

Please ensure that you refer to the Screening Form Guidance while completing this form.

Which service area and directorate are you from?

Service Area: Vulnerable Learner Service

Directorate: Education

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other

(b) Please name and fully describe initiative here:

The Vulnerable Learners Service Inclusion Strategy was agreed by Cabinet in May 2023 and aims to bring together the key priorities across all areas of the Vulnerable Learners Service which will support us to meet the needs of vulnerable learners to achieve the aims of the Education Directorate and Swansea Council. These priorities are:

- promoting attendance;
- promoting inclusion;
- embedding effective universal (whole school) provision while supporting sufficient specialist places;
- embedding a shared inclusion ethos; and
- a whole school approach to emotional health and psychological wellbeing (EHPW.)

Within the priority of inclusion there is a current workstream focusing on developing a pupil behaviour strategy and local authority policy for Swansea schools. The strategic steps also include developing a model policy for schools, based on the local authority's policy This work is being considered as part on the Education Service Transformation Committee (STC) and regular updates have been provided to the committee, with committee members providing input, engagement and guidance to the policy development process.

The STC approach has been to consider behaviour through the lens of safe school environments where all members of the school community treat each other with kindness and consideration. In addition, the importance of instilling a sense of accountability for actions and decisions all members of a school community has influenced the development of policy in this area.

A range of evidence and feedback provided by school staff, trades unions and agencies via a series of workshops, questionnaires and wider engagement activity has resulted in a co-constructed strategy with three key aims, namely, creating a local authority policy (setting out expectations on respect, rights and responsibilities), drafting a model school policy based on agreed principles and a helpful toolkit to support school staff. The policy being considered for screening in this form is the newly developed Rights, Respect and Responsibility (RRR) Policy

In recent years it has been important to develop policy in tandem with stakeholders. All the input into the local authority’s RRR policy and the RRR policy for schools has come from professionals working in collaboration to address the issue of pupil behaviour.

It is envisaged that this policy will be noted by schools and that schools utilise or adopt the model policy to support existing policies and that every practitioner has access to the RRR toolkit.

The policy aims to set out clear expectations for respectful relationships it is hoped that more schools can be supported to adapt practice to improve learner outcomes. It is the first step in a series of documents which will be produced but it is necessary to get the policy agreed and in place first before the supporting documents can be finalised.

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

	High Impact		Medium Impact		Low Impact		Needs further Investigation	No Impact
	+	-	+	-	+	-		
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Human Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q3 What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches? Please provide details below – either of your activities or your reasons for not undertaking involvement

The policy has been fully co-designed with stakeholders from across a breadth of sectors and groups, including children and young people. A critical principle of this policy development work

was stakeholder engagement and co-design. The following activity has been undertaken to capture the voice, views and input of as many stakeholders and delivery partners as possible:

Four multi agency stakeholder workshops have taken place between June 2024 and January 2025. These have been attended by representatives from:

- school (headteachers, senior leaders, middle leaders, additional learning needs co-ordinators and , pastoral leads;
- trades Unions;
- the Welsh Government;
- third sector organisations;
- school based counselling services;
- Child Adolescent Mental Health Services (CAMHS)
- Local Health Board;
- Swansea Parent Carer Forum;
- Child and Family Services;
- Youth Justice Services;
- Police
- Education Psychology Team
- Education Officers and specialist teachers, including Behaviour Support Team
- Governors
- Members of the Service Transformation Committee

In addition to this, standalone sessions have taken place with:

- Headteachers
- Chairs of Governors
- Children and Young People

The input from children and young people was gathered at the Big Voice event 28th January 2025 at the National Waterfront Museum and included representatives from both primary and secondary schools. This work was supported by the Participation and Children's Rights Team.

Questionnaires were also circulated to all schools and 23 responses were received.

Four practitioners were recruited via an expression of interest process to undertake research in relation to the themes and principles which emerged from the engagement work to ensure there was a triangulated approach supported by empirical evidence. These practitioners include:

Primary school headteacher, primary deputy headteacher, secondary school assistant headteacher and secondary pastoral leader. They were supported by a Lead Behaviour Support Teacher and Educational Psychologist.

The draft policy was informed by the feedback and input from all of these engagement activities and the sessions included opportunities for stakeholders to reflect on the development and moderate progress.

Finally, a workshop was undertaken to share the draft policy for refinement.

Q4 Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:

- a) Overall does the initiative support our Corporate Plan’s Well-being Objectives when considered together?
 Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
 Yes No
- c) Does the initiative apply each of the five ways of working?
 Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
 Yes No

Q5 What is the potential risk of the initiative? (Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...)

High risk

Medium risk

Low risk

Q6 Will this initiative have an impact (however minor) on any other Council service?

Yes No **If yes, please provide details below**

Q7 Will this initiative result in any changes needed to the external or internal website?

Yes No **If yes, please provide details below**

Q8 Does the initiative involve changes to the way you process the personal data of Council staff or service users, for example the purchase of new customer management software?

Yes No

If your answer is yes, you should also screen the initiative for any implications regarding privacy and other GDPR rights and consider whether you need to amend your entry in the Council’s Information Asset Register. Please use the following link to the online screening form for a Data Protection Impact Assessment <https://staffnet.swansea.gov.uk/dpiascreeing>

For more about the Information Asset Register, please see <https://staffnet.swansea.gov.uk/informationassetregister>

Q9 What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?

(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)

Outcome of Screening

Q9 Please describe the outcome of your screening using the headings below:

- **Summary of impacts identified and mitigation needed (Q2)**

The impacts of this policy are high positive due to its commitment to meeting all the requirements of the Equality Act 2010 and the Wellbeing of Future Generations. The policy is intended to improve relationships in school contexts and reduce incidents of negative behaviours. It champions equality and positive relationships for all. The intention is that it supports school environments to be more conducive to learning and support the health, safety and wellbeing of all school stakeholders.

- **Summary of involvement (Q3)**

This is a truly co-designed policy. There has been significant stakeholder engagement as outlined in Q3 and this has directly shaped the policy produced.

- **WFG considerations (Q4)**

As already detailed the WFG has been a key policy consideration in developing this policy and the principles underpinning it are all around securing positive futures. The policy considered the long term impact on people and communities and certainly helps to prevent persistent problems. The fundamental principles of the policy are prevention and positive relationships leading to increased wellbeing and educational progression

- **Any risks identified (Q5)**

This is a low risk initiative, there are no risks identified.

- **Cumulative impact (Q9)**

The cumulative impact is high positive and low negative.

(NB: This summary paragraph should be used in the ‘**Integrated Assessment Implications**’ section of corporate report)

- Full IIA to be completed
 Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

Screening completed by:
Name: Kate Phillips
Job title: Head of Vulnerable Learners Service
Date: 07/02/2025
Approval by Head of Service:
Name:
Position: _____
Date: