committees are in place</li> <li>• Identify training needs of individual governors and the governing body as a whole and arrange support/training as appropriate.</li> <li>• Provide details of training opportunities to all governors and promote attendance.</li> <li>• Ensure that all governors complete the appropriate mandatory training within the prescribed timescales as determined by Welsh Government legislation.</li> <li>• Ensure that any governors who have not completed the mandatory training as determined by Welsh Government legislation are suspended until mandatory training has been completed or for a total of six months. If mandatory training is not completed within the six month timescale ensure that governors are removed from membership of the governing body.</li> <li>• Facilitate the induction of new governors.</li> <li>• Clerk to keep and maintain a record of completed training events attending by individual governors or the whole governing body; which should be available on request</li> <li>• Clerk to keep and maintain a record of Disclosure &amp; Barring Service checks, prompting at the appropriate times for any new requests / renewals</li> </ul>

### 3.4.1 The reports which the Governing Body provides to the LA on the discharge of its functions

The reports which the Governing Body must provide to the LA on the discharge of its functions are outlined below.

LA	School/Governing Body
<ul style="list-style-type: none"> <li>• Advise schools of expected reports - budget plans, school attendance targets, and exclusion/disciplinary findings.</li> <li>• Provide, and signpost to, template documentation for key policies and procedures required by all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain records of governing body membership and notify the LA of any changes;</li> <li>• Provide an Annual Report to Parents and make this widely available;</li> <li>• Establish for each member of the governing body and head teacher a register of any business interests they or any member of their immediate family might have and notify the LA;</li> <li>• Notify the LA in writing of the resignation of the head teacher before the recruitment process begins;</li> <li>• As required by the Staffing of Maintained Schools (Wales) Regulations 2006, notify the LA in writing of any teaching vacancy prior to advertising;</li> <li>• Comply with requirements in the Scheme for Financing Schools in respect of any capital spending from the school's budget share;</li> <li>• Ensure that appropriate arrangements are in place for Human Resource support;</li> <li>• Notify the Authority of any proposed changes to the timing of the school day or to the school calendar;</li> <li>• Provide the Welsh Government and LA with accurate PLASC, NDC and NWT uploaded data to DEWi in line with deadlines;</li> <li>• Provide the LA with the following: <ul style="list-style-type: none"> <li>- budget plans;</li> <li>- audited school voluntary and private fund information as per Financial Regulations / Scheme for Financing Schools requirements;</li> <li>- Annual School Fund audit certification</li> <li>- school performance targets;</li> <li>- school attendance targets;</li> <li>- school "level of support" information;</li> <li>- self-evaluation report and School Development Plan;</li> <li>- information regarding any incidences which have to be recorded e.g. racial, substance misuse; and</li> <li>- any other reports that may be requested.</li> </ul> </li> </ul>

### 3.5 Maintenance of premises

The LA controls the use of school premises but the day-to-day management for the use of school premises at all times both during and outside the school day rests with the governing body (in community and voluntary controlled schools, subject to LA directions; and in voluntary aided and foundation schools, subject to the Trust Deed).

The majority of capital and external repairs and maintenance work for aided schools is grant-aidable from the Welsh Government.

The responsibilities of schools and the LA are outlined below.

LA	School/Governing Body
<ul style="list-style-type: none"> <li>• Undertake major capital works relating to school premises in line with the Sustainable Communities for Learning capital programme and the Authority's Schools Major Repairs Programme</li> <li>• Provide advice to schools regarding estate management matters, including boundary issues, land ownership, wayleaves, easements, etc</li> <li>• Provide advice to schools regarding their responsibilities relating to repair and maintenance issues</li> <li>• Undertake works according to the division of responsibilities between the LA and schools/governors as detailed in the relevant documentation</li> <li>• Offer a Service Level Agreement for repairs and maintenance to primary and special schools</li> <li>• Offer a site specific Service Level Agreement relating to maintenance of grounds</li> <li>• Offer a site specific service relating to the maintenance of grounds on a pay-as-you-use basis</li> <li>• Offer a Service Level Agreement for the repairs and maintenance of kitchen equipment</li> <li>• Provide advice on health and safety issues, prepare a corporate policy statement on health, safety and welfare and provide training via the Corporate Health and Safety Service</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a safe and secure working and learning environment</li> <li>• Seek permission from the LA before carrying out any alterations to the buildings or premises</li> <li>• Bring issues of concern relating to estate management to the attention of the LA</li> <li>• Negotiate fees and grants, ad hoc hire/use of premises agreements, etc.</li> <li>• Discuss issues of concern relating to repair and maintenance issues with the LA</li> <li>• Undertake repair and maintenance works according to the division of responsibilities between the LA and schools/governors as detailed in the relevant documentation</li> <li>• Discuss with the LA the need for minor improvements to school premises</li> <li>• For schools that commission low risk work items the schools responsible person must have been trained in the following: <ul style="list-style-type: none"> <li>- Risk Assessment</li> <li>- Control of Contractors</li> <li>- Construction Design and Management</li> <li>- Asbestos Awareness (Annually)</li> <li>- Managing Safely</li> </ul> </li> <li>• Raise with the LA issues of concern relating to the maintenance of grounds</li> <li>• Agree the grounds maintenance contract, whether internally or externally arranged</li> <li>• Take responsibility for producing a school health and safety policy</li> <li>• Raise with the LA issues of concern relating to health and safety</li> <li>• Discuss insurance requirements with the Authority's Corporate Risk and Insurance Service</li> <li>• Comply with the terms and conditions of the insurance policies incepted by the Authority on behalf of schools</li> </ul>

### 3.6 Health and Safety issues

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer. Who this is varies with the type of school:

- For community schools, community special schools, voluntary controlled schools, maintained nursery schools and pupil referral units the employer is the local authority.
- For foundation schools, foundation special schools and voluntary aided schools, the employer is usually the governing body.

The school and governing body have responsibility for the day to day management of the school premises, its occupants and any visitors.

The responsibilities of schools and the LA in relation to health and safety matters and their duties to employees and other persons in respect of these matters are outlined below.

LA	School/Governing Body
<ul style="list-style-type: none"> <li>• Provide advice to Headteachers, staff and Governors on Health and Safety management;</li> <li>• Provide advice on preparing a Health and Safety Policy;</li> <li>• Arrange Health and Safety training as appropriate.</li> <li>• In consultation with the governing body, arrange for remedial works for those areas for which they have control. This work to be carried out to address uncompleted work necessary to comply with the LA's Health and Safety Policy and arrange for the costs involved to be deducted from the school's budget;</li> <li>• Intervene in the health and safety management of schools where there is concern;</li> <li>• Offer occupational health advice as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the school has a health, safety and welfare policy and that such a policy is operational;</li> <li>• Ensure staff and governors attend health and safety training courses;</li> <li>• Ensure suitably numbers of staff are trained in health and safety particularly for the purpose of accident reporting/investigations and risk assessment;</li> <li>• Ensure an appropriate response to any health and safety guidance issued by the Authority;</li> <li>• Follow the Authority's arrangements for recording, investigating and reporting any incidents;</li> <li>• Ensure that a system is in place to identify risks and, where practical, suitable arrangements to manage the risks identified;</li> <li>• Ensure that the school adheres to all necessary regulations and completes appropriate checks;</li> <li>• Act as a responsible keeper of school buildings;</li> <li>• Plan, budget and manage the areas of repair and maintenance for which they are responsible whilst ensuring the health and safety of pupils and staff, to raise pupils' achievement and ensure best value using the public resources available to them;</li> <li>• Inform the LA of issues of concern relating to health and safety;</li> <li>• Exercise day-to-day control of the school premises and/or activities, adopting safe practices in accordance with the risk assessment and/or guidance provided by the LA;</li> <li>• Co-operate with the LA including monitoring arrangements, reporting all accidents, hazardous events or conditions and any other matter that may jeopardise the LA's ability, as an employer to comply with its health and safety</li> </ul>

	<p>responsibilities;</p> <ul style="list-style-type: none"> <li>• Encourage employee involvement in health, safety and risk management at the school and that an effective health and safety committee meets regularly which supports managers' efforts to develop a positive health and safety culture;</li> <li>• Ensure that any defeats and/or hazardous conditions identified within the workplace are reported and dealt with in a timely manner. Any items or workplace that present serious and imminent danger are to be isolated;</li> <li>• Conduct regularly inspection and/or tours of the premises to ensure that the risk controls continue to be effective;</li> <li>• Ensure that risk assessments are developed for areas of significant risk and are maintained;</li> <li>• Ensure health and safety implications are considered when choosing, specifying, procuring and/or introducing equipment and/or substance and that they are used in accordance with the instruction and/or training given;</li> <li>• Ensure personal protected equipment is provided and the use of it is monitored.</li> </ul>
Where the governing body is the employer i.e. in Aided and Foundation schools, it will be responsible for the issues in the 'LA' column	

### 3.6.1 Safeguarding and Child Protection

It is the responsibility of both the LA and schools to ensure that children and young people are safe and are not exposed to unnecessary risk.

LA	School/Governing Body
<ul style="list-style-type: none"> <li>• Provide advice to Headteachers and Governors on Safeguarding legislation and guidance;</li> <li>• Ensure that all calls to the dedicated LA helpline are responded to in line with LA guidance and procedures;</li> <li>• Provide advice on preparing Safeguarding Policies;</li> <li>• Provide schools with up to date information and support on DBS checks and renewals;</li> <li>• Arrange training when appropriate;</li> <li>• Support schools to monitor safeguarding procedures and protocols;</li> <li>• Provide guidance on school site security Intervene in the safeguarding management of schools where there is concern;</li> <li>• Consult with schools and governors on significant changes to Safeguarding and Child Protection legislation.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the school has a Safeguarding policy and that the policy is operational in line with the Wales Safeguarding procedures;</li> <li>• Ensure an appropriate and prompt response to any safeguarding or Child Protection in line with schools and Wales Safeguarding procedures;</li> <li>• Ensure that the Governing Body has a designated Safeguarding / Child Protection Governor who can report back to the Governing Body in regular meetings as appropriate;</li> <li>• Follow the LA's arrangements for recording, investigating and reporting any incidents;</li> <li>• Ensure that all staff have current DBS checks and renewals are made in due time;</li> <li>• Ensure all staff appointments are in line with the LA's safe recruitment procedures;</li> <li>• Ensure that all staff are regularly trained and tested in current Safeguarding and Child Protection legislation;</li> <li>• Ensure that the school adheres to all necessary regulations and completes appropriate checks;</li> <li>• Ensure that schools have an Educational Visit</li> </ul>

	<p>Coordinator (EVC) and they receive regular training;</p> <ul style="list-style-type: none"> <li>• All adventurous off site school activities must be recorded on the on-line system and approved by the EVA at least 10 days before the activity takes place;</li> <li>• Ensure that school site is secure and procedures for monitoring and tracking visitors are always in place.</li> </ul>
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## SECTION 4 - OTHER FUNCTIONS

### 4.1.1 Welsh in Education Strategic Scheme (WESP)

Local Authorities have a statutory duty to prepare and submit the Welsh in Education Strategic Plan to the Welsh Government in accordance with the School Standards and Organization Act Wales (2013).

The plan outlines how we intend to achieve the Welsh Government's aims and targets set out in the Welsh-medium Education Strategy in order to achieve the Welsh Government's vision of million speakers by 2050.

We will continue to promote the opportunities to receive Welsh medium education for all children who wish to do so, as well as develop and strengthen bilingual skills across all sectors.

The plan includes a number of key targets in relation to the following areas:

- extend Welsh-medium provision from nursery education to 14-19
- continuity and transfer across all sectors and Immersion education provision
- develop the use of Welsh in informal situations
- Additional Learning Needs Welsh medium provision
- develop the workforce in line with Professional Learning Standards

Responsibility of the School/Governing Body and the LA for: WESP

LA	School/Governing Body
<ul style="list-style-type: none"><li>• Work with schools and other partners e.g Urdd, Menter Iaith, Mudiad Meithrin etc to ensure that actions within the scheme are progressed and targets achieved.</li><li>• Report annually on progress against each target contained within the Plan.</li><li>• Work with GwE in supporting schools to meet or exceed the WESP targets.</li><li>• Committees and working groups will regularly monitor the LA progress in delivering the Welsh in Education Strategic Plan.</li><li>• To progress the Welsh in Education: Action Plan. The purpose of this plan is to set our direction for the development of Welsh-medium and Welsh language education, in line with the vision of Cymraeg 2050: A million Welsh speakers and Education in Wales: Our national mission, Action plan</li></ul>	<ul style="list-style-type: none"><li>• Ensure schools provide any necessary data in relation to the Welsh Education Scheme within previously published deadlines.</li><li>• Set challenging yet achievable targets to support the improvement of the WESP performance indicators.</li><li>• Work with the Local Authority to ensure that relevant actions within the scheme are progressed and relevant targets achieved.</li><li>• Support the delivery of the Welsh in Education Strategic Plan.</li><li>• Schools and clusters will nominate representatives to various WESP groups and committees.</li><li>• Schools will produce annual plans to develop Welsh at their setting.</li><li>• Schools to include in their Annual Governors Report to parents what actions they have implemented to support the outcomes of this plan for its duration</li></ul>



#### 4.1.2 Provision for Children and Young People with Additional Learning Needs

The LA and its schools will work in partnership to secure inclusive practices in meeting the needs of children and young people with Additional Learning Needs. The partnership will determine the allocation of resources to support young people and in addition it will secure effective monitoring and evaluation to achieve progress.

LA	School/Governing Body
<p><b>1. Funding</b></p> <ul style="list-style-type: none"> <li>• Funding allocation to all primary and secondary schools by April using agreed revised formula and allocation.</li> <li>• Provide guidance on PLASC returns</li> <li>• Provide annual moderation for Costed provision maps</li> <li>• Carry out an ongoing programme of audit on Inclusion allocation spending</li> <li>• Share information on the process for allocating additional funding</li> <li>• Keep a central data base and develop an effective monitoring and evaluation tool.</li> <li>• Organise and provide training.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the LA with data on pupils with Additional Learning Needs in accordance with WG guidelines.</li> <li>• Distribute resources within the school to develop additional support for learners with ALN</li> <li>• Demonstrate the effective use of resources to deliver good outcomes for children and young people with Additional Learning Needs.</li> <li>• Identify training needs and arrange for school representatives to attend professional development activities organised by the LA.</li> <li>• Provide the LA with completed Costed Provision Maps on an annual basis</li> <li>• Engage with the ongoing programme of audit on inclusion allocation spending</li> </ul>
<p><b>2. Identification and provision of additional support</b></p> <ul style="list-style-type: none"> <li>• Liaise through its Early Years Team to ensure early identification and assessment of need.</li> <li>• Provide good quality support through its specialist teams – Behaviour Support, EWO's, Educational Psychologists, Sensory Team and EAL.</li> <li>• Follow the Code of Practice for Wales 2002 and the Additional Learning Needs Code for Wales 2021 to ensure children and young people's needs are addressed through early intervention</li> <li>• Develop target setting with school improvement to monitor and evaluate whether children and young people with ALN make reasonable progress.</li> <li>• Continue to support schools in implementing the ALNET Act (2018)</li> <li>• Follow the Additional Learning Needs Code 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Nominate a member of the Governing Body with responsibilities for Child Protection and ALN.</li> <li>• Provide the Council with dates for Annual Reviews of Statemented learners and those with LA IDPs and ensure proper procedure is followed.</li> <li>• Ensure date for PLASC returns accurately reflect the additional needs within the school.</li> <li>• Commit and participate in the Managed Transfer Policy.</li> <li>• Ensure attendance at school is a high priority.</li> <li>• Ensure that the ethos of the school is inclusive.</li> <li>• Engage with the Team Around the School to identify and support learner needs</li> <li>• School to follow their statutory duties as outlined in the ALNET Act (2018) and The Additional Learning Needs Code for Wales 2021: <ul style="list-style-type: none"> <li>○ Determination of whether a child has ALN</li> <li>○ Preparing and maintaining of IDP's</li> <li>○ Securing of ALP included in an IDP</li> <li>○ Carry out reviews of IDP's</li> </ul> </li> <li>• Engagement with the ECLIPSE system to ensure accurate records of learners with ALN are kept</li> </ul>



### 4.1.3 Data and Data Security

The LA and its schools will work in partnership to provide data and respond to data requests from Welsh Government. The partnership will determine the allocation of resources to support young people and in addition it will secure effective monitoring and evaluation to achieve progress.

LA	School/Governing Body
<ul style="list-style-type: none"> <li>• Support development, implement and enforce suitable and relevant Data Protection Policies for schools in-line with legislative requirements.</li> <li>• Support schools in undertaking data protection impact assessments as required; and advise those performing such impact assessments as necessary.</li> <li>• Support in establishing and maintain registers of Information Owners for sets of information (e.g. paper files, databases etc.) across all schools; educating Information Owners on their responsibilities in terms of what is the data, how is it used, who has access to it.</li> <li>• To ensure records management and paper / electronic record keeping practices are compliant with GDPR requirements and review / revise as appropriate</li> <li>• To support/give guidance to providing a secure email solution for personal and sensitive data</li> <li>• To support/give guidance to providing a secure network infrastructure</li> <li>• To support a solution to assist obligations with the governments Prevent strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Nominate a Senior Member of Staff with responsibilities for Data Protection.</li> <li>• Commit and participate in the training and ensure information is disseminated to all staff</li> <li>• Ensure all staff complete GDPR training.</li> <li>• Complete the GDPR School Management Review Audit to provide a baseline of need and progress made in relation to GDPR.</li> <li>• Adopt all policies in relation to Data protection and ensure all staff are aware of their content.</li> <li>• Adhere to all policies on Data protection and GDPR adopted by the governing body.</li> <li>• To use the correct level of secure email depending on the contents</li> </ul>

#### 4.1.4 Complaints

Pupils, parents, guardians and members of the public can make a complaint about a school. The school and governing body have responsibility for the day to day management of the complaints procedure and resolving any issues raised. The LA will work with schools as highlighted in the complaints procedure.

The responsibilities of schools and the LA in relation to complaints and their duties to employees and other persons in respect of these matters are outlined below.

LA	School/Governing Body
<ul style="list-style-type: none"> <li>• The local authority will satisfy itself that all the schools it maintains have adequate complaints procedures that are publicised.</li> <li>• The local authority may provide whatever advice it chooses to governing bodies. It may also provide guidance documents in addition to this publication.</li> <li>• A governing body may seek advice from a local authority about its complaints procedure or how to handle a complaint or assistance to investigate a complaint. The statutory responsibility for dealing with complaints remains with the governing body however.</li> <li>• The local authority may become involved if:               <ul style="list-style-type: none"> <li>○ The governing body does not have a complaints procedure;</li> <li>○ The governing body does not have an adequate procedure;</li> <li>○ The school has not followed its complaints procedure;</li> <li>○ The school has a procedure that is inoperable, for example, because someone who is a subject of the complaint is undertaking the investigation or making decisions about it.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Adopt the model complaints procedure.</li> <li>• Publicise the complaints procedure, opportunities include school website, prospectus, home-school agreements, governors' annual report to parents, school newsletters.</li> <li>• Ensure pupils are aware of their right to complain, opportunities include through the class teacher, school council, homework diaries, information booklets, leaflets, posters, via the school's website, peer mediation and mentoring.</li> <li>• If under 16, the school should bring the matter to the attention of the pupil's parent(s) or carer(s), preferably having sought the pupil's consent.</li> <li>• At least once a year, governing bodies should ask the head teacher for a report about complaints.</li> <li>• Record all complaints and their outcomes.</li> <li>• Keep the record of the complaint for seven years.</li> <li>• Do not skip stages in the complaints procedures other than where exceptions (Special Circumstances) are identified in the school's procedures.</li> <li>• Establish a complaints committee with at least three members with no conflict of interest.</li> <li>• Committee membership, terms of reference and delegated powers should be reviewed annually by the full governing body.</li> <li>• All staff should be given a copy of the procedure.</li> <li>• Complainants should be given a copy of the procedure.</li> <li>• Anyone who asks for it should be given a copy of the procedure.</li> </ul>

#### 4.1.5 School Management Review Toolkit

The LA will provide a strategic tool to support school management through an online self-evaluation process. It will provide effective and efficient use of resources resulting in improving school compliance to National Regulations, Wales National Educational Statement and Local Authority and GwE Business Plans.

LA	School/Governing Body
<ul style="list-style-type: none"> <li>• The LA will regionally raise awareness and improve compliance within statutory regulations through appropriate challenge, support and dissemination of best practice.</li> <li>• The LA will work with colleagues within each Local Authority and GwE in order to support schools in meeting their statutory obligations.</li> <li>• The LA will support, facilitate and implement a local and regional response to national changes in legislation through appropriate training and development identified through analysis of responses.</li> <li>• The tool will be used to support schools with county wide training, advice and guidance to enable schools to be fully compliant.</li> </ul>	<ul style="list-style-type: none"> <li>• The School will complete the School Audits and ensure that the Governing Body has full access to the completed audits as part of the School Self-evaluation process</li> <li>• The school will utilise the tool to identify actions for their School Development Plan</li> <li>• The school will actively engage and participate in support provided by the local Authority in order to ensure identified improvements are achieved.</li> </ul>

#### 4.1.6 Service Level Agreements / Pooled Finance Schemes

The local authority will provide schools with a range of traded services which schools and governors can review within the timeframes of the agreement.

LA	School/Governing Body
<ul style="list-style-type: none"> <li>• The LA will provide the following services through individual Service Level Agreements that schools can buy into. <ol style="list-style-type: none"> <li>1. CREDITORS &amp; FINANCIAL SYSTEMS</li> <li>2. PAYROLL</li> <li>3. HEALTH &amp; SAFETY</li> <li>4. OCCUPATIONAL HEALTH</li> <li>5. HR TIER 1A, 1B &amp; TIER 2</li> <li>6. LEGAL</li> <li>7. EQUIP MAINTENANCE</li> <li>8. FIRE MAINTENANCE, PORTABLE APPLIANCE TESTING &amp; FURNITURE PORTAGE</li> <li>9. BUILDING MAINTENANCE</li> <li>10. COUNSELLING</li> <li>11. CATERING</li> <li>12. CLEANING TIERS 1 &amp; 2</li> <li>13. GDPR (DATA PROTECTION)</li> <li>14. STREETSCENE (GROUNDS MAINTENANCE)</li> <li>15. BEHAVIOUR SUPPORT SERVICES</li> <li>16. INSUREANCE PROPERTY</li> <li>17. INSURANCE – EMPLOYEE LIABILITY</li> </ol> </li> <li>• Service level Agreements will be reviewed annually and presented to the School Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Service Level Agreements (SLAs) annually with the governing body to ensure the school agrees which SLAs it requires.</li> <li>• Once agreed, inform DCC of those SLAs the school are buying into annually.</li> <li>• For those SLAs which the school does not buy into, the governing body must be able to demonstrate that those excluded services are being appropriately managed in an alternate way, and to a commensurate level.</li> <li>• Ensure that relevant staff in the school are aware of their responsibilities under the SLAs taken; or, for those SLAs not taken, how they are to meet the same level of service.</li> <li>• Ensure that the school discharges all of its responsibilities as outlined in the individual SLAs taken.</li> </ul>

Forum for approval.

- The LA will provide schools with pooled finance schemes in the following areas.
  1. Sickness and Counselling
  2. Maternity and Adoption
  3. Recruitment and advertising
  4. Insurance excess
  5. Investigations and suspensions

## **SECTION 5 - ABBREVIATIONS / GLOSSARY**

<b>AIB</b>	<b>Accelerated Improvement Board</b>
<b>ALN</b>	<b>Additional Learning Needs</b>
<b>ALNCo</b>	<b>Additional Learning Needs Coordinator</b>
<b>ALNET Act</b>	<b>Additional Learning Needs Education Tribunal Act</b>
<b>ALP</b>	<b>Additional Learning Provision</b>
<b>DBS</b>	<b>Disclosure and Barring Service</b>
<b>EOTAS</b>	<b>Educated Otherwise Than At School</b>
<b>EVA</b>	<b>Educational Visits Adviser</b>
<b>EVC</b>	<b>Educational Visits Coordinator</b>
<b>EWC</b>	<b>Education Workforce Council</b>
<b>FEI</b>	<b>Further Education Institution</b>
<b>IDP</b>	<b>Individual Development Plan</b>
<b>KS</b>	<b>Key Stage</b>
<b>LA</b>	<b>Local Authority</b>
<b>NDC</b>	<b>National Data Collection</b>
<b>PIAP</b>	<b>Post Inspection Action Plan</b>
<b>PLASC</b>	<b>Pupil Level Annual School Census</b>
<b>PRU</b>	<b>Pupil Referral Unit</b>
<b>SDP</b>	<b>School Development Plan</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SLA</b>	<b>Service Level Agreement</b>
<b>WESP</b>	<b>Welsh in Education Strategic Plan</b>
<b>WG</b>	<b>Welsh Government</b>

## SECTION 6



# **Local Authority – School Partnership Agreement**

## **September 2021 - September 2024**

### **SIGNATURES**

#### **1. To be completed by LA**

**The Local Authority accepts the content of the Denbighshire LA-School Partnership Agreement document as a reflection of the actions it will take on behalf of itself and its schools**

**Signed: Geraint Davies**

**Designation: Head of Education**

**Date: 24<sup>th</sup> April 2023**

#### **2. To be completed by school**

**The Governing Body notes the content and agrees to accept the Denbighshire LA-School Partnership Agreement document until 31<sup>st</sup> August 2024 or until such time as there is a material change, for example as a result of new Welsh Government or Estyn policy and procedure**

**Signed on behalf of:**

**(School)**

**Chair of Governors:**

**Headteacher:**

**Date:**