

Pwyllgor Craffu Dysgu a Sgiliau

Man Cyfarfod
Trwy Teams

Dyddiad y Cyfarfod
Dydd Gwener, 31 Gorffennaf 2020

Amser y Cyfarfod
1.30 pm

I gael rhagor o wybodaeth cysylltwch â
**Wyn Richards, Rheolwr Craffu a
Phennaeth Gwasanaethau
Democrataidd**

wyn.richards@powys.gov.uk



Neuadd Y Sir
Llandrindod
Powys
LD1 5LG

Dyddiad Cyhoeddi

Mae croeso i'r rhai sy'n cymryd rhan ddefnyddio'r Gymraeg. Os hoffech chi siarad Cymraeg yn y cyfarfod, gofynnwn i chi roi gwybod i ni erbyn hanner dydd ddau ddiwrnod cyn y cyfarfod

AGENDA

1.	YMDDIHEURIADAU
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Derbyn ymddiheuriadau am absenoldeb.

2.	DATGANIADAU O DDIDDORDEB
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Derbyn datganiadau o ddiddordeb gan Aelodau.

3.	DATGANIADAU CHWIP PLAID
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Derbyn datganiadau ynglyn â gwaharddiad chwip plaid a gyflwynwyd i Aelod mewn perthynas â'r cyfarfod yn unol ag Adran 78 (3) Mesur Llywodraeth Leol 2001.

(D.S: atgoffir yr Aelodau, dan Adran 78, na all Aelodau sydd wedi derbyn gwaharddiad chwip plaid bleidleisio ar fater gerbron y Pwyllgor.

4.	EITEMAU CRAFFU
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4.1. **Craffu'r Penderfyniad mewn perthynas a'r Tymor 4 wythnos ym mis**

Gorffennaf a'r egwyl Tymor yr Hydref

(Tudalennau 1 - 22)

4.2. Adroddiad y Comisiynydd Plant yng Nghymru ynglyn a Dysgwyr Agored i Niwed

(Tudalennau 23 - 32)

4.3. Craffu'r Penderfyniadau a gymerwyd yn ystod cyfnod yr achos Covid-19

(Tudalennau 33 - 64)

5.	RHAGLEN WAITH
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Bydd cyfarfodydd nesaf y Pwyllgor fel a ganlyn:

07-09-2020	10.00 a.m. – 12.00 p.m.	Eitem: Polisi Cludiant Ysgol
07-10-2020	14.30 p.m. – 16.30 p.m.	
11-11-2020	14.00 p.m. – 16.00 p.m.	
16-12-2020	14.00 p.m. – 16.00 p.m.	

4.1

Report on the re-opening of schools in Powys for four weeks until 24th July 2020

The Local Authority has worked extensively with all stakeholders since we went into business critical priorities in March. This has included our headteacher groups, all trade union representatives including the teacher unions, and our governing bodies. As a result of this, when the Welsh government proposed the four week period of Catchup, Check in and Prepare we consulted with all these stakeholder groups. We closely liaised with our Portfolio holder and cabinet throughout who also attended and contributed to many of these meetings.

After consultation, we took a proposal to the Education portfolio holder and leader of the council.

We were proposing to extend our October half term holiday to two weeks, by adding an additional week before the current published date. That would mean that schools would be closed for the two weeks 19-30 October. We were also proposing to end our summer term on 24th July 2020.

We had given this matter very serious consideration, and as stated earlier engaged heavily with both headteachers and trade unions, along with meetings with chairs of governors, to seek a way forward that is best for our learners and staff. It is only after these discussions that we came to the view that we should support the Minister's request, and proceed with making the change. The reasons for this were various, but include

- a) Seeking to make good use of schools during a time when the R rate and infections across Wales (outside Anglesey's hotspot) is at a low point, giving us more certainty than we may have later in the year.
- b) Bringing learners back into carefully-managed school environments after an unprecedented length of detachment from schools, with growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, concern for colleagues.
- c) Seeking to use this time to help support learners with their wellbeing, but also to build up their skills for what might be a further extended period of distance and blended learning. Many colleagues have expressed concerns particularly about the wellbeing of and support for learners in the current year 10 and year 12. The unpredictability that faces that group for the next year is a serious concern, given the significance of that year in their lives. Our secondary schools are fully committed to supporting them, and can use the additional time in July to help equip them to be the best they can be in facing the coming months, helping them with planning their work and embedding their skills for further blended learning.
- d) Allocating a two week half-term holiday in October. At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Our schools will therefore be closed for two weeks in that month, but with our pupils better equipped for the next phase of blended learning than they could have imagined back in March, and hopefully our staff having a significant break in what is always a gruelling term.

The Leader and Educational portfolio agreed to the proposal.

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Impact Assessment (IA)

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Please read the accompanying guidance before completing the form.

This **Impact Assessment (IA)** toolkit incorporates a range of legislative requirements that support effective decision making and ensure compliance with all relevant legislation. **Draft versions of the assessment should be watermarked as "Draft" and retained for completeness. However, only the final version will be made publicly available. Draft versions may be provided to regulators if appropriate. In line with Council policy IAs should be retained for 7 years.**

Service Area	Education	Head of Service	Lynette Lovell	Portfolio Holder	Cllr Phyl Davies
Proposal	Schools Opening for Additional Fourth Week in July 2020				
Outline Summary / Description of Proposal					
All schools in Powys open for the voluntary fourth week in July 2020 (20 th - 24 th) for 'Check In, Catch Up and Prepare' sessions for all learners, and the October half-term is extended by an additional week (19 -23 October 2020).					

1. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Job Title	Date
1.0	Lynette Lovell	(Interim) Chief Education Officer	17.06.2020

2. Profile of savings delivery (if applicable)

2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
£	£	£	£	£	£

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Staff consultation required	Local authority staff undertook full consultation with headteachers and key partners including Unions

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4. Impact on Other Service Areas

Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?)
PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY

Adult Services	<input type="checkbox"/>	Education	<input type="checkbox"/>	Legal and Democratic Services	<input type="checkbox"/>
Children's Services	<input checked="" type="checkbox"/>	Finance	<input type="checkbox"/>	Property, Planning and Public Protection	<input checked="" type="checkbox"/>
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	<input type="checkbox"/>	Transformation and Communications	<input type="checkbox"/>
Digital Services	<input type="checkbox"/>	Housing and Community Development	<input type="checkbox"/>	Workforce and OD	<input type="checkbox"/>

Data Protection Impact Assessment

Will the proposal involve processing the personal details of individuals? Yes ☒ No ☐ *continuation of current, established school processes*

Is Powys County Council the data controller? Yes ☒ No ☐ *continuation of current, established school processes*

If you have answered yes to either of the above you will be required to complete, as a minimum, the screening questions on the data protection impact assessment.
 For further advice please contact the Data Compliance Team.

4a Geographical Locations

What geographical area(s) will be impacted by the proposal? (Chose all those applicable)

Powys	<input checked="" type="checkbox"/>	Brecon	<input type="checkbox"/>	Llandrindod and Rhayader	<input type="checkbox"/>	Machynlleth	<input type="checkbox"/>
		Builth and Llanwrtyd	<input type="checkbox"/>	Llanfair Caereinion	<input type="checkbox"/>	Newtown	<input type="checkbox"/>
North	<input type="checkbox"/>	Crickhowell	<input type="checkbox"/>	Llanfyllin	<input type="checkbox"/>	Welshpool and Montgomery	<input type="checkbox"/>
Mid	<input type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>	Llanidloes	<input type="checkbox"/>	Ystradgynlais	<input type="checkbox"/>
South	<input type="checkbox"/>	Knighton and Presteigne	<input type="checkbox"/>				

5. How does your proposal impact on Vision 2025?

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Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
The Economy We will develop a vibrant economy	Where required, work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.	Good		Choose an item.
Health and Care We will lead the way in providing effective, integrated health and care in a rural environment	<p>Opening for the fourth voluntary week in July 2020 ensures that sufficient time is available to provide the appropriate number of 'Check In, Catch Up and Prepare' sessions for all including our most vulnerable learners and those with SEN / ALN, supporting equity of access to the prescribed school-based provision. In addition, this extra week ensures that our pupils are better equipped for the next phase of blended learning than they were at the start of the pandemic.</p> <p>At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month.</p>	Good	<p>Learners will be brought back into carefully-managed school environments after an unprecedented length of detachment from schools, with growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, concern for colleagues.</p> <p>Multi-agency support for our most vulnerable learners and those with SEN / ALN will continue to adapt responsively to the needs of our learners to ensure they have appropriate support during this challenging time, for example as part of the Team Around the Cluster model.</p> <p>Work closely with all key partners to provide additional emergency childcare capacity in July to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.</p>	Very Good

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Impact Assessment (IA)

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Tudalen 6

Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Learning and skills We will strengthen learning and skills	<p>Opening for the fourth voluntary week in July 2020 ensures that sufficient time is available to provide the appropriate number of 'Check In, Catch Up and Prepare' sessions for all including our most vulnerable learners and those with SEN / ALN, supporting equity of access to the prescribed school-based provision. In addition, this extra week ensures that our pupils are better equipped for the next phase of blended learning than they were at the start of the pandemic.</p> <p>At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month.</p>	Good	<p>Learners will be brought back into carefully-managed school environments after an unprecedented length of detachment from schools, with growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, concern for colleagues.</p> <p>Multi-agency support for our most vulnerable learners and those with SEN / ALN will continue to adapt responsively to the needs of our learners to ensure they have appropriate support during this challenging time, for example as part of the Team Around the Cluster model.</p> <p>Work closely with all key partners to provide additional emergency childcare capacity in July to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.</p>	Very Good

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Impact Assessment (IA)

The integrated approach to support effective decision making



Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Residents and Communities We will support our residents and communities</p>	<p>Opening for the fourth voluntary week in July 2020 ensures that sufficient time is available to provide the appropriate number of 'Check In, Catch Up and Prepare' sessions for all including our most vulnerable learners and those with SEN / ALN, supporting equity of access to the prescribed school-based provision. In addition, this extra week ensures that our pupils are better equipped for the next phase of blended learning than they were at the start of the pandemic.</p> <p>At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month, protecting our residents and communities.</p>	<p>Good</p>	<p>Continue to respond proactively to the challenges posed by the pandemic, whilst still delivering a high-quality provision which focuses on the needs of the learner.</p>	<p>Very Good</p>

Source of Outline Evidence to support judgements

The outline evidence is:

- Welsh Government guidance for schools including the maximum of 30% of learners on site at any one time and the Check In and Catch Up approach to support pupil well-being
[Keep Education Safe: Operational Guidance for Settings and Schools \(COVID-19\)](#)
[Schools increasing operations from 29 June: coronavirus: Frequently asked questions about how schools can work from 29 June 2020](#)
- Welsh Government social distancing guidelines
- the number of learners to provide Check In, Catch Up and Prepare' sessions for
- the number of vulnerable learners
- the number of parents indicating that they would like to access the emergency childcare provision during the 'Check In, Catch Up and Prepare' period
- the varying size and capacity of individual schools
- the number of schools' staff available to provide support for Check In and Catch Up, emergency childcare for vulnerable learners and the learners of key workers, and blended learning
- the number of schools' staff who are self-isolating or shielding
- discussions with headteachers and Unions

Tudalen 8

6. How does your proposal impact on the Welsh Government's well-being goals?

Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.	Sufficient time is available during July 2020 for schools to provide the appropriate amount of 'Check In, Catch Up' sessions for all learners.	Good	Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.	Very Good
A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).		Choose an item.		Choose an item.

<p>A healthier Wales: A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017: Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	<p>Support learner well-being during 'Check In, Catch Up and Prepare' sessions and the return towards normality as we start to transition out of the lockdown phase of the response to the Covid-19 pandemic. This will be achieved by:</p> <ul style="list-style-type: none"> • Bringing learners back into carefully-managed school environments after an unprecedented length of detachment from schools, with growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, concern for colleagues. • Seeking to use this additional time to help support learners with their wellbeing, but also to build up their skills for what might be a further extended period of distance and blended learning. Many colleagues have expressed concerns particularly about the wellbeing of and support for learners in the current year 10 and year 12. The unpredictability that faces that group for the next year is a serious concern, given the significance of that year in their lives. Our secondary schools are fully committed to supporting them, and can use the additional time in July to help equip them to be the best they can be in facing the coming months, helping them with planning their work and embedding their skills for further blended learning. 	<p>Good</p>	<p>Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.</p> <p>Continue to respond proactively to the challenges posed by the pandemic, whilst still delivering a high-quality provision which focuses on the needs of the learner.</p>	<p>Very Good</p>
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<p>At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in</p>	<p>Good</p>	<p>Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist support residents</p>	<p>Very Good</p>

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Impact Assessment (IA)

The integrated approach to support effective decision making



Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
	that month. In addition, our pupils are better equipped for the next phase of blended learning than they were at the start of the pandemic		and communities to commence the recovery from lock down on a local basis.	
A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being. Human Rights - is about being proactive (see guidance) UN Convention on the Rights of the Child: The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.	Opening for the fourth voluntary week in July supports equity of access to the prescribed school-based provision, enabling school to provide the appropriate number of 'Check In, Catch Up and Prepare' sessions for all learners. At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month. In addition, our pupils are better equipped for the next phase of blended learning than they were at the start of the pandemic.	Good	Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist support residents and communities to commence the recovery from lock down on a local basis.	Very Good
A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i>				
Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language	Opening for the fourth voluntary week in July provides learners with an additional opportunity to access on-site Welsh provision education prior to the summer break.	Good	In addition, the Athrawon Bro staff will support the staffing in the additional Emergency Childcare Hubs, which will allow for Welsh-medium support as well as a promotion of incidental usage of the Welsh language.	Very Good
Opportunities to promote the Welsh language	As above	Good	As above	Very Good
People are encouraged to do sport, art and recreation.	Opening for the fourth voluntary week in July provides learners with an additional opportunity to access activities such as sports, arts and recreation as part of the 'Check In, Catch Up and Prepare' sessions.	Good	Schools will continue to link with key partners such as the Sports Development Team supports this aim.	Very Good

Cyngor Sir Powys County Council

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). <i>Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).</i>				
Age		Choose an item.		Choose an item.
Disability	<p>Opening for the fourth voluntary week in July supports equity of access to the prescribed school-based provision, enabling school to provide the appropriate number of 'Check In, Catch Up and Prepare' sessions for all including our most vulnerable learners and those with SEN / ALN.</p> <p>Learners will be brought back into carefully-managed school environments after an unprecedented length of detachment from schools, with growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, concern for colleagues.</p>	Good	Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for all including our most vulnerable learners and those with SEN / ALN.	Very Good
Gender reassignment		Choose an item.		Choose an item.
Marriage or civil partnership		Choose an item.		Choose an item.
Race		Choose an item.		Choose an item.
Religion or belief		Choose an item.		Choose an item.
Sex		Choose an item.		Choose an item.
Sexual Orientation		Choose an item.		Choose an item.
Pregnancy and Maternity		Choose an item.		Choose an item.

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<i>Socio-economic duty</i>	Opening all schools in Powys for the additional voluntary week supports key workers to return to work providing essential services and contributing to the re-establishment of the local economy	Very Good	Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.	Very Good

Source of Outline Evidence to support judgements

The outline evidence is:

- Welsh Government guidance for schools including the maximum of 30% of learners on site at any one time and the Check In and Catch Up approach to support pupil well-being
[Keep Education Safe: Operational Guidance for Settings and Schools \(COVID-19\)](#)
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- Welsh Government social distancing guidelines
- the number of learners to provide Check In, Catch Up and Prepare' sessions for
- the number of vulnerable learners
- the number of parents indicating that they would like to access the emergency childcare provision during the 'Check In, Catch Up and Prepare' period
- the varying size and capacity of individual schools
- the number of schools' staff available to provide support for Check In and Catch Up, emergency childcare for vulnerable learners and the learners of key workers, and blended learning
- the number of schools' staff who are self-isolating or shielding
- discussions with headteachers and Unions

7. How does your proposal impact on the council's other key guiding principles?

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
Long Term: Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.	Opening all Powys schools for the voluntary fourth week in July 2020 (20th- 24th) would support learners with their wellbeing and also to build up their skills for distance and blended learning should further lockdown measures be introduced.	Good	Continue to respond proactively to the challenges posed by the pandemic, whilst still delivering a high-quality provision which focuses on the needs of the learner.	Very Good

Cyngor Sir Powys County Council

Impact Assessment (IA)

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Collaboration: Working with others in a collaborative way to find shared sustainable solutions.	Extensive consultation and collaborative working with headteachers and Unions has established the approach that all schools in Powys will open for the voluntary fourth week in July 2020 (20 th - 24 th) for 'Check In, Catch Up and Prepare' sessions for all learners, and offset this with the additional week in October half-term (19 -23 October 2020).	Good	Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.	Very Good
Involvement (including Communication and Engagement): Involving a diversity of the population in the decisions that affect them including: Unpaid Carers: Ensuring that unpaid carers views are sought and taken into account	Stakeholders have been provided with effective communication and engagement opportunities and informed of the plans to enable them to make decisions based on their personal circumstances.	Good	Regular, continuous communication will be undertaken to inform, engage and mitigate any negative impacts that may be experienced.	Very Good
Prevention: Understanding the root causes of issues to prevent them from occurring including: Safeguarding: Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.	All policies, guidelines, procedures, and protocols are underpinned by Welsh Government guidance and developed in collaboration with headteachers and key partners including Unions. All established safeguarding measures are in place and have been adapted where necessary in response to the Welsh Government guidelines regarding COVID-19.	Good	Welsh Government guidance regarding the re-opening of schools and educational provision will be taken in account and applied to policies, guidelines, procedures and protocols as appropriate. Continue to respond proactively to the challenges posed by the pandemic, whilst still delivering a high-quality provision which focuses on the needs of the learner.	Very Good
Integration: Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.	This proposal has been agreed following extensive collaboration with schools' staff and other key partners such as Unions and will be implemented based on the requirements and needs of learners and the well-objectives of the authority.	Good	To meet the needs of well-being goals and objectives in the future, similar integrated approaches will be undertaken to provide a positive and effective outcome. Continue to respond proactively to the challenges posed by the pandemic, whilst still delivering a high-quality provision which focuses on the needs of the learner.	Very Good

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Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Powys County Council Workforce: What Impact will this change have on the Workforce?	In consultation with headteachers and Unions, it was agreed to proceed with the voluntary fourth week, as it prioritises wellbeing and further allows schools to respond to learners needs. The additional time in July will allow the school workforce to be better prepared for September, helping them with planning their work and embedding their skills for further blended learning.	Good	At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month. Continue to respond proactively to the challenges posed by the pandemic, whilst supporting our workforce to deliver a high-quality provision which focuses on the needs of the learner.	Very Good
Payroll: How will this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?	Whilst the reopening of all schools in Powys for the fourth week in the summer 2019/20 term is voluntary, staff will not be at a financial loss, because October half-term will have an additional week. The current statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread, therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month, protecting our staff and learners when there is a forecast rise in the infection rate.	Good	Continue to respond proactively to the challenges posed by the pandemic, whilst supporting our workforce to deliver a high-quality provision in a safe working environment.	Very Good
Welsh Language impact on staff	The reopening of all schools in Powys for the fourth voluntary week in July 2020 provides an additional period of time for Welsh speaking staff to support learners in Welsh provision.	Good		Choose an item.

Cyngor Sir Powys County Council

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Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?		Choose an item.		Choose an item.
Source of Outline Evidence to support judgements The outline evidence is: <ul style="list-style-type: none"> Welsh Government guidance for schools including the maximum of 30% of learners on site at any one time and the Check In and Catch Up approach to support pupil well-being Keep Education Safe: Operational Guidance for Settings and Schools (COVID-19) Schools increasing operations from 29 June: coronavirus: Frequently asked questions about how schools can work from 29 June 2020 Welsh Government social distancing guidelines the number of learners to provide Check In, Catch Up and Prepare' sessions for the number of vulnerable learners the number of parents indicating that they would like to access the emergency childcare provision during the 'Check In, Catch Up and Prepare' period the varying size and capacity of individual schools the number of schools' staff available to provide support for Check In and Catch Up, emergency childcare for vulnerable learners and the learners of key workers, and blended learning the number of schools' staff who are self-isolating or shielding discussions with headteachers and Unions 				

8. What is the impact of this proposal on our communities?

Communities	How does the proposal impact on residents and community?	<u>IMPACT</u> See impact definitions in guidance document	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> See impact definitions in guidance document	Source of Outline Evidence to support judgement
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Tudalen 18

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Tudalen 19

<p>All schools in Powys open for the voluntary fourth week in July 2020 (20th- 24th) for 'Check In, Catch Up and Prepare' sessions for all learners</p>	<p>An additional school week in July 2020 will:</p> <ul style="list-style-type: none"> • support our schools to provide the appropriate number of 'Check In, Catch Up and Prepare' sessions for all learners • enable schools to have additional time to provide appropriate support to our vulnerable learners • enable teaching staff to bring learners back into carefully-managed school environments after an unprecedented length of detachment from schools, providing support when there has been growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, colleagues • enable teaching staff to use this time to help support learners with their wellbeing, but also to build up their skills for what might be a further extended period of distance and blended learning. • support learners, residents and communities to commence the recovery from lock down on a local basis 	<p>Moderate</p>	<p>The statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread, therefore, the use of the week in July will be offset by an additional half-term week in October will see our schools closed for two weeks in that month. This approach seeks to make good use of schools during a time when the R rate and infections across Wales (outside Anglesey's hotspot) is at a low point, giving us more certainty than we may have later in the year.</p> <p>Continue to respond proactively to the challenges posed by the pandemic, whilst supporting schools' staff to deliver a high-quality provision which focuses on the needs of the learner.</p> <p>Should the Welsh Government guidance regarding the re-opening of schools and educational provision alter, regular and robust communication and engagement will be undertaken with headteachers and key partners, including Unions, to respond appropriately.</p>	<p>Minor</p>	<p>As per the outline evidence listed on pages 6, 12 and 15 of this Impact Assessment</p>
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9. What are the risks to service delivery or the council following implementation of this proposal?

Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)
The extending of the Summer term 2019/20 for a fourth week in July 2020 (20 th - 24 th) may not be supported by teaching staff, which could reduce the amount of time available to offer the appropriate number of 'Check In, Catch Up and Prepare' sessions for all learners.	Possible x major = 12	Extensive consultation and collaborative working with headteachers and Unions was used to fully explore the options available and it was agreed that schools in Powys will opening for the voluntary fourth week in July 2020 (20 th - 24 th) would support learners with their wellbeing and also to build up their skills for distance and blended learning.	Insignificant x rare = 1
Allocating a two-week half-term holiday in October reduces the number of school days in the Autumn term 2020/21, which may impact on the teaching and learning during that term.	Moderate x possible = 9	At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread, therefore, with learner and staff safety in mind, it was agreed to offset the voluntary fourth week in July with an additional week in October half-term. Seeking to make good use of schools during a time when the R rate and infections across Wales (outside Anglesey's hotspot) is at a low point, gives us more certainty than we may have later in the year. In addition, our pupils are now well equipped for the next phase of blended learning should site based education not be possible for periods of time due to the pandemic.	Minor x possible = 6

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



10. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:
<p>The decision to open all schools in Powys open for the voluntary fourth week in July 2020 (20th- 24th) for 'Check In, Catch Up and Prepare' sessions for all learners, and extend the October half-term by an additional week (19 -23 October 2020) was taken in order to:</p> <ul style="list-style-type: none"> • Make good use of schools during a time when the R rate and infections across Wales (outside Anglesey's hotspot) is at a low point, giving us more certainty than we may have later in the year. • Bring learners back into carefully-managed school environments after an unprecedented length of detachment from schools, with growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, concern for colleagues. • Seek to use this time to help support learners with their wellbeing, but also to build up their skills for what might be a further extended period of distance and blended learning. Many colleagues have expressed concerns particularly about the wellbeing of and support for learners in the current year 10 and year 12. The unpredictability that faces that group for the next year is a serious concern, given the significance of that year in their lives. Our secondary schools are fully committed to supporting them, and can use the additional time in July to help equip them to be the best they can be in facing the coming months, helping with planning their work and embedding their skills for further blended learning. • Allocate a two-week half-term holiday in October. At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month. In addition, our pupils are better equipped for the next phase of blended learning than they could have imagined back in March. 	

11. Is there additional evidence to support the Impact Assessment (IA)?

What additional evidence and data has informed the development of your proposal?
As per the outline evidence listed on pages 6, 12, and 15 of this Impact Assessment.

12. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?
Headteachers, Schools Service SSMT, Silver, and Gold are monitoring the impact of this decision. In addition, any further Welsh Government guidance regarding the re-opening of schools and educational provision will be taken in account and applied as appropriate.
Please state when this Impact Assessment will be reviewed.
This is a one-off decision, but the impact assessment will be revisited in the Autumn prior to the additional week of half-term.

13. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Quibell		17.07.2020
Head of Service:	Lynette Lovell		
Portfolio Holder:	CLlr Phyl Davies		

14. Governance

PCC: Impact Assessment Toolkit (March 2018)

Decision to be made by

Portfolio Holder

Date required

FORM ENDS

Tudalen 22

DRAFT



Powys Schools Service COVID-19 Response

Contents

1. Introduction	2
2. Schools/education	2
2.1 Digital Connectivity	2
2.2 Teaching and Timetabling	2
3. Vulnerable Learners	3
4. Childcare	4
4.1 Childcare for School-Aged Children	4
4.2 Early Years Childcare	4
4.3 Early Help Provision	5
4.4 Health and Safety Procedures	6
5. Wellbeing:	6
5.1 Wellbeing Workstream	6
5.2 Children's and Young People's Mental Health in Powys	7
5.3 Wellbeing of Vulnerable Learners.....	8
5.4 Social Support for Young People.....	8
6. Conclusion.....	9

1. Introduction

In light of the points raised by the Children's Commissioner for Wales in her recent letter to the Chief Executives of local authorities in Wales, we are pleased to be able to report that Powys County Council has so far proved to be both agile and conscientious in its response to the Coronavirus pandemic, and most especially in those areas highlighted by the Commissioner.

The Authority has acted swiftly and decisively to develop new working practices and resources to ensure the provision of both educational and wellbeing support for the County's children and young people. At the same time, PCC has been able to supply free, good quality childcare for the children of essential workers within the region, and has delivered guidance, support and protective measures for our staff. Powys has been committed to exceeding the expectations placed on it and has consistently gone above and beyond the requirements of the nationally issued guidelines and directives. This report offers a brief overview of the most significant of these activities and highlights how Powys has met the challenges offered by the pandemic and subsequent disruption to everyday life.

2. Schools/education

2.1 Digital Connectivity

The Powys School Service has ensured that during the first two weeks of the Continuity of Learning Plan, schools have been supported through guidance and the establishment of good practice. Practical support has been supplied to enable schools to meet the challenges encountered with regard to connectivity and making sure that all pupils are able to take part in online learning activities.

Following enquiry, it was recognised that some families in Powys with school-age children do not have access to home Wi-Fi or to a suitable device that would allow their children to take part in digital learning activities. In order to address this issue, schools and other services were asked to identify available devices and by the beginning of May 881 devices had been sourced, reconfigured and redistributed to learners. By June, through close working with Welsh Government, 532 4G MiFi dongles had been purchased and distributed to families within the County.

2.2 Teaching and Timetabling

Schools within Powys will be opened for four weeks during July and will be using this time to place increased focus on pupil wellbeing and how best to build on the progress already made in this area. With the requirement for smaller class sizes and up to a maximum of a third of the pupils on site at any one time, schools are beginning to plan an approach that will allow available resources to be utilised to greatest effect. Extensive preparation work has already been carried out with regards to the establishment of a range of 'blended learning' options

that will maximise both staff and environmental flexibility to changing circumstances through a combination of periods of 'open' or face-to-face teaching, 'closed' or all-digital learning, and 'partial opening' that will include both digital and face-to-face lessons.

Digital learning networks are being developed and schools are receiving support through the provision of guidance and useful examples on a weekly basis. Where schools within Powys have successfully adopted digital resources or approaches these are being shared across the region as examples of good practice.

3. Vulnerable Learners

Within Powys, the Schools Service, Children's Services and health professionals have been working successfully together to quickly identify vulnerable learners and to ensure that they can be effectively monitored and supported. While Powys has deliberately opted to keep the definition of a 'vulnerable learner' loose and non-proscriptive, it has included:

- Children and families who are supported by the Team Around the Family
- Children and families who receive input from Care and Support
- Children who are included on the Child Protection register
- Children Looked After
- Children with disabilities
- Children with Statements of SEN, or with lower levels of ALN/SEN
- Children with Hearing or Visual Impairments (Sensory Support Service are maintaining regular contact)
- Children who are Young Carers
- Children with other wellbeing needs
- Children with Statements of SEN who are on roll at a maintained special school
- Children on roll at the Pupil Referral Unit (PRU)

In addition, staff have identified a number of learners that they consider to be vulnerable, but who may not fall within the official definition provided by Welsh Government.

Each Childcare hub has been provided with a list of children within their catchment area who are included on the CLA or CP lists. This list is checked, updated and redistributed weekly by the Schools Service.

Learners who would normally attend either a special school or the PRU are receiving provision within a rota system that ensures that there is access for all pupils to the ECSH. This also ensures that suitable members of staff who have received the relevant training, will be available on site to meet the needs of each individual learner.

The YIS have liaised with pastoral and safeguarding leads within high schools to identify young people who might benefit from the additional support offered by the service. Together with the Detached Youth Work Team they have worked with schools to identify learners in Year 11 who may experience difficulty in making a successful transition into employment,

education or training, either as a result of an existing situation or as a consequence of the potential negative impact of the pandemic on their future plans. Working in partnership with Career Wales and other organisations, they will offer support to enable these young people to maximise their potential and attain satisfactory post-Year 11 destinations.

The Detached Youth Work Team also continues to offer one to one support to the vulnerable young people aged 16-25 open to the team, including those learners who are in post-16 Education, and to work in partnership with Housing in order to offer essential support to the increasing number of young people who have presented as homeless at this time.

4. Childcare

4.1 Childcare for School-Aged Children

In response to the directive from Welsh Government, Powys staff have worked hard to provide free childcare of a high quality for the children of essential workers and for those children identified as being vulnerable. In Powys, the obligation has been interpreted to mean the delivery of childcare between 8am and 6pm on seven days of the week including full provision over public and bank holidays.

Childcare commenced in Powys on 27th March 2020, a week after the closure and repurposing of schools. Powys has provided 16 Emergency Childcare Hubs (ECH) and has also established two dedicated Emergency Childcare Specialist Hubs (ECSP) sited within the special schools/PRU to cater for and protect our most vulnerable learners. The ECSHs are open as requested and for identified pupils.

The total weekly numbers of children accessing the hubs have ranged between 148 – 245 over the period of provision. From the 29th July, when schools will reopen, the existing hubs will revert to providing childcare for the children from their own establishment and a further five hubs will be opened in leisure centres to meet the anticipated increase in essential workers requiring care for their children.

4.2 Early Years Childcare

In order to deliver the WG Coronavirus Childcare Assistance Scheme (C-CAS) the Powys Childcare Team set up a pre-school emergency childcare allocation system to support parents and enable them to find suitable and available provision that would allow them to continue in their roles as critical workers. Between 23rd March and 29th June, 28 settings remained open to support critical worker families and vulnerable children. The make-up of the provision comprised maintained and private settings based within schools and sharing premises with the Childcare Hubs, non-maintained privately run settings, and childminders. During this period 271 preschool children per week were provided with early years childcare and 325 critical keyworkers families were supported with early years childcare.

Where gaps in provision were identified, the Childcare Team worked with providers to ensure sufficient and appropriate childcare was made available and this included lowering the age of CIW registration for five childcare settings in order to provide sufficient spaces for children between the ages of 0-3 years. Appropriate equipment and resources were purchased to support this extra childcare provision for younger children. New CIW registered provision was set up in the Presteigne area where there was no available childcare for families of keyworkers and the registration process was fast-tracked, taking just over a week. Additional provision was also opened up in Welshpool to meet the increased demand for childcare for vulnerable children.

The Childcare team has worked tirelessly to coordinate the opening and closing of the provision, staff rotas and catering provision on a weekly basis and has assisted with the redeployment of maintained staff to support childcare providers who otherwise would have had insufficient staff to be able to offer their services. Weekend and bank holiday childcare was sourced and provided to families who had requested this cover. Weekend care was provided by 4 childcare providers who cared for 10 children during this period and bank holiday care was provided by 26 of the 28 settings. Childcare for older siblings was offered to five families where it was considered a more suitable option for the children to be cared for in one setting. PPE requirements were coordinated for the C-CAS providers over this period.

Since 29th June a further 20 childcare providers have opened their doors and in preparation the Childcare Team distributed the Welsh Government guidance and a comprehensive suite of support tools, including sample policies and risk assessments, to all Powys childcare providers. In order to support both the childcare sector and the families who use the service, the funding model has been adapted to allow children to return to their previous settings when this has been requested by their parents. Powys is now funding 17 childminders and 30 day nursery settings to deliver C-CAS funded hours to families. During the week of 29th June, the Childcare Team allocated spaces to 373 children of critical workers and 17 vulnerable children. A total of 468 critical worker parents received support during that week.

Powys Childcare Team completed the CIW registrations to allow childcare to be provided for school age children in 4 Leisure Centres and again, these were fast-tracked to allow the process to be completed within a week. The Team continue to process the C-CAS applications on a weekly basis.

4.3 Early Help Provision

As a result of the limitations imposed by Covid-19 the Authority has been unable to provide face-to-face universal groups but have instead increased one-to-one parenting support via online platforms that include Microsoft teams, Skype and WhatsApp. An initial pilot trial carried out with eight families worked well and the team are now running two additional groups and planning to roll out a universal service from September. A range of other support activities have also been moved into online environments including multi agency meetings, parenting co-ordination meetings, Emotional Health and Wellbeing Network meetings and Early Intervention meetings.

The Family Information Service Outreach support has continued to provide support via telephone, email and the Family Information Service Facebook page. The information shared via these platforms has included updates on support services and resources and has worked to maintain a presence offering information regarding domestic abuse services and child and adolescent mental health support. Family Support workers continue to provide assistance and support to families that are at risk of stepping into Statutory services if their needs are not met by Early help and the Stronger Families support workers continue to offer help to primary school children and their families through the provision of resources and transition packs.

4.4 Health and Safety Procedures

PPE has been supplied in all childcare hubs; in the 14 ECHs, it is available to safeguard staff in the event that they are required to interact with pupils who are displaying symptoms and need to be isolated under supervision while awaiting collection by their parents. In the ECSHs, additional PPE is available for use while assisting with feeding and/or intimate care. Long distance infrared thermometers have been purchased for use in the hubs and COVID-19 tests are available for all staff who display symptoms that may indicate infection with the virus.

Bespoke safeguarding policies have been developed for use in both ECHs and ECSHs and a 'Team around the Hub' has been put in place at each location. These teams are comprised of a challenge adviser, an ALN manager, a foundation phase advisory teacher, a Xenzone counsellor, an Educational Welfare Officer (EWO) and a member of the Social Services team. These teams have fostered a close working partnership between the Education Services, Children's Services, Youth Service, Sports and PTHB and this has facilitated an agile and adaptive response to what has been an unpredictable and swiftly changing situation.

5. Wellbeing:

5.1 Wellbeing Workstream

The wellbeing of our children and young people has recently, as always, been of primary importance to the authority and PCC has strived to ensure that all new educational and childcare processes developed during this concerning and disorienting time are focussed around supporting and protecting this group. In order to address this issue an Emotional Health and Wellbeing Workstream was established in Powys on 20th March and continues to meet weekly to provide co-ordinated support and guidance for all early years' settings, schools, special schools and PRU within the County. Through the Workstream, colleagues from education, educational psychology team, youth services, health, and children's services and also from commissioned services, such as counselling organisations are working in partnership with representative headteachers from mainstream schools, special schools and

PRU. The Workstream's actions are informed by the new 'Powys Emotional Health and Wellbeing Strategy', and this document was circulated to all schools and early years' settings in March 2020. The Workstream provides a platform for colleagues to share concerns, identify i89 changing areas of need and to provide support, guidance and training. The workstream also works closely with the emergency childcare hubs to provide a 'team around the hub' and with challenge advisers to share resources in support of the continuity of learning. Examples of information and links provided and shared by the Workstream include:

- A wellbeing resource for primary schools. A useful book to assist in explaining Coronavirus to primary pupils, available in Welsh, English and other languages. These resources are available on the Penaethiaid Powys Headteacher network on HWB
- Powys SEN /ALN network on HWB <https://hwb.gov.wales/networks/f8a73fdf-3918-46a5-8fa2b8e8da9876d8> which provides an extensive bank of resources and proforma
- Powys Mental Health and Emotional Wellbeing in Schools community network on HWB <https://hwb.gov.wales/go/ylj281>
- World Health Organisation WHO – Helping children cope with stress during the COVID-19 outbreak: https://www.who.int/docs/defaultsource/coronaviruse/helping-childrencope-with-stressprint.pdf?sfvrsn=f3a063ff_2
- Support for parents - Powys Top Ten Tips for Parents during lockdown. 10 Top Tips to support parents and carers of babies and young children suitable from birth to 4 at home. Available in Welsh and English
- Anna Freud – 'Mentally Healthy Schools' <https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/>
- Covidbook: Foundation Phase <https://www.mindheart.co/descargables> An interactive resource designed to support and reassure children aged 7 and under, designed to help children explain and draw the emotions that they might be experiencing during the pandemic (available in English, Welsh and many other languages)
- Anxiety Booklet: produced by Powys Youth Service
- CAMHS – A set of resources produced by CAMHS

5.2 Children's and Young People's Mental Health in Powys

During the period of lockdown there has been a significant increase in recorded instances of young people and children within the County experiencing anxiety and a range of other mental health issues. A corresponding increase in demand for counselling has resulted in 60 new referrals during this period and Xenzone, the Powys commissioned counselling service, currently have 190 active cases on their books. Prior to the pandemic Xenzone would normally work with 90 to 100 cases at any one time. Of the 60 new referrals, 30 are for year 6 pupils, a figure that in normal times would represent the entire annual total for this age group and referrals have continued to increase over the past few weeks across all age groups. The most recent figures show that 58 children and young people still remain on the waiting list and the authority is making effective use of additional funds received from Welsh Government to reduce this number. In addition, the authority is seeking grant funding to implement play therapy and counselling support for the younger pupils in our early years' settings and schools.

Xenzone have agreed to conduct twice-weekly check-ins with any child who is on the face-to-face counselling caseload. The provision of remote or tele-counselling support (i.e. contact with a counsellor via telephone, Skype or similar) is under continual review, and the Schools Service is seeking ways to enact this. This is distinct from the web based Kooth provision, which also remains available.

5.3 Wellbeing of Vulnerable Learners

Children's Services are making sure that they remain in contact with the families that they support and in addition to communication regarding academic work, schools and the PRU are making contact with learners as frequently as is necessary to monitor wellbeing – a RAG rating system is commonly being used, with learners contacted daily, more-than-weekly, or weekly as needed.. Educational Welfare Officers are linked with clusters and childcare hubs and are keeping in touch with vulnerable pupils and their families.

Emotional Health meetings are held weekly and are attended by Children's Commissioning, PRUs, Open Access Youth Service, Youth Intervention Service, Detached Youth Work team, CAMHS, School Nurses, Credu (Young Carers), Xenzone, domestic violence services, Careers Wales, NPTC College and others. During these meetings, the level and type of services currently being offered to children and young people are discussed and gaps or cross-working opportunities are identified and acted upon.

The Youth Intervention Service (YIS) continue to deliver one to one support for some of the most vulnerable young people in Powys who exhibit a range of support needs, often exacerbated by school closures. Individually tailored support is offered via telephone and through digital channels and remains under continual review by the team and managers, allowing adaption to alterations in the young person's emotional health as the situation alters. Support is also offered to the parents of young people open to YIS, in order to help them to better handle issues around behaviour, boundaries, loss of routine and the effects of living in extended close proximity as a family.

5.4 Social Support for Young People

The Open Access Youth Team are supporting young people through a number of online platforms that include Facebook, Instagram, WhatsApp and Microsoft Teams. They have published a series of videos on these platforms to send messages out to young people, for example 'stay home, stay safe' and 'Diolch/Thank you to young people who are listening and staying home'.

Weekly youth club sessions are held across the county via Microsoft Teams and this has worked well to date. Young people are able join in activities that are delivered by the youth workers and have an opportunity to ask questions, seek information and support, and to ask for further contact outside of these sessions via phone calls, emails or Facebook messenger if needed. The team send out a weekly activity resource pack to the Hubs and are in contact

with the Urdd to provide Welsh Language activities. Wellbeing Links within schools are in contact with the School Youth Workers to enable young people who may need emotional support to contact a Youth Worker who is already known to them from the High Schools across Powys.

The Open Access Youth Team will also liaise with the police and Housing Department to disperse gatherings of young people when necessary. This collaboration is intended to take a youth work approach and to encourage discussion around context; for example, why a gathering has occurred - whether there may be an underlying issue that has forced the participants out of their home environments or alternatively whether boredom might be the underlying cause.

6. Conclusion

As the lockdown is lifted and we enter a new phase, Powys continues to work hard to build capacity and resilience into our processes, The wellbeing and education of our County's children and young people, and mitigating the impact of the current situation on their development, will remain areas of primary importance for the authority. We will continue to prepare wholeheartedly for their future and whatever new developments this year may bring.

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

CYNGOR SIR POWYS COUNTY COUNCIL

School Service Management Team

20 July 2020

REPORT AUTHOR: Lynette Lovell
(Interim) Chief Education Officer

PORTFOLIO HOLDER: County Councillor Phyl Davies
Portfolio Holder for Education and Property

REPORT TITLE: Education Response to COVID-19

REPORT FOR: Discussion / Information

1. Purpose

This report provides an overview of the work that Schools Service and schools, in collaboration with key partners, have undertaken to support children, young people and their families in Powys during the global pandemic.

2. Emergency Childcare Hubs

2.1 Emergency Childcare for Children and Young People

In response to the directive from Welsh Government, Powys staff and schools staff met the considerable challenge to repurpose schools and provide free childcare of a high quality for the children of key workers and for our most vulnerable children and young people. In Powys, the offer was emergency childcare between 8am and 6pm for seven days of the week, including full provision during school, public and bank holidays.

Significant collaborative working between Schools Service officers, school leaders, and key internal and external partners including Union representatives, enabled emergency childcare to commence in Powys on 27th March 2020, just one week after the notification of the closure of schools from Welsh Government. Powys provided 16 Emergency Childcare Hubs (ECH) and also established two dedicated Emergency Childcare Specialist Hubs (ECSH), sited within the special schools to support our most vulnerable learners. The total weekly numbers of children accessing the hubs have ranged between 148 – 245 over the period of provision.

In addition, Schools Service, Children's Services, the Commissioning Team and other key partners, worked together to ensure that emergency childcare provision was also available for pre-school children. Between 23rd March and 29th June 2020, 28 settings were open to support the children of key workers

vulnerable children. During this period 271 pre-school children per week accessed emergency childcare provision.

From the 29th June 2020, the existing hubs reverted to providing childcare for the children from their own school as they were also providing 'Check In, Catch Up and Prepare' wellbeing sessions for their pupils. Further significant work was also undertaken to ensure that an additional five hubs were opened in leisure centres across the county, to meet the anticipated increase in key workers requiring care for their children.

2.2 Health and Safety

Personal protective equipment (PPE) was supplied to all emergency childcare hubs to ensure that appropriate health and safety measures were in place in line with Welsh Government guidelines and local risk assessments.

Appropriate and specific PPE was available in the ESCHs for use while assisting with feeding and/or intimate care. In addition, long distance infrared thermometers have been purchased for use in the hubs and COVID-19 testing is available for all staff who display symptoms that may indicate infection with the virus. Schools Service, in collaboration with key partners, undertook the responsibility to arrange the purchase of all PPE and necessary equipment.

Safeguarding policies which encompassed the specific COVID-19 guidance were developed for use in the ECHs and ECHSHs. A 'Team around the Hub' was also put in place at each location. These teams are comprised of a challenge adviser, an ALN manager, a foundation phase advisory teacher, a Xenzone counsellor, an Educational Welfare Officer (EWO) and a member of the Children's Services team. These teams provided a close working partnership between Schools Services, schools, Children's Services, Youth Services, Sports Development officers and Powys Teaching Health Board (PtHB). This has facilitated an agile and adaptive response to what has been an unprecedented and swiftly changing situation.

3. Continuity of Learning / Blended Learning

3.1 Digital Connectivity

School Service has ensured that since the introduction of the Continuity of Learning Plan, schools have been supported through guidance and the establishment of good practice. School Service has ensured that during the first two weeks of the Continuity of Learning Plan, schools have been supported through guidance and the establishment of good practice. Practical support has been supplied to enable schools to meet the challenges encountered with regard to connectivity and making sure that all pupils are able to take part in online learning activities.

Following enquiry, it was recognised that some families in Powys with school-age children do not have access to home Wi-Fi or to a suitable device that

would allow their children to take part in digital learning activities. In order to address this issue, schools and other services were asked to identify available devices and by the beginning of May, 881 devices had been sourced, reconfigured and redistributed to learners. By June, through close working with Welsh Government, 532 4G MiFi dongles had been purchased and distributed to families within the County.

3.2 Continuity of Learning

With schools partially opening in June, the period of the Continuity of Learning across Powys has identified many positive aspects and also areas to improve as schools move to blended learning.

Many schools have identified the positive use of HWB as a mechanism to share work with pupils, set assignments and provide feedback. Many schools have used Microsoft Teams to keep in contact with staff and with pupils. Many schools have used it as a worthwhile system for wellbeing calls. A few clusters or schools have started to use Teams for teaching small groups which has been positively resulted in improved learner engagement. A minority of schools have used videos to share information with pupils or to start activities. Where schools have linked learning to the Areas of Learning Experience, this has been positive in implemented approaches to the new curriculum. Learner led projects have engaged most learners. Cluster projects have allowed children to use their range of skills. Cluster co-construction of learning menus, challenges and activities have been very worthwhile and has demonstrated positive collaboration across clusters.

However, certain areas have been identified as areas to develop in order to improve learning through blended learning. These include connectivity for a few pupils in remote areas, maintaining engagement of all pupils, supporting parents to support their children's learning and developing the use of live lessons and on-line synchronous teaching.

3.3 'Check In, Catch Up and Prepare'

Schools within Powys will be opened for four weeks during July and will be using this time to place increased focus on pupil wellbeing and how best to build on the progress already made in this area. With the requirement for smaller class sizes and up to a maximum of a third of the pupils on site at any one time, schools are beginning to plan an approach that will allow available resources to be utilised to greatest effect. Extensive preparation work has already been carried out with regards to the establishment of a range of 'blended learning' options that will maximise both staff and environmental flexibility to changing circumstances through a combination of periods of 'open' or face-to-face teaching, 'closed' or all-digital learning, and 'partial opening' that will include both digital and face-to-face lessons.

Digital learning networks are being developed and schools are receiving support through the provision of guidance and useful examples on a weekly basis. Where schools within Powys have successfully adopted digital

resources or approaches these are being shared across the region as examples of good practice.

4. Well-being

4.1 Wellbeing Workstream

A Wellbeing workstream was established in Powys on 20 March 2020, and continues to meet weekly to provide co-ordinated support and guidance for all early years' settings, schools, special schools and PRU within the County. Through the workstream, colleagues from Schools Service including the, Educational Psychology team and Youth Services, health, Children's Services, Commissioned Services, such as counselling organisations, are working in partnership with representative headteachers from mainstream schools, special schools and the PRU. In addition, training was provided by Trauma Informed Schools UK to support pupils' emotional wellbeing on returning to school. Two staff members for every school were able to attend, and this training was also offered to key partners, many of whom attended, consolidating the learning across a wide range of professionals who support children and young people in Powys.

The workstream's actions are informed by the recently approved 'Emotional Health and Wellbeing Strategy' for Powys County Council; this document was discussed with, and circulated to, all schools in March 2020. Examples of information and links provided and shared by the workstream can be found in **Appendix A**.

4.2 Vulnerable Learners

Schools Service, Children's Services, health professionals and other key partners are working together pro-actively to provide effective support for vulnerable learners. ECSH's were established in the special schools for those learners who attend either a special school or the PRU. Each Childcare hub has been provided with a list of children within their catchment area who are children looked after or are on the child protection register. This is in order to monitor the well-being of these more vulnerable children closely and provide multi-agency response when required.

The Youth Intervention Service (YIS) continue to deliver one to one support for some of the most vulnerable young people in Powys who exhibit a range of support needs, often exacerbated by school closures. Individually tailored support is offered via telephone and through digital channels and remains under continual review by the team and managers, allowing adaption to alterations in the young person's emotional health as the situation alters. Support is also offered to the parents of young people open to YIS, in order to help them to better handle issues around behaviour, boundaries, loss of routine and the effects of living in extended close proximity as a family.

YIS have liaised with pastoral and safeguarding leads within high schools to identify young people who might benefit from the additional support offered by

the service. Together with the Detached Youth Work Team they have worked with schools to identify learners in Year 11 who may experience difficulty in making a successful transition into employment, education or training, either as a result of an pre-existing educational challenges or as a consequence of the pandemic on their future plans.

Working in partnership with Career Wales and other organisations, these young people are being offered support to maximise their potential and attain satisfactory post-Year 11 destinations. The Detached Youth Work Team also work in partnership with Housing in order to offer essential support to the increasing number of young people aged 16-25 who have presented as homeless during this time.

During the period of lockdown there has been a significant increase in recorded instances of children and young people within the county experiencing anxiety and a range of other mental health issues. A corresponding increase in demand for counselling has resulted in 60 new referrals during this period, and Xenzone, our commissioned counselling service, currently have 190 active cases. Working in close collaboration with key partners, Schools Service is making effective use of additional funds received from Welsh Government to reduce the number of children and young on the counselling waiting list and increase the numbers sessions available. In addition, funding has been accessed to implement play therapy and counselling support for the younger pupils in our early years' settings and primary schools. This web-based counselling service from Kooth also remains available.

Specific assistance has been developed working in collaboration with Children's Services, to support children looked after and their families during this time. For example, the Education Psychology team have been making regulars calls to foster families to provide guidance in respect of distance learning, and the Open Access Youth Team have been developing an online youth group specifically for children looked after.

4.3 Social Support for Young People

The Open Access Youth Team moved their face-to-face support to online platforms such as Facebook, Instagram, WhatsApp and Microsoft Teams to ensure they are able to continue to provide are social support for young people. In addition, they have published a series of videos on these platforms to send messages out to young people, for example 'stay home, stay safe' and 'Diolch / Thank you to young people who are listening and staying home'. Weekly youth club sessions are held across the county via Microsoft Teams and this has worked well to date. Young people are able join in activities that are delivered by the youth workers and have an opportunity to ask questions, seek information and support, and to ask for further contact outside of these sessions.

The team send out a weekly activity resource pack to the ECHs and are in contact with the Urdd to provide Welsh Language activities. Also, schools are

in contact with their designated Youth Workers to advise about those young people who may need emotional support. The Open Access Youth Team also work in close collaboration with the police and Housing Department to provide advice and guidance around social distancing in public. This combined approach encourages discussion around context, for example, why a gathering has occurred, whether there may be an underlying issue that has forced the participants out of their home environments or alternatively whether boredom might be the underlying cause.

6. Conclusions and Next Steps

The Authority has acted swiftly and decisively in its response to COVID-19, ensuring that appropriate community-based support was in place for the children and young people of Powys. This was achieved through three key multi-agency working groups, which focused on emergency childcare provision, continuity of learning, and learner and staff wellbeing.

Through consistent and effective leadership, the following has been achieved:

- Powys committed to exceeding the expectations placed on it and has consistently gone above and beyond the requirements of the nationally issued guidelines and directives;
- Effective stakeholder engagement and communication;
- Increased use of technology enhanced collaboration and stakeholder engagement in decision making;
- Collaborative and robust decision by leaders was taken at pace;
- Learner wellbeing underpinned all strategic decision making;
- Extensive multi-agency collaboration resulted in consistent approaches across Powys;
- Officers produced clear guidance for schools and parents;
- Appropriate delegation of tasks and responsibilities;
- Improved working relationships and collaboration with school leaders;

As the lockdown is lifted and we enter a new phase that will see all schools reopening in September, the School Service continues to reflect and evaluate the progress made in order to build capacity and resilience in the service. The response to the pandemic has resulted in alternative ways of working that will be developed and enhanced to create new, more effective working practices in line with the authority's post pandemic design principles.

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Appendix A:

- A wellbeing resource for primary schools. A useful book to assist in explaining Coronavirus to primary pupils, available in Welsh, English and other languages. These resources are available on the Penaethiaid Powys Headteacher network on HWB
- Powys SEN /ALN network on HWB <https://hwb.gov.wales/networks/f8a73fdf-3918-46a5-8fa2b8e8da9876d8> which provides an extensive bank of resources and proforma
- Powys Mental Health and Emotional Wellbeing in Schools community network on HWB <https://hwb.gov.wales/go/yli281>
- World Health Organisation WHO – Helping children cope with stress during the COVID-19 outbreak:
https://www.who.int/docs/defaultsource/coronaviruse/helping-childrencope-with-stressprint.pdf?sfvrsn=f3a063ff_2
- Support for parents - Powys Top Ten Tips for Parents during lockdown. 10 Top Tips to support parents and carers of babies and young children suitable from birth to 4 at home. Available in Welsh and English
- Anna Freud – ‘Mentally Healthy Schools’
<https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/>
- Covidbook: Foundation Phase <https://www.mindheart.co/descargables>
An interactive resource designed to support and reassure children aged 7 and under, designed to help children explain and draw the emotions that they might be experiencing during the pandemic (available in English, Welsh and many other languages)
- Anxiety Booklet: produced by Powys Youth Service
- CAMHS – A set of resources produced by CAMHS

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

CYNGOR SIR POWYS COUNTY COUNCIL

Schools Service

Date: 24 June 2020

REPORT TITLE:	Rationale on Decision for Childcare for Key Workers
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REPORT FOR:	Information and Discussion
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1. Purpose

To provide detail of the rationale that informed the decision and approach for childcare for key workers from the 29 June 2020 until the 24 July 2020.

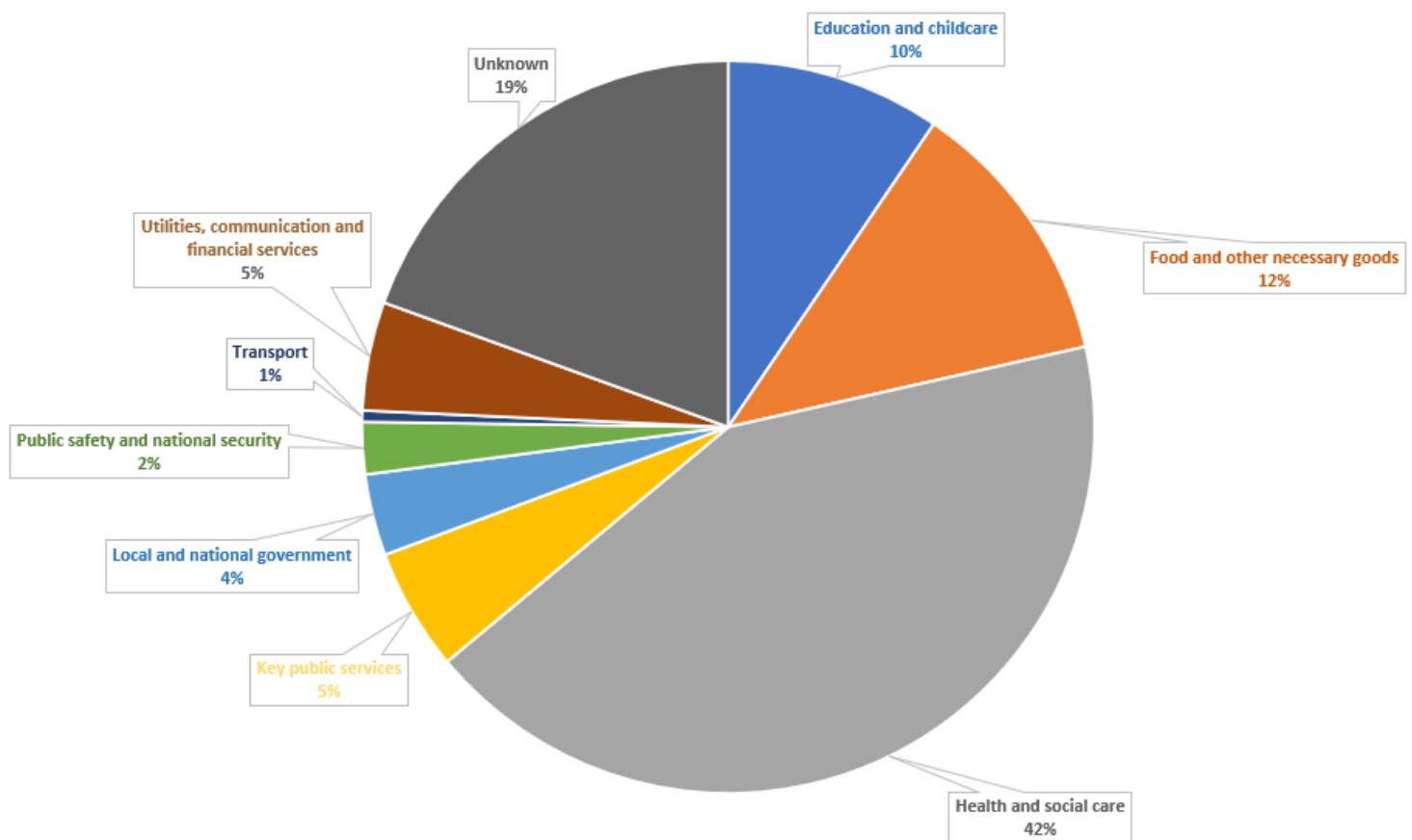
2. Background and Evidence

Schools will re-open on the 29 June 2020 in order to 'Check In, Catch Up and Prepare' for the summer. Childcare up to that point has been provided in Powys through 16 emergency childcare hubs which have been based in school buildings.

From the 29 June, childcare in Powys will change from 8am to 6pm seven days a week, to 8.30am to 4.30pm based on the following evidence, which is based on the use of the hubs during the past 12 weeks.

3.1 Professions of critical key workers using the Hubs

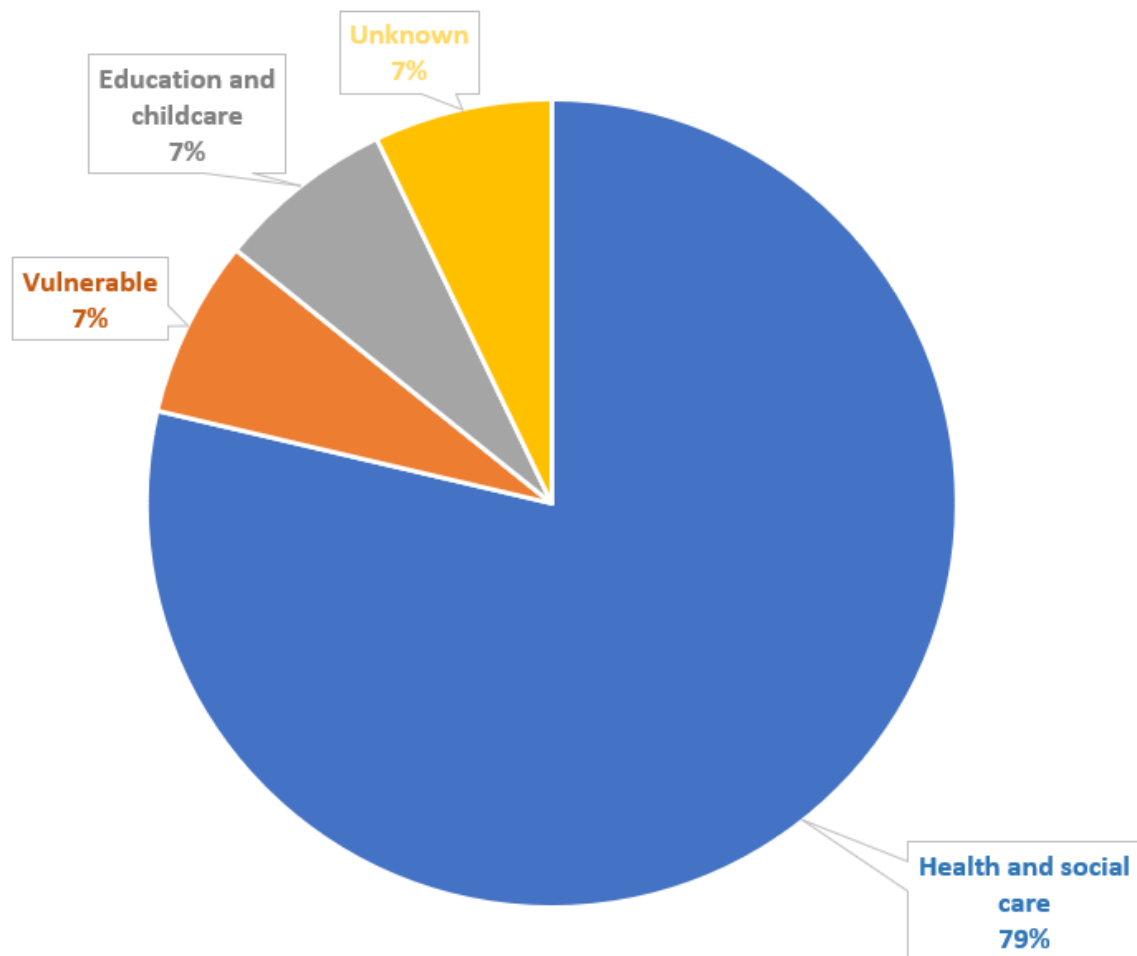
Education and childcare	42	9.5%
Food and other necessary goods	53	12.0%
Health and social care	188	42.5%
Key public services	24	5.4%
Local and national government	16	3.6%
Public safety and national security	10	2.3%
Transport	2	0.5%
Utilities, communication and financial services	21	4.8%
Unknown	86	19.5%
Total	442	100%



3.2 Professions of critical key workers using the Hubs at weekends

The below figures are based on the four weekends between 16 May and 7 June 2020.

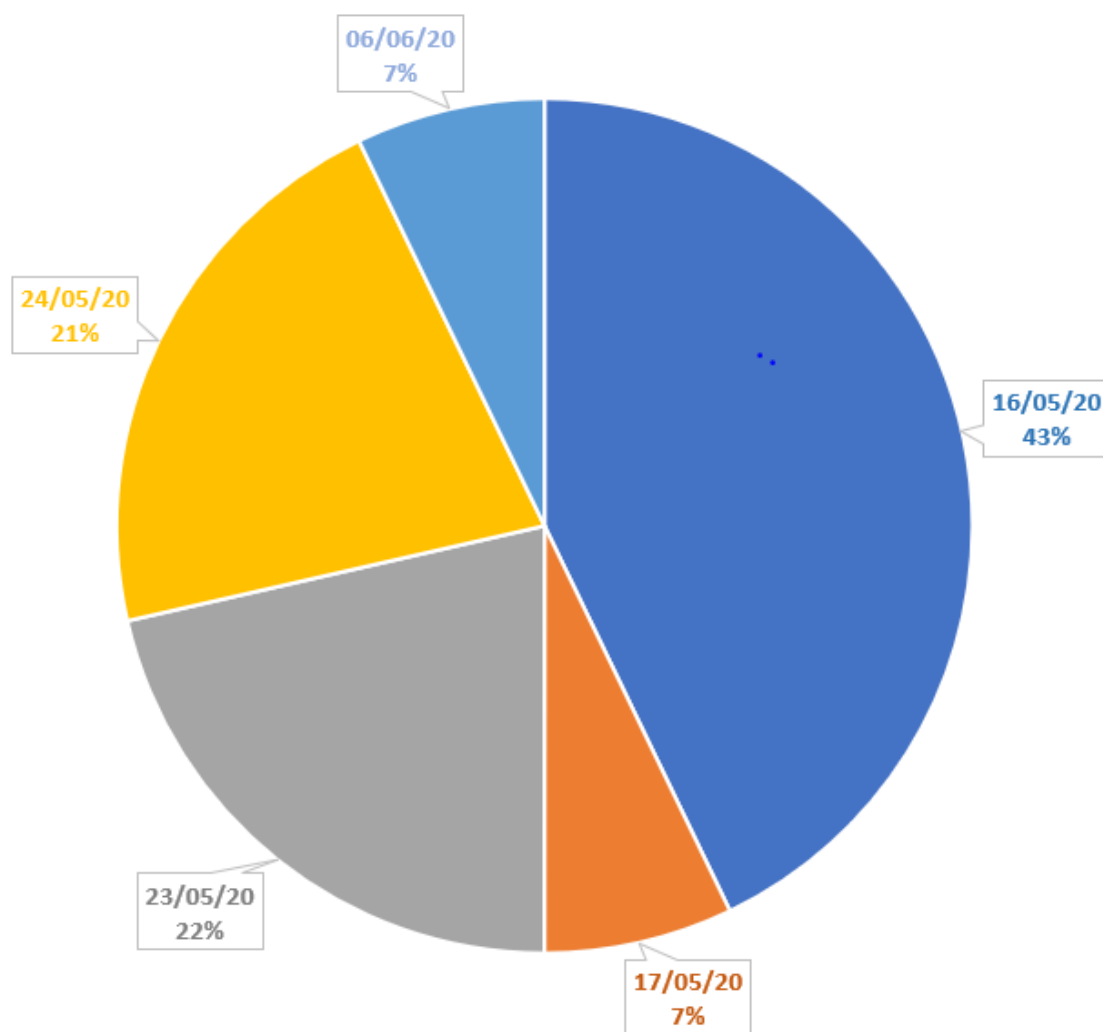
Health and social care	11	78.6%
Vulnerable	1	7.1%
Education and childcare	1	7.1%
Unknown	1	7.1%
Total	14	100.0%



3.3 Bookings per weekend

The below figures are based on the four weekends between 16 May and 7 June 2020.

16/05/2020	6	42.85%
17/05/2020	1	7.14%
23/05/2020	3	21.42%
24/05/2020	3	21.42%
06/06/2020	1	7.14%
Total	14	100%



3.3 Average pick-up times.

<u>Hub</u>	<u>Pupils Staying until 6.00 pm</u>	<u>Average Collection time for Children</u>
Priory C in W School, Brecon	21 children who stay late being picked up just before 6pm	between 5pm and 6pm for pick up.
Ysgol Bro Hyddgen – Primary campus	Currently no pupils stay until 6.00pm	4.00pm
Newbridge-on-Wye C. in W. School	On average, the latest tends to be 5.15pm although there have been exceptions	most collections occur between 3.30pm and 4.30pm
Cefnlllys C.P. School	On average, 12 children who attend every day week are picked up between 5.00pm and 6pm	On average between 3.30 pm and 4.30 pm

Crickhowell C.P. School	approximately 2-3 children regularly stay until 6pm	The most popular pick up time is around 4.15-4.30
Archdeacon Griffiths C. in W. School	On average one child is collected at 6pm once a week	between 4.30pm and 5.30pm.
Llanidloes C.P. School	No children stay until 6pm	4.45pm
Llanfair Caereinion C.P. School	One pupil attends 3 days a week who stays until 5:30pm and 5:45pm at the latest	3.30pm but no later than 5.30pm
Llanfyllin C.P. School	1 very rarely	The average pick-up time is 4.00pm.
Ysgol Gymraeg Dyffryn y Glowyr	On average 4 pupils stay beyond 5.30pm	4.00 pm
Ysgol Dafydd Llwyd	Approximately 4 pupils stay until 6pm	3.30 pm
Llanfaes	Approximately 9 pupils	Between 3.30 pm and 4.30 pm
Presteigne Primary School	1 pupil .	The majority have gone by 4.30pm
Welshpool C in W Primary School (Howell Drive site)	Approximately 4 or 5 stay until 5.00pm and one stays until between 5.30pm and 5.45pm dependent on shifts	The main bulk of children leave around 3.00pm and 3.30pm.

4. Rationale

With the announcement of the re-opening of schools for 'Check In, Catch Up and Prepare', and the accompanying announcement that emergency childcare will be returning to individual schools, it is anticipated that there will be an increase in demand. In terms of numbers, it will be our primary schools that are most heavily affected. The majority of our primary heads are concerned that key worker children will now take up most of the places that they can accommodate, as the Welsh Government guidance states that pupil numbers should not exceed 30% of their normal capacity.

A case in point would be one of our schools where, to date, seven pupils from that school have accessed the emergency childcare hubs during the last 3 months. Now, with the relaxing of lockdown and the increase in workplaces opening, over fifty parents are registering their children as children of key workers and expect to access the emergency childcare provision in that school. This particular school has about 120 pupils. That means that if the school accommodates the fifty requests for emergency childcare, they will probably exceed capacity, and will not be able to offer any schooling for the other seventy pupils during the summer term. Other schools are reporting similar or greater pressure.

The main issue at the moment is with parents stating that, unless their child is guaranteed an emergency childcare place every day for the four weeks, they will not be able to fulfil their key worker role. We also have others parent who have not used the service in during the previous three months arguing that they now need to use it and should be prioritised. We need clarity on an allocation and rationing system.

Previous to the Welsh Government announcement about all pupils returning for 'Check In, Catch Up and Prepare', we had been exploring a model that focused on providing support for those pupils transitioning to High School or in a final year of exams. This had been our default model for several weeks and planning had been concerned with implementing it. Part of the challenge is around the numbers of teachers available, including those who teach across multiple year groups in our primary schools. If a Year 4,5 or 6 teacher goes with Year 6 to the secondary, the school is then a teacher down for the other pupils back at the school. We are currently awaiting information about how many teachers will actually be away from work because of shielding during the four-week period, and in some cases, this will restrict the ability of schools to function. For example, we have a primary school where the Headteacher and Deputy Headteacher have serious health conditions which will keep them away from school. We are discussing whether that school will re-open at all before the summer term.

We can explore further the Year 6 transition model, but it might be a solution or part solution, once we have determined how we intend to play the other matters outlined, such as the rationing of places etc.

In respect of the question regarding the children currently attending the Emergency Childcare Hubs, we expect all of those children to be able to go back to their own school and spend every day there for the week period until the end of term, from 8:30am to 4:30pm. These children amount to about 450 regular users and should be able to be accommodated in their own school without any problem. The issue is the significant number parents / carers who now claim entitlement to a place for their child/ren, having not used the service during the previous three months; however we do acknowledge that this is sometimes for good reason, for example, the parent was furloughed.

5. Additional Emergency Childcare Capacity

We have therefore worked with key partners such as Freedom Leisure and Children's Services to develop a model where Leisure facilities can reopen to offer additional emergency childcare capacity. This additional resource will release available space in schools so that they are able to deliver the required sessions of 'Check In, Catch Up and Prepare' for their pupils, as well free up teacher time to continue to provide Blended Learning.

Contact Officer: Lynette Lovell, (Interim) Head of Education
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Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Please read the accompanying guidance before completing the form.

This **Impact Assessment (IA)** toolkit, incorporates a range of legislative requirements that support effective decision making and ensure compliance with all relevant legislation. **Draft versions of the assessment should be watermarked as "Draft" and retained for completeness. However, only the final version will be made publicly available. Draft versions may be provided to regulators if appropriate. In line with Council policy IAs should be retained for 7 years.**

Service Area	Education	Head of Service	Lynette Lovell	Portfolio Holder	Cllr Phyl Davies
Proposal	Additional Emergency Childcare Provision				
Outline Summary / Description of Proposal					
To provide additional emergency childcare provision in 5 leisure centres across Powys so that additional capacity can be made available to support key workers to return to work. This will be based on the emergency childcare hub model that has been operating on a cluster basis for the last 12 weeks in schools.					

1. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Job Title	Date
1.0	Sarah Quibell	Strategic Improvement Manager (Schools)	19.06.20
1.1	Sarah Quibell	Senior Manager – Education Services / Strategic Improvement Manager (Schools)	21.06.20
1.2	Sarah Quibell	Senior Manager – Education Services / Strategic Improvement Manager (Schools)	25.06.20

2. Profile of savings delivery (if applicable)

2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
£	£	£	£	£	£

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
No consultation required (please provide justification)	Emergency requirement in response to Welsh Government instructions about the reopening of schools.

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Impact Assessment (IA)

The integrated approach to support effective decision making



4. Impact on Other Service Areas

Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?)
PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY

Adult Services	<input type="checkbox"/>	Education	<input type="checkbox"/>	Legal and Democratic Services	<input type="checkbox"/>
Children's Services	<input checked="" type="checkbox"/>	Finance	<input type="checkbox"/>	Property, Planning and Public Protection	<input checked="" type="checkbox"/>
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	<input type="checkbox"/>	Transformation and Communications	<input type="checkbox"/>
Digital Services	<input type="checkbox"/>	Housing and Community Development	<input type="checkbox"/>	Workforce and OD	<input type="checkbox"/>

Data Protection Impact Assessment

Will the proposal involve processing the personal details of individuals? Yes ☒ No ☐

Is Powys County Council the data controller? Yes ☒ No ☐

If you have answered yes to either of the above you will be required to complete, as a minimum, the screening questions on the data protection impact assessment.
 For further advice please contact the Data Compliance Team.

4a Geographical Locations

What geographical area(s) will be impacted by the proposal? (Chose all those applicable)

Powys	<input checked="" type="checkbox"/>	Brecon	<input type="checkbox"/>	Llandrindod and Rhayader	<input type="checkbox"/>	Machynlleth	<input type="checkbox"/>
		Builth and Llanwrtyd	<input type="checkbox"/>	Llanfair Caereinion	<input type="checkbox"/>	Newtown	<input type="checkbox"/>
North	<input type="checkbox"/>	Crickhowell	<input type="checkbox"/>	Llanfyllin	<input type="checkbox"/>	Welshpool and Montgomery	<input type="checkbox"/>
Mid	<input type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>	Llanidloes	<input type="checkbox"/>	Ystradgynlais	<input type="checkbox"/>
South	<input type="checkbox"/>	Knighton and Presteigne	<input type="checkbox"/>				

5. How does your proposal impact on Vision 2025?

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Impact Assessment (IA)

The integrated approach to support effective decision making



Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
The Economy We will develop a vibrant economy	The provision of the additional capacity will enable more key workers to return to work and provide equity of access to this facility.	Good	Work closely with all key partners to mobilise the provision urgently and ensure it is compliant with relevant statutory requirements such as CISW Registration where necessary	Very Good
Health and Care We will lead the way in providing effective, integrated health and care in a rural environment	The provision of the additional capacity will enable schools to provide the appropriate support to our vulnerable learners.	Good	Work closely with all key partners to mobilise the provision urgently and ensure it is complaint with relevant statutory requirements such as CISW Registration where necessary	Very Good
Learning and skills We will strengthen learning and skills	The provision of the additional capacity will support our schools to provide the appropriate number of Check In and Catch Up sessions for all learners	Good	Work closely with all key partners to mobilise the provision urgently and ensure it is compliant with relevant statutory requirements such as CISW Registration where necessary	Very Good
Residents and Communities We will support our residents and communities	The provision of the additional capacity will enable key workers to return to work and support residents and communities to commence the recovery from lock down on a local basis	Good	Work closely with all key partners to mobilise the provision urgently and ensure it is compliant with relevant statutory requirements such as CISW Registration where necessary	Very Good

Source of Outline Evidence to support judgements

The outline evidence is:

- Welsh Government guidance for schools including the maximum of 30% of learners on site at any one time and the Check In and Catch Up approach to support pupil well-being
[Keep Education Safe: Operational Guidance for Settings and Schools \(COVID-19\)](#)
[Schools increasing operations from 29 June: coronavirus: Frequently asked questions about how schools can work from 29 June 2020](#)
- Welsh Government social distancing guidelines
- the number of parents / carers that have been accessing the emergency childcare provision
- the key worker professions of the parents / carers that have been accessing the emergency childcare provision
- use of the emergency childcare provision at weekends
- the average pick-up times at the emergency childcare provision
- the number of parents indicating that they would like to access the emergency childcare provision during the 'Check In, Catch Up and Prepare' period
- the number of learners to provide Check In, Catch Up and Prepare' sessions for
- the number of vulnerable learners
- the varying size and capacity of individual schools
- the number of schools' staff available to provide support for Check In and Catch Up, emergency childcare for vulnerable learners and the learners of key workers, and blended learning
- the number of schools' staff who are self-isolating or shielding
- concerns and complaints regarding equitable access to the emergency childcare provision

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



6. How does your proposal impact on the Welsh Government's well-being goals?

Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.	Sufficient emergency childcare capacity will support schools to provide the appropriate amount of 'Check In, Catch Up' sessions and assist residents to return to work.	Good	Work closely with all key partners to mobilise the provision urgently and ensure it is compliant with relevant statutory requirements such as CISW Registration where necessary.	Very Good
A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).		Choose an item.		Choose an item.
A healthier Wales: A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood. Public Health (Wales) Act, 2017: Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.	Support the mental well-being of children, their parents and the family as a whole, by supporting a return towards normality as we start to transition out of the lockdown phase of the response to the Covid-19 pandemic.	Good	Work closely with all key partners to mobilise the provision urgently and ensure it is compliant with relevant statutory requirements such as CISW Registration where necessary. In addition, many of the children attending this additional provision in the Leisure Centres will already know the buildings and therefore be familiar with them, potentially reducing concern and anxiety they may experience.	Very Good
A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.	Enabling and supporting people (keyworkers / parents) to return or undertake work to support the wider community and County.	Good	Supporting the local and wider economy and encouraging communities to invest in, protect and appreciate their local areas, businesses and fellow residents.	Very Good

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being. Human Rights - is about being proactive (see guidance) UN Convention on the Rights of the Child: The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.	The provision of additional emergency childcare capacity supports equity of access to the prescribed school-based provision for all learners. It will: <ul style="list-style-type: none"> support our schools to provide the appropriate number of Check In and Catch Up sessions for all learners enable schools to provide appropriate support to our vulnerable learners enable more key workers to return to work and provide equity of access to this facility support residents and communities to commence the recovery from lock down on a local basis 	Good	Work closely with all key partners to mobilise the provision urgently and ensure it is compliant with relevant statutory requirements such as CISW Registration where necessary. In addition, many of the children attending this additional provision in the Leisure Centres will already know the buildings and therefore be familiar with them, potentially reducing concern and anxiety they may experience.	Very Good
A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i>				
Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language	Athrawon Bro staff will support the staffing in the additional Hubs, which will allow for Welsh-medium support as well as a promotion of incidental usage of the Welsh language.	Very Good		Choose an item.
Opportunities to promote the Welsh language	As above	Very Good		Choose an item.
People are encouraged to do sport, art and recreation.	Activities will, in part, be targeted to these areas within the hub provision.	Good	Linking with key partners such as the Sports Development Team supports this aim.	Very Good
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). <i>Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).</i>				
Age		Choose an item.		Choose an item.

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<i>Disability</i>	The provision of additional emergency childcare capacity supports equity of access to the prescribed school-based provision for all learners including our most vulnerable learners and those with SEN / ALN	Good	Work closely with all key partners to mobilise the provision urgently and ensure it is compliant with relevant statutory requirements such as CISW Registration where necessary. In addition, many of the children attending this additional provision in the Leisure Centres will already know the buildings and therefore be familiar with them, potentially reducing concern and anxiety they may experience.	Very Good
<i>Gender reassignment</i>		Choose an item.		Choose an item.
<i>Marriage or civil partnership</i>		Choose an item.		Choose an item.
<i>Race</i>		Choose an item.		Choose an item.
<i>Religion or belief</i>		Choose an item.		Choose an item.
<i>Sex</i>		Choose an item.		Choose an item.
<i>Sexual Orientation</i>		Choose an item.		Choose an item.
<i>Pregnancy and Maternity</i>		Choose an item.		Choose an item.
<i>Socio-economic duty</i>	Supports key workers to return to work providing essential services and contributing to the re-establishment of the local economy	Very Good	Work closely with all key partners to mobilise the provision urgently and ensure it is are compliant with relevant statutory requirements such as CISW Registration where necessary.	Very Good

Source of Outline Evidence to support judgements

The outline evidence is:

- Welsh Government guidance for schools including the maximum of 30% of learners on site at any one time and the Check In and Catch Up approach to support pupil well-being
[Keep Education Safe: Operational Guidance for Settings and Schools \(COVID-19\)](#)
[Schools increasing operations from 29 June: coronavirus: Frequently asked questions about how schools can work from 29 June 2020](#)
- Welsh Government social distancing guidelines
- the number of parents / carers that have been accessing the emergency childcare provision
- the key worker professions of the parents / carers that have been accessing the emergency childcare provision
- use of the emergency childcare provision at weekends
- the average pick-up times at the emergency childcare provision
- the number of parents indicating that they would like to access the emergency childcare provision during the 'Check In, Catch Up and Prepare' period
- the number of learners to provide Check In, Catch Up and Prepare' sessions for
- the number of vulnerable learners
- the varying size and capacity of individual schools
- the number of schools' staff available to provide support for Check In and Catch Up, emergency childcare for vulnerable learners and the learners of key workers, and blended learning
- the number of schools' staff who are self-isolating or shielding
- concerns and complaints regarding equitable access to the emergency childcare provision

7. How does your proposal impact on the council's other key guiding principles?

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
Long Term: Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.	Establishing structures and processes that form new or alternative ways of working ensures more effective long-term provision. Encouraging people to work collaboratively from the outset will support this principle and will become the 'norm'.	Good	Residents and communities will understand, accept and implement alternative ways of working, communicating and engaging, while still receiving a high-quality service and provision.	Very Good

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Collaboration: Working with others in a collaborative way to find shared sustainable solutions.	To find sustainable shared solutions, and mobilise additional emergency childcare capacity urgently has required, and demonstrated, extensive collaborative working. This approach has also ensured that the provision is compliant with relevant statutory requirements such as CISW Registration where necessary.	Good	Build on the collaborative working that established the original Emergency Childcare Hub, engaging with staff at all levels to co-design this additional provision, utilising the experience to date to inform approach. The extensive collaborative working which has established this provision will continue to inform future practice and will form long-term effective, positive relationships for work going forward.	Very Good
Involvement (including Communication and Engagement): Involving a diversity of the population in the decisions that affect them including: Unpaid Carers: Ensuring that unpaid carers views are sought and taken into account	Stakeholders have been provided with effective communication and engagement opportunities and informed of the plans to enable them to make decisions based on their personal circumstances.	Good	Regular, continuous communication will be undertaken to inform, engage and mitigate any negative impacts that may be experienced.	Very Good
Prevention: Understanding the root causes of issues to prevent them from occurring including: Safeguarding: Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.	All policies, guidelines, procedures, experience and protocols will be transferred from the School Hubs into the additional emergency childcare hubs to ensure continuity and help prevent misunderstanding or ambiguity. All safeguarding measures will be planned and in place from the outset.	Good	Systems will be further developed over time to respond to the alternative setting and create a more efficient provision	Very Good
Integration: Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.	This proposal has been agreed and implemented based on the requirements, needs and well-objectives of the authority.	Good	To meet the needs of well-being goals and objectives in the future, similar integrated approaches will be undertaken to provide a positive and effective outcome.	Very Good

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Powys County Council Workforce: What Impact will this change have on the Workforce?	Provision of more emergency childcare will support the PCC workforce to return to front line activity where applicable.	Good	Many of the children attending this additional provision in the Leisure Centres will already know the buildings and therefore be familiar with them, potentially reducing concern and anxiety they may experience.	Very Good
Payroll: How will this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?		Choose an item.		Choose an item.
Welsh Language impact on staff	Athrawon Bro staff will support the staffing in the additional Hubs, which will allow for Welsh-medium support as well as a promotion of incidental usage of the Welsh language.	Good		Choose an item.
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?		Choose an item.		Choose an item.

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Source of Outline Evidence to support judgements				
<p>The outline evidence is:</p> <ul style="list-style-type: none"> Welsh Government guidance for schools including the maximum of 30% of learners on site at any one time and the Check In and Catch Up approach to support pupil well-being Keep Education Safe: Operational Guidance for Settings and Schools (COVID-19) Schools increasing operations from 29 June: coronavirus: Frequently asked questions about how schools can work from 29 June 2020 Welsh Government social distancing guidelines the number of parents / carers that have been accessing the emergency childcare provision the key worker professions of the parents / carers that have been accessing the emergency childcare provision use of the emergency childcare provision at weekends the average pick-up times at the emergency childcare provision the number of parents indicating that they would like to access the emergency childcare provision during the 'Check In, Catch Up and Prepare' period the number of learners to provide Check In, Catch Up and Prepare' sessions for the number of vulnerable learners the varying size and capacity of individual schools the number of schools' staff available to provide support for Check In and Catch Up, emergency childcare for vulnerable learners and the learners of key workers, and blended learning the number of schools' staff who are self-isolating or shielding <p>concerns and complaints regarding equitable access to the emergency childcare provision</p>				

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



8. What is the impact of this proposal on our communities?

Communities	How does the proposal impact on residents and community?	<u>IMPACT</u> See impact definitions in guidance document	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> See impact definitions in guidance document	Source of Outline Evidence to support judgement
<p>The school service will be opening 5 childcare hubs in leisure centres across Powys in Rhayader, Brecon, Ystrad, Newtown and Welshpool. This will be based on the successful childcare model that we have been operating for the past 12 weeks.</p>	<p>The provision of additional emergency childcare capacity supports equity of access to the prescribed school-based provision for all learners. It will:</p> <ul style="list-style-type: none"> • support our schools to provide the appropriate number of Check In and Catch Up sessions for all learners • enable schools to provide appropriate support to our vulnerable learners • enable more key workers to return to work and provide equity of access to this facility • support residents and communities to commence the recovery from lock down on a local basis 	Major	The opening of the additional emergency childcare hubs will increase the ability of the service to provide the quantity of emergency childcare places whilst also allowing for the relevant check in catch-up for each pupil to take place within the schools in accordance with the Welsh Government guidance	Minor	As per the outline evidence listed on pages 4, 8 and 11 of this Impact Assessment

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



9. What are the risks to service delivery or the council following implementation of this proposal?

Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)
The ability of the service to provide the quantity of emergency childcare places whilst also allowing for the relevant check in catch-up for each pupil to take place within the schools in accordance with the WELSH GOVERNMENT guidance. For example, without this provision police officers, GPs and other key workers would not be able to return to work	Almost certain x major = 20	The school service will be opening 5 childcare hubs in leisure centres across Powys in Rhayader, Brecon, Ystrad, Newtown and Welshpool. This will be based on the successful childcare model that we have been operating for the past 12 weeks.	Unlikely x minor = 4

10. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:
The opening of the additional emergency childcare hubs will increase the ability of the service to provide the quantity of emergency childcare places whilst also allowing for the relevant check in catch-up for each pupil to take place within the schools in accordance with the WELSH GOVERNMENT guidance	

11. Is there additional evidence to support the Impact Assessment (IA)?

What additional evidence and data has informed the development of your proposal?
As per the outline evidence listed on pages 4 and 8 of this Impact Assessment.

12. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?
All emergency childcare provision is monitored on a daily and weekly basis by Headteachers, Hub leads, Schools Service SSMT, Silver, and Gold. In addition, any further Welsh Government guidance regarding the re-opening of schools, educational provision and emergency childcare for vulnerable learners and the children of key workers will be taken in account and applied as appropriate.
Please state when this Impact Assessment will be reviewed.
As any change to the emergency childcare provision is required

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



13. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Quibell		24.06.20
Head of Service:	Lynette Lovell		
Portfolio Holder:	Cllr Phyl Davies		

14. Governance

Decision to be made by	Date required
Portfolio Holder	

FORM ENDS

REPORT FOR SILVER 09/06/2020

OPTIONS FOR THE TRANSITION FROM THE CLOSURE OF EMERGENCY CHILDCARE HUBS TO THE REOPENING OF SCHOOLS ON 29TH June 2020

On Wednesday 3rd June, the education minister announced to reopening of all schools for all pupils on the 29th June 2020. It was announced that this would be a staggered approach in order for all pupils to check in, catch up and prepare for school in September.

The current situation is that in Powys we have been running 14 mainstream emergency childcare hubs and 2 special provision childcare hubs. The hubs have provided free childcare for key workers and vulnerable pupils from 8am – 6 pm, 7 days a week including bank holidays.

As all schools re-open, they will provide the childcare for the pupils in their own schools.

Schools who have been re-purposed as hubs will need time to transition to the new normal schools which will included added signage, circulation routes, staggered starts and ends to the day etc.

In order for this to happen the proposal brought to silver is as follows:

- All emergency childcare hubs close at 6pm on Wednesday 24th June 2020
- Childcare for key workers' children and vulnerable children to be provided by the child's own school or cluster on Thursday 25th June 2020 and Friday 26th June 2020 from 8.30am until 4.30pm provided the school building is safe for pupils and staff to do so.
- Bookings will remain a central function for key workers' children and vulnerable pupils until July 27th 2020.
- In the very few schools where key workers' children and vulnerable pupils attend on a regular basis, a cap will be placed on the amount of children coming into school so that all children can attend school at least once or twice before the end of term.

Lynette Lovell

08/06/2020

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol