



Complete Agenda

Democracy Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

EDUCATION AND ECONOMY SCRUTINY COMMITTEE

Date and Time

10.30 am, THURSDAY, 18TH JULY, 2024

(NOTE: A BRIEFING SESSION WILL BE HELD FOR MEMBERS AT 10:00AM)

Location

Hybrid - Siambr Hywel Dda, Swyddfeydd y Cyngor Caernarfon and virtually on Zoom

*** NOTE**

This meeting will be webcast

https://gwynedd.public-i.tv/core//en_GB/portal/home

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EDUCATION AND ECONOMY SCRUTINY COMMITTEE

MEMBERSHIP (18)

Plaid Cymru (12)

Councillors

Jina Gwyrfai
Dawn Lynne Jones
Gareth Tudor Jones
Gwynfor Owen
John Pughe
Rhys Tudur

Iwan Huws
Dewi Jones
Olaf Cai Larsen
Llio Elenid Owen
Huw Rowlands
Sian Williams

Independent (6)

Councillors

Elwyn Jones
Beth Lawton
John Pughe Roberts

Gwilym Jones
Dewi Owen
Richard Glyn Roberts

Ex-officio Members

Chair and Vice-Chair of the Council

CO-OPTED MEMBERS:

With a vote on education matters only

[vacant seat]	Church in Wales
Colette Owen	The Catholic Church
[vacant seat]	Meirionnydd Parent/Governors Representative
Karen Vaughan Jones	Dwyfor Parent/Governors' Representative
Sharon Roberts	Arfon Parent/Governors' Representative

Without a Vote

Elise Poulter	NEU
Gwilym Jones	NASUWT

AGENDA

1. ELECT CHAIR

To elect Chair for 2024-2025.

2. ELECT VICE-CHAIR

To elect Vice-chair for 2024-2025.

3. APOLOGIES

To receive any apologies for absence.

4. DECLARATION OF PERSONAL INTEREST

To receive any declarations of personal interest.

5. URGENT BUSINESS

To note any items that are a matter of urgency in the view of the Chair for consideration.

6. MINUTES

6 - 20

The Chair shall propose that the minutes of the previous meeting of this committee held on 21st March, 2024 be signed as a true record.

7. GWE ANNUAL REPORT 2023-24

21 - 25

To submit the GwE Annual Report for 2023-24.

8. MIDDLE TIER REVIEW

26 - 46

Cabinet Member – Councillor Beca Brown

To consider a report on the above.

9. SAFEGUARDING ARRANGEMENTS IN SCHOOLS

47 - 103

Cabinet Member – Councillor Beca Brown

To consider a report on the above.

10. GWYNEDD AND ERYRI SUSTAINABLE VISITOR ECONOMY PLAN 2035

104 - 161

Cabinet Member – Councillor Nia Jeffreys

To consider a report on the above.

11. EDUCATION AND ECONOMY SCRUTINY COMMITTEE 162 - 164
FORWARD PROGRAMME 2024-25

Present the Committee's draft work programme for 2024/25 for adoption.

12. FINANCE PERFORMANCE CHALLENGE MEETINGS 165

To nominate a representative to attend the Finance Department Performance Challenge meetings.

EDUCATION AND ECONOMY SCRUTINY COMMITTEE 21/03/24

Attendance:

Councillors: Councillor Elwyn Jones (Chair)
Councillor Paul Rowlinson (Vice-chair)

Councillors:- Jina Gwyrfai, Iwan Huws, Dawn Lynne Jones, Dewi Jones, Gareth Tudor Jones, Gwilym Jones, Cai Larsen, Beth Lawton, Dewi Owen, Gwynfor Owen, Llio Elenid Owen, John Pughe Roberts, Richard Glyn Roberts, Huw Llwyd Rowlands and Rhys Tudur.

Co-opted Members: Colette Owen (The Catholic Church), Manon Williams (Arfon Parent / Governor Representative), Elise Poulter (NEU) and Gwilym Jones (NASUWT).

Officers present: Geraint Owen (Corporate Director), Bethan Adams (Scrutiny Advisor) and Eirian Roberts (Democracy Services Officer).

Present for item 5:- Llyr Beaumont Jones (Assistant Head of Economy and Community Department), Elgan Sion Roberts (Low Carbon Energy Programme Manager, Ambition North Wales) and Nia Medi Williams (Senior Operations Officer, Ambition North Wales).

Present for item 6:- Councillor Beca Brown (Cabinet Member for Education), Gwern ap Rhisiart (Head of Education), Gwyn Tudur (Assistant Head: Secondary), Rhys Glyn (Head of Gwynedd Immersion Education System) and Debbie Anne Jones (Assistant Head: Corporate Services).

Present for item 7: - Councillor Beca Brown (Cabinet Member for Education), Gwern ap Rhisiart (Head of Education), Llion Williams (Assistant Head: Well-being and Equality) and Debbie Anne Jones (Assistant Head: Corporate Services).

1. APOLOGIES

Apologies were received from Councillors Sasha Williams and Dyfrig Siencyn (Council Leader).

2. DECLARATION OF PERSONAL INTEREST

Manon Williams (Arfon Parent / Governor Representative) declared a personal interest in item 7 because she has children who attend a primary school in Gwynedd and benefit from free school meals.

The member was not of the opinion that it was a prejudicial interest, and she did not leave the meeting during the discussion.

3. URGENT ITEMS

None to note.

4. MINUTES

The Chair signed the minutes of the previous meeting of this committee held on 25 January 2024 as a true record.

5. NORTH WALES GROWTH DEAL - QUARTER 3 2023/24 PERFORMANCE REPORT

The Assistant Head of Economy and Community Department and Ambition North Wales officers were welcomed to the meeting.

Submitted – the report of the Leader that presented the Quarter 3 report of the Growth Deal and the Portfolio's Risk Register and invited the committee to scrutinise the performance of Ambition North Wales in implementing the Growth Deal and to accept that mitigation measures were in place to respond to the risks.

After the Assistant Head of Economy and Community Department said a few words at the beginning, the Senior Operations Manager gave a short introduction setting the context and summarised the information submitted in the written report. She explained, as we were nearing the end of the financial year, that the report looked further than Quarter 3, by looking back on the progress of the last year, and was also looking ahead to the coming year. The Low Carbon Energy Programme Manager then gave an overview of the Energy Programme.

The Senior Operations Officer apologised that Alwen Williams, Ambition North Wales Portfolio Director could not be present at the meeting.

Members were then given an opportunity to ask questions and submit observations.

An enquiry was made as to how many of the 4,200 additional jobs referred to in the presentation would come to Gwynedd. In response, it was explained that the 4,200 jobs were across all projects and programmes. The answer was not at hand, but the figures could be provided to members.

It was emphasised that the number of jobs for Gwynedd, and possibly Conwy and the Isle of Anglesey, were of interest to members of this committee. It was noted that the Peblig Ward, Caernarfon was amongst the poorest 10% in Wales and that the Bevan Foundation's latest report on Poverty in Arfon noted that more jobs that paid well were needed in the area to tackle poverty. It was asked whether there was real hope that any plans would come to the Parc Bryn Cegin site in Bangor, especially with the advent of the Free Port in Anglesey and establishing a new Economic Investment Zone in the east. It was noted that Anglesey could offer many more incentives to businesses than we could offer in Gwynedd, and it was asked how we could ensure investment in this part of Wales.

In response, it was noted that:-

- The Ambition North Wales officers collaborated very closely with the Isle of Anglesey Council within the partnership, and that there was a working relationship between the Leaders of both county councils through the Ambition Board. It was noted that the Ambition North Wales Team received updates from the Isle of Anglesey Council on the Free Port.
- The Ambition North Wales have now committed to a Joint Venture Agreement with the Welsh Government to carry out the Parc Bryn Cegin project and the Welsh Government had appointed a consultation team to take the project through the planning permission stage. Work was ongoing on the high-level costs and on amending the plan for the plot and main plan, and it was believed that a final draft of the outline business case would be available by May.
- The Growth Deal projects had to include a strong benefits plan that indicated how the projects would create jobs locally and promote local skills. It was noted that Ambition North Wales had collaborated very closely with the Regional Skills Partnership, and also with the colleges and universities, with the aim of ensuring that the skills provision was available locally when the projects were progressing.

- It must be acknowledged that the Growth Deal was a regional plan and the type of projects that were suitable for the investment were capital projects that led to direct growth, and therefore, would possibly favour urban areas where the market was at its strongest.
- The concern was expressed regarding the possible impact of the Free Port on Gwynedd. It was understood that there was an intention to try and avoid any *displacement* from other areas into the Free Port areas, but knowing how to achieve this was required.
- Planning permission had been granted during the previous year to develop some of the other plots on Parc Bryn Cegin. It was hoped that this highlighted that the private sector also had an interest in the site, and that ensuring an investment or two on the site would be a huge step in the right direction to make the most of the potential the site offered.
- The work of developing the Gwynedd Economy Plan would proceed over the next year and there was no doubt that aspects from the Growth Programme would also be incorporated in that, namely wider aspects than the specific type of investment only relevant to the Growth Programme.

In response to further questions regarding the units on Parc Bryn Cegin, it was noted that:-

- There was an intention to take advantage of the opportunity through the Growth Deal to provide ready-made units on Parc Bryn Cegin.
- The number of units that would be constructed on the site could not be confirmed until the preparatory work in terms of developing the requirements of the market etc. had been completed. It was also noted that there was a desire to try and trial units that would meet future environmental requirements.
- It was hoped that the preparatory work would be completed by the Autumn.

The honest opinion of Ambition North Wales officers was requested regarding the impact of the Free Port. It was noted that there were no answers for us in Gwynedd in terms of how to avoid *displacement* because of the tax advantages offered to businesses that were established in the Free Port area. It was further noted, as we were overdependent on the public sector in Gwynedd, that there was a real need for investment from the private sector. More information was also requested regarding the Tourism Talent Network Programme, as well as an explanation why the RAG status of the Agri-Food and Tourism Programme was orange overall. In response, it was noted that:-

- It was not considered that the officers in the meeting were the best people to convey the official opinion of the Ambition North Wales regarding the Free Port, and it was possible to return to the members at this point after consulting with the Portfolio Director.
- David Mathews, Land and Property Programme Manager - Ambition North Wales, had a very close working relationship with Isle of Anglesey Council officers through the Holyhead Port project.
- The Free Port's figures in terms of creating jobs were very high, and there was no doubt that some of these jobs would go beyond the boundaries of Isle of Anglesey only.
- The Isle of Anglesey Council was currently going through the business plan process for the Free Port, and as a result of that, more details would be coming through on the content of the proposal etc. In the meantime, the Team in Ambition North Wales had received regular updates on the process to be able to try and identify opportunities to collaborate with the Isle of Anglesey.

- Close connections already existed with some of the Growth Deal's projects, namely Holyhead Hydrogen Hub, Morlais and Energy Project that was located within the Free Port area.

As the member that asked the question regarding the Tourism Talent Network Programme and the performance of the Agri-Food and Tourism Programme lost connection with the meeting before the question was answered, the Chair asked the Senior Operations Officer to provide a written response for him.

It was noted that:-

- It was not understood why the Ambition Board was called '*North Wales Economic Ambition Board*', instead of '*The Ambition Board of the North*' and perhaps that message should be conveyed to the new Minister for the Economy in the Welsh Government.
- In reality, it was an Ambition Board for the A55 because the travel time from large parts of Gwynedd to Caernarfon was longer than from Caernarfon to Deeside. The officers had acknowledged that the Growth Deal favoured urban areas, but wards such as Harlech and Llanbedr did not include urban areas, and they were not close to any urban areas.
- It was disappointing that the Council Leader and the Ambition North Wales Portfolio Director could not be present at the meeting to answer scrutinisers' questions.
- There was also a wish to express disappointment regarding the content of the report as there was no reference to Meirionnydd, except for Trawsfynydd (Cwmni Egin), which was currently very far away. Statements were seen in the press noting that the First Minister of Wales, in his previous post, gave money towards developments in Llanbedr airfield, but there was no reference to this in the report. It was suggested that an enquiry should be made to the new Minister for the Economy to see whether they would continue to look at having developments in Llanbedr airfield. It was noted that the old Development Board for Rural Wales was missed, it was highly praised for its work in the Meirionnydd area, but unfortunately, it was not believed that the Growth Deal would bring any benefits to that part of Gwynedd.

In response to the last observation, it was noted that a fund of £25m would be available under the Smart Local Energy Project to support local / community projects and small businesses to de-carbonise more effectively and that the Digital Programme projects that looked at improving digital connectivity would also help the less populated areas.

It was enquired whether the UK Government's recent statement regarding purchasing the Wylfa site would impact the Trawsfynydd Project. In response, it was noted that:-

- As well as making a statement regarding purchasing the Wylfa site, the UK Government had also undertaken a consultation on the new National Policy Statement to localise nuclear energy generation stations after 2025, that gave developers the opportunity to put themselves forward, instead of the Government naming the sites.
- It also seemed that the policy looked at more alternative ways to come into the market, and possibly open more options for private companies, such as Cwmni Egin, to come in.
- It was difficult to say what impact this could have on the Trawsfynydd Project unless there was more confirmation from the UK Government regarding which SMR technologies were intended to be used, and whether those technologies would suit Trawsfynydd or not.
- It was believed that the Trawsfynydd Project still had an opportunity, as the sites that the UK Government currently looked at, as well as other sites such as

Trawsfynydd, would not be enough to achieve the Government's target in terms of developing nuclear capacity.

It was noted, in the previous meeting of the full Council, the matter of apprenticeships in the construction field etc. in Grŵp Llandrillo Menai colleges and the cuts that were going to be presented in the number of courses provided had arisen. It was enquired, following the members' observations, and considering the 4,200 jobs that would be created, how much collaboration was there with the educational providers in the short-term to prepare our young people for these jobs. It was suggested, despite the expression and the desire, that the type of situation seen recently with Grŵp Llandrillo Menai, for example, did not suggest that this discussion had occurred in a cohesive and consistent way. In response, it was noted that:-

- This was a point that was very much alive for Ambition North Wales. The Ambition Board had sent a letter of concern regarding the situation and Ruthin's Jones Bros Company, developers of the Former North Wales Hospital Project, Denbigh, had also expressed concern regarding the same matter.
- There was a very close connection between the Growth Deal programmes and the skills and employment element as the Regional Skills Partnership was part of the Ambition North Wales Team. Also, the Skills Partnership had specifically contacted Grŵp Llandrillo Menai to prepare and try to produce courses where there were current gaps to ensure that workers were available when the work opportunities arose.
- The Skills Partnership would release an annual report detailing the cross-section of jobs, not only the innovative things, but also the necessary crafts, and look at the numbers that would come through.

It was enquired, considering the current pressures on the public sector and the difficult environment in terms of the private sector, whether there was a risk that not much of what was in the Growth Deal would be achieved due to a lack of inward investment. In response, it was noted that:-

- The economic circumstances had substantially changed since the Growth Deal was agreed in 2020, but Ambition North Wales had an agreement with both governments that the £1bn investment must be attracted to North Wales, and that being through contributions from the public sector and the private sector, and that all of this had been broken down for each project.
- As part of the business plan process, very detailed financial work would be made to ensure that the investments originally outlined would happen, or that it would be possible to find other sources if the circumstances changed.
- Ambition North Wales worked very closely with the private sector through the Business Delivery Board, which had many connections and broad experiences within the business sector in the north.
- The Ambition Board had approved a new Investment Strategy for North Wales to attract a Growth Deal and wider economic development in North Wales, that included investment principles and was based on research completed jointly with Savilles Company and the Business Delivery Board.
- The Investment Strategy would be a key document in terms of ensuring investment into the region. It was noted that an investment had already been made through the Digital Signal Processing Centre (DSP) in Bangor University and it was also hoped to see an investment from the Enterprise Engineering and the Optic Centre Project which are now operational.
- The projects that had been originally assessed and developed attracted the type of investment that might mean private investment, or jointly. It was noted that there was a risk associated with this, and it had been presented as a risk in the risk

assessment, but an integral part of the Growth Deal was to consider what were the opportunities for the private sector.

- One of the challenges was that the work of developing outline strategic plans, the outline business plans and the full business plans meant very thorough work in terms of the detail of the proposals, but the advantage in doing so would be to reduce the risk by ensuring that the details were robust.
- Developing the details, by considering the requirements of the markets and the practical and management risks etc. for each work stream, was likely to create the conditions that would attract an investment from the private sector, and responded to the real living risk highlighted.

It was noted that it was a difficult period for local energy companies because the price of renewable energy had reduced to 6 pence per kilowatt, and that there were also challenges associated with transporting energy from the local area to the National Grid due to people's objection to pylons etc. In response, it was noted that:-

- A shift was anticipated in terms of developing local energy, from supplying the Grid to generating energy locally for local need. This would also allow energy companies to sell the electricity on a slightly larger scale to local customers, that would save money compared to if they bought it from the big companies.
- It was attempted to help local communities and businesses to be a part of such projects. Ynni Cymru would also work in this field to develop projects that would hopefully be able to be copied across the north.

It was asked whether Ambition North Wales collaborated with Mid-Wales Growth, considering that south Meirionnydd had more connections with mid-Wales than the north. In response, it was noted that:-

- Ambition North Wales collaborated closely with Mid-Wales Growth, and that many of mid-Wales and the north's projects were similar to each other.
- Any opportunities to collaborate and share good practice, for example in the digital field, was taken advantage of, and Robyn Lovelock, Ambition North Wales' Agri-food and Tourism Programme Manager, had jointly led with officers from mid-Wales on the Agri-food Launchpad following the announcement in the UK Government's Spring Budget. Additional information could be provided to members if they wished.

Concern was expressed that the Growth Deal projects did not move forward as fast as they should, and it was asked whether there was a risk that the plans would slip, for example, the Glynllifon Rural Economy Hub Project, because the timetable was too lengthy to bring the plans to action. In response, it was noted that:-

- The point was understood, but although the Partnership had been established in 2012, the Growth Deal was not signed until 2020 because of the work of establishing the Growth Vision for North Wales.
- The situation of the economy, planning matters etc. and the need to collaborate with other agencies had led to slippages on some projects.
- The fact that two projects were now operational was a big step forward for the Team and it was hoped to deliver more projects this year.
- The Growth Deal was a long-term plan of over 15 years and each project would not commence at the same time.
- The business planning process, which was a requirement from the Government, was an extremely detailed and complex process that meant that each project had to go through a strategic business plan, an outline business case and a full business case that looked in detail at five cases, including the economic case, the commercial case and the financial case.

- The Team in Ambition North Wales had been trained to do the work, and tried to go through the process as fast as they could. A report was received last year that noted the need for the Team to focus more on moving towards being operational, and that gave the officers a big focus. Resources were diverted to projects to be able to move some projects forward faster and the Team looked at projects that were more or less ready to go and worked daily to move the plans forward to get the approval of the Ambition Board to be operational.

It was enquired what other projects were expected to be delivered in the next year or two. In response, it was noted that it was hoped that more projects would come forward before the end of this year, including the 4G+ Project, Former Denbigh North Wales Hospital Project and the Tourism Talent Network Project.

It was noticed that paragraph 2.2.4 of the report noted that procurement activities on Connecting the Last Few % Project had been suspended until the UK Government had confirmed the launch date of their new intervention, and it was asked whether they had received confirmation of that as the report noted that it was expected to be confirmed in Q3 23/24 to be launched in 2024. In response, it was noted that it was not believed that the UK Government had given a response, but that could be checked with Stuart Whitfield, the Digital Programme Manager, by providing a written response to the members if there was not an update on the matter.

Concern was expressed regarding the Glynllifon Rural Economy Hub Project, that was noted in red in the RAG status column in the performance table, and the potential of this project moving forward was enquired. It was also noted that there were no projects in Dwyfor and that local projects, and projects in the agricultural world, were important to the rural areas of Gwynedd. In response, it was noted that:-

- Ambition North Wales continued to support the Glynllifon Project and acknowledged the detrimental impact that the project would have on Gwynedd and on the sector and the economy regionally.
- The timetable had slipped, mainly due to planning matters, but also because of the statutory designations, that meant that surveys had to be prepared over a period of a few months, instead of a short period of time.
- Should a planning application be submitted, it would be the subject of observations by Natural Resources Wales and Cadw because of the statutory designations, and the site was therefore very complex.
- The College had appointed a comprehensive team to address these matters and had invested in the preparatory work, with a meeting arranged for the next month to get an update on the work.
- It was hoped that the mitigation measures identified to respond to the biodiversity matters, and also perhaps in terms of the historical assets within Glynllifon, were sufficient to be supported in terms of planning.
- As Parc Glynllifon's owner, the Council worked closely with the College to try and develop a long-term vision for Glynllifon and saw the College's plan as an important part of the vision for the Parc.

It was expressed that they hoped that the new generation who would need to adopt skills would be able to do so locally in this area in the future. In response, it was noted that:-

- Ensuring a local workforce for the future was an important part of the business plan and the business management plan that come from the Growth Deal projects.
- Many energy projects would be created in the next few years, such as sea projects, nuclear projects and wind and solar projects, and a great deal of work had been done to look at what would be the requirements of these sectors.

- The Regional Skills Partnership had undertaken a great deal of work surrounding the green skills needed in the north, and had worked closely with the colleges and universities to ensure that it was possible to provide this.
- Many of the skills needed in places such as Trawsfynydd or Wylfa, such as mechanical and electrical skills, would be very similar to numerous other projects, and there would be many opportunities for individuals to learn those skills and move forward from one project to the next.

It was enquired whether the Growth Deal was on track to achieve the target of investing £1bn by 2027/2028, as noted in the Portfolio's profile in 2021. In response, it was noted that:-

- There was an amended profile in the Committee's papers, and since then, another profile had been approved by the Ambition Board in their meeting on 15 March.
- The new figures were not to hand, but a link could be shared with the members to the amended paper on the budget.

RESOLVED to accept the report and to note the observations, and accept that mitigation measures were in place to respond to the risks.

6. PROGRESS REPORT ON THE RECOMMENDATIONS OF THE GWYNEDD CATEGORY 3 SECONDARY SCHOOLS SCRUTINY INVESTIGATION

The Cabinet Member for Education and officers from the Education Department were welcomed to the meeting.

Submitted – the report of the Cabinet Member for Education detailing the action plans in response to the recommendations of the Category 3 Secondary Schools Scrutiny Investigation report.

The Cabinet Member set out the context noting that:-

- She wished to thank the members of the Investigation for their work on the report and for bringing the recommendations forward.
- Meirion Prys Jones was commissioned to collaborate with the Department to revisit the Gwynedd Language Policy and national changes would also drive this field, such as the effort towards a million speakers, the new curriculum, the new categorisation arrangement, and whether that would become statutory or not, and also The Welsh Language Bill, which still needed to complete its journey through the Senedd.
- She had complete faith in Meirion Prys Jones and his desire to convene a wide range of stakeholders to feed into the work, and wished to see the scrutinisers putting their ideas into the mix when the opportunity came.
- Important work needed to be done surrounding bilingualism, bilingual learning and our expectations of that learning in Gwynedd. That would, in its turn, make our standpoint as a county, very clear to parents, and hopefully addressed what was noted in Recommendation 5.
- There had been a lot of good collaboration with Gwynedd Language Initiative, Say Something in Welsh, Coleg Cymraeg and individuals such as Anni Llŷn and Tara Bandito to create community events and also in schools.
- Progress in two specific fields had been difficult for the time being, namely the recommendations that dealt specifically with GwE, because the supporting schools landscape was being re-imagined, and the transitional schools, due to the challenging and unprecedented situation that had been, and continued, in one transitional school.

The Chair of the Investigation, Councillor Paul Rowlinson, thanked the Cabinet Member for her response to each of the Investigation's recommendation, noting some observations, as follows:-

Recommendation 1 - It was important that schools' language medium data was reconciled and checked when the Department was in a situation to do so as there was uncertainty at the moment whether it was collected on a regular basis between the different schools.

Recommendation 2 - It was very important to implement this recommendation when the new Education Language Policy was operational and they looked forward to seeing the outcome of Meirion Prys Jones' work on this. Everyone knew that Gwynedd was the foremost county in terms of Welsh-medium education, but because there was always a risk of being self-satisfied and of slipping back, it was important that this was implemented.

Recommendation 3 - They wished to thank the Department for writing to the WJEC and it was enquired whether any responses had been received to their letter.

Recommendation 4 - This was the key recommendation, and the Department was thanked for commissioning Meirion Prys Jones to collaborate with them.

Recommendation 5 - It was accepted that schools' arrangements must be followed, but it was believed that the schools were asking for more support from the Department, and the Cabinet Member's response satisfied the recommendation.

Recommendation 7 - The response referred to many ways of promoting the advantages of studying through the medium of Welsh, but that these events must continue regularly.

Recommendation 9 - The Cabinet Member's response satisfied the recommendation, but the recommendation also referred to providing support to classroom teachers, as well as staff in the immersion centres, on how to present the curriculum to latecomers that could not speak Welsh or English.

In response to some of the observations from the Chair of the Investigation, it was noted:-

Recommendations 1 and 2:-

- As a result to the Council's current Language Policy and the schools' bilingual curriculum, that some things were not black and white, and the schools were required to interpret them, such as the number of pupils studying five GCSE subjects completely through the medium of Welsh.
- The data was provided by the individual schools, and not the Department, and a headteacher confirmed the accuracy of the data.
- It was possible that the sentence '*The Department is not currently in a situation to be able to check the situation*' suggested that there had not been any action, but the Department had discussed with the headteachers and had tried to reconcile and standardise the data. It was confirmed by the Department that the data was current for each school across a large number of indicators.
- In terms of setting targets, there was no intention to be self-satisfied at all, but as the Education Language Policy was being amended, there were many targets that could be set.

Recommendation 3 - a response had not been received by WJEC to date and the Department would go back to them following this meeting, reiterating that the committee members were also expecting to hear the response.

Members were then given an opportunity to ask questions and submit observations.

Referring to recommendation 1, it was noted that the difficulties were understood, but it was asked how the Department intended to check the provision's data. In response, it was noted that:-

- It was a difficult question to answer without a robust and clear policy in place.
- The Department trusted the schools to report on the medium of the provision, and to get that correct. It was not believed that the Department needed to release an officer to go and check the accuracy of the data and the honesty of our schools' leaders.
- Clear guidelines were required that set the expectations for everyone so that it would be possible for the governing bodies to hold them to account in accordance with the correct governance arrangements that were meant to be in a school.
- A step was taken back to take forward steps to bring people with us and to listen to stakeholders' concerns regarding the opportunities, and also the challenges, that came as a result of the Education Language Policy.

The opinion was expressed that checking the data was an important element of Recommendation 1, and it was suggested that this should be done for at least one or two years to ensure that each school interpreted the data in the same way and that everyone was on the same path. In response, it was noted that:-

- If it was seen that any data presented by a school was inconsistent with the curricular data that the Department had about that school, the officers would chase that immediately.
- The headings in the spreadsheet in terms of the data collected was quite robust from schools, such as the number of year 10 pupils in two different fields studying three or more subjects through the medium of Welsh, or how many sat Welsh first language etc.
- The Department had good knowledge of the schools through the curricular groups etc. and the data from the schools was robust and powerful.
- The element added as a result of the categorisation arrangement, and was not an act as yet, was the number of children that reached the 70% threshold. Good knowledge of all schools was required to fully check that, and the headteacher of each individual school knew this.

The member who asked the question stated that they were not happy with the answer.

Referring to Recommendation 16, it was noted that the work with the Association for Schools in favour of Welsh Medium Education (CYDAG) had clearly been a good thing, but it was asked what connection had there been with the Welsh Government regarding the lack of study resources through the medium of Welsh, not only for Gwynedd, but also for other counties in Wales, and what did they have in mind to ensure improvement. In response, it was noted that:-

- The report explained what was in place, including Adnodd company's commitment to provide the best possible resources to the curriculum bilingually and to ensure that those materials were released in Welsh and English at the same time.
- There was a challenge in having resources that arose on a daily basis, such as the news of the day etc. bilingually, but the formal, official resources that came from the Welsh Government were bilingual.
- Everything on the Welsh Government's HWB platform was bilingual and the Government had also established the Adnodd company to commission standard resources to support the Curriculum.

It was noted, although action on Recommendations 2 and 6 could be slowed down because the Welsh Language Bill would not be submitted to the Senedd until May, this should not prevent any steps from happening at all. In response, it was noted that:-

- Recommendation 2 referred to setting specific targets, but if there was not anything specific in a policy that set the target, it was not possible to measure it and schools were asked to increase and empower the data when moving forward.
- Recommendation 6 involved both Category 3T schools in Gwynedd, and although there had been consistent work with Ysgol Tywyn, it was not currently possible to challenge Ysgol Friars to the same extent as that school faced an exceptional challenge this year.
- A responsible specific plan was required to move Bangor forward in the appropriate way, but it would take time to fulfil this.

It was enquired what exactly would be Meirion Prys Jones' role and what was the work's timetable. In response, it was noted that:-

- It was intended to host specific sessions with different cohorts of people over a period to get their opinion regarding the current situation and the direction they wished to move towards.
- The Department was currently working on a timetable with Meirion Prys Jones, looking at the most reasonable use of his time and where to host the events.
- There was an intention to try and host some events at the end of the Summer Term to be able to move forward and build on the work that would have happened during the Autumn Term.
- A definite timetable would be shared with the members in due course.

It was noted that the members would appreciate seeing the timetable, as well as any information regarding the events.

Reference was made to the observations in the response to Recommendation 1 that paid attention to the Welsh language and the schools' ethos in each visit hosted for schools, and it was enquired whether this arrangement had been formalised, whether that was by the Authority or GwE. In response, it was noted that the Welsh aspects should possibly be a specific point on the agenda of each school visit.

By accepting that the Department had decided not to act on Recommendation 2 until the new Education Language Policy for Gwynedd had been drawn up, it was asked whether there was an intention to look at interim targets. In response, it was noted that there was no intention to do this currently and the intention would be to continue with the situation as it was during the consultation period, and to empower the targets following that. That would also give an opportunity for other things that were on the horizon, such as the Welsh Language Bill, to work its way through the Senedd.

Referring to Recommendation 12, it was noted that the plan to provide Welsh lessons for teachers was praiseworthy, but it was enquired whether it was possible to do more to promote the offer, instead of providing application forms for schools only. In response, it was noted that this was a fair point, but that people needed to wish to scrutinise the language and do so voluntarily. However, it could be discussed further and see to what extent people could be encouraged to be a part of the plan, instead of leaving it to chance, as the sentence in the report highlighted.

It was noted that:-

- The format of the report was welcomed that included brief observations opposite each recommendation.
- They wished to congratulate the Department on commissioning Meirion Prys Jones, who was a very experienced language acquisition specialist, and that the scrutinisers looked forward to collaborating with him.
- A member had previously noted dissatisfaction with the officer's response to their observation regarding Recommendation 1, and it was emphasised that schools'

language medium data needed to be authenticated, reconciled and corrected for today, and not to wait until the new Education Language Policy was in place.

- It was said in the Council meeting on 6 July 2023 “*From looking at the whole-school figures across the county, in line with the definition of the categorisation system, over 70% of the secondary children in Gwynedd undertake at least 70% of their curricular and extra-curricular school activities through the medium of Welsh. Without the two transitional schools, the 3T ones, over 90% of Gwynedd secondary children undertake at least 70% of their curricular and extra-curricular school activities in Welsh*”. However, it was doubted whether that was true.
- The response to Recommendation 1 noted that the Department already collected language medium data for secondary schools annually and the data for the current year had been collected and collated, and it was asked to see this data before the next meeting of this committee, including not only the activities, but also the lessons and the subjects through the medium of Welsh throughout the county.

In response, it was noted that the officers would share the data with the scrutinisers following this meeting, as long as the schools were comfortable with that.

It was noted that:-

- Members welcomed the data and it was demanded that it was checked in some way or another. Without reliable data, targets could not be set, and waiting for the advent of the new Language Policy would mean that a whole year of data and an opportunity for people to move forward would have been lost.
- There was concern that the new Language Policy was used as some sort of excuse to delay and not do anything.
- There was concern having understood that departmental capacity to monitor detailed individual targets was low, and it was necessary to start planning to secure this capacity.
- The examples of collaborating with other organisations and Gwynedd Language Initiative that was referred to in the response to Recommendation 11 was rather ad-hoc and a formal programme of activities should be provided as there was immense scope to collaborate for the benefit of the Welsh language.

In response, it was noted that:-

- In terms of capacity, it was a requirement for the Department to revisit its structure as part of the current review of the middle tier under the Welsh Government's guidance. The comment that the Department would look at it whilst moving forward was understood. However, it was believed that the response was a reflection of the current situation in terms of capacity, instead of being a reflection of where we wished to be whilst moving forward and re-structuring the Department.
- In terms of the discussion regarding the activities, there was a discussion in the Language Forum in terms of one of the outcomes of the WESP (Welsh in Education Strategic Plan) that related to the use of the language socially etc. and enhanced the opportunities. It was very early days in that discussion, but the observation that a structured programme of activities should be planned, instead of leaving it to chance, was quite a fair one. This was the type of thing discussed in the Language Forum anyway, and although assurance could not be given that an activity programme would be available immediately, it was hoped to build on that from this point forward.

It was suggested that a third column should be included in the report noting the next steps. It was agreed to do this.

A member noted that he had faith in the data presented by the schools and he was happy with the answers given by the officers.

It was noted that:-

- In terms of Recommendation 11, that related to opportunities to socialise through the medium of Welsh, it was important to offer these types of opportunities to young people outside the education system and the changes in the Department's structure would put the service in a good place to undertake that work.
- Perhaps Recommendation 11 should be looked at in more detail by drawing up the work programme of this committee.
- In terms of capacity, the need to try and allocate more resources to check the data was questioned, when there was no need to check it anyway, and that might be at the expense of other work, such as increasing the provision of social activities for young people through the medium of Welsh.
- By having a robust and clear policy, there would be less need to check the data, and by allocating our schools in Gwynedd as Welsh schools as far as possible, there would be less need for monitoring, as Estyn would do the work for us.
- Recommendation 4 referred to re-visiting Gwynedd Education Language Policy as a result of national changes in the field, but it was not those policy changes that caused concern, but the language shift that was happening in society.
- Recommendation 7 should be completely removed if there was no need to promote the benefit of studying through the medium of Welsh when there was a robust policy in place.
- Recommendation 8 was only relevant to young people who were going to university, and therefore to a large extent, was irrelevant with a view on the language policy as there was not a language shift amongst the high middle class. The language shift in Gwynedd happened amongst children on a level lower on the social hierarchy, as the statistics from the Census indicated that there were twice as many children from working class Welsh homes that could not speak Welsh compared with children from middle class Welsh homes. Therefore, this recommendation referred to providing resources where they were not needed.
- The response to Recommendation 14 referred to including headteachers in the process 'whilst' reviewing the Language Policy, but was their role not to implement the policy, instead of drawing up the policy?
- In terms of Recommendation 16, it was not believed that the medium of the study resources was neither here nor there and our focus should be on the oral medium of learning.
- In terms of Recommendation 11, that the collaboration to increase the provision of Welsh-medium social activities for young people was to be welcomed.

In response to some of the observations, it was noted that:-

- The challenge in terms of scrutinising the language and the use of the language within schools was a genuine challenge that schools faced every day. It was agreed that the language shift should be included in the response to Recommendation 4, whilst also giving attention to it as the work with Meirion Prys Jones moved forward.
- In terms of Recommendation 14, there needed to be discussions with the schools and bring them along with us on the journey whilst ensuring that they understood what drove the change and what guidance was given by the Authority to the work.
- The headteachers were important stakeholders and it was considered that it would be unwise not to include them in the process of drawing up a policy as they understood the challenges in the schools.
- It was agreed that the use of the language in the classroom was much more important than written resources, although those study resources were also extremely important.

The Chair of the Investigation was invited to submit closing observations. It was noted that:-

- Emphasis was given in the report to resources because the school pupils reported that the lack of resources was one of the reasons why they, or their friends, chose the medium of English.
- He wished to thank the committee for their observations, that gave more material to the Cabinet Member and the officers to consider when moving forward, and they looked forward to seeing the new Education Language Policy.
- One of the key matters that arose during the Investigation was that the definitions of Welsh language education was a barrier to the schools, and the need to act on this without delay, without waiting for the outcome of Meirion Prys Jones' work was emphasised.
- The members of the Investigation did not doubt the professionalism and honesty of the staff collecting the language medium data, but they believed that inconsistent interpretations between different schools suggested that the data was not completely reliable.

RESOLVED to accept the report and to note the observations and ask the Education Department to provide language medium data provision from the secondary schools to committee members.

7. FREE SCHOOL MEALS

Submitted - the progress report of the Cabinet Member for Education on the free school meals project as a result of extending the scheme across the primary sector.

The Cabinet Member set out the context and the members were then given the opportunity to ask questions and offer observations.

It was noted that they wished to thank the Welsh Government for bringing this project to fruition, through an agreement with Plaid Cymru, and Cyngor Gwynedd was congratulated for distributing the scheme so quickly to every school in Gwynedd. The Service was also thanked for the work of adapting / upgrading the schools' kitchens, and especially to all kitchen staff and cooks for their hard work.

It was noted that there was no motivation for the parents of children eligible for free school meals to submit an application to the Authority because every child was now eligible for free school meals, and therefore the school or the county missed out financially. In response, it was noted that:-

- The point was valid, but the application from parents was for general benefits, including school uniform grant, resources etc. instead of only being an application for school meals.
- In terms of the way the Authority was funded, the schools received a sum of money per head for learners who were eligible for free school meals.
- The review from last summer had highlighted that Gwynedd was the county with the lowest level of children eligible for these benefits.
- A Team within the Department contacted families to ensure that everyone who was eligible to be registered for free school meals did so.
- Some parents were not aware of free school meals, but more and more people had come to know about it by now.

It was noted that it was important to emphasise to parents that applying for free school meals opened the door to other advantages.

It was noted that it was encouraging to see from the report that some headteachers believed that pupils' behaviour, dedication and attainment had improved in the afternoons as a result of receiving school meals.

In terms of the challenge of recruiting staff to the Catering Service, it was enquired whether the plan to package jobs, for example, working in a school kitchen over lunchtime and providing care in the afternoon, had come to fruition. In response, it was noted that:-

- Recruiting was complex as fields such as Education and Care tried to attract staff from the same pool of people.
- The possibility of creating a purposeful plan to package jobs was very low in this difficult situation, but an element of that already happened as people chose to work in more than one job to increase their hours. However, it became more difficult to find people who were happy to travel from one work situation to another, and possibly without a car.

It was asked whether there was an intention to put political pressures on the Welsh Government to extend the free school meals project to the secondary sector. In response, it was noted that:-

- This was a priority for the Cabinet Member for Education, and she would apply pressure in any way that she could, including in the regular meetings between the Minister for Education and Education Portfolio Holders in the North.
- There was concern that families of a generation of children, that have no recollection of paying for school meals, would be hit by that as their child reached Year 7.

It was enquired what would happen after the current plan came to an end in 2025. In response, it was noted once again that this was a priority for the Cabinet Member and any undermining of the proposal now would cause her a lot of concern, and would be a huge backward step.

It was asked whether consideration was given to the quality of the school meals, whilst also keeping the benefit local. In response, it was noted that:-

- Regular questionnaires were provided regarding the quality of the food.
- Local scrutiny was not always productive in terms of cost, but effort was made to do so within the rather strict procurement rules that were currently in place.

The Department was congratulated on presenting the school meals project before the timetable.

It was noticed that the report noted that 17% of the meals provided were eFSM (Eligible for Free School Meals) since presenting the proposal to every school in September 2023, and it was enquired whether it was possible to track this figure over the last five years, whilst continuing to track it in the future so that any reduction in the numbers were highlighted and steps were taken to reach those families. In response, it was noted that, because financial factors in terms of funding schools and support for education services were based on the number of learners eligible for free meals, the Authority had already carefully tracked the data to ensure our share of any budgets available to support the most vulnerable learners in the county.

It was suggested that the Cabinet Member could ask the Minister for Education to consider whether free school meals would continue to be an appropriate measure considering that school meals were available free to everyone by now.

It was noted that the Finance Department looked at facilitating their arrangements in terms of claiming different benefits and it was suggested that applications for benefits in the field of education could be included as part of this.

RESOLVED to accept the report and to note the observations.

The meeting commenced at 11.00am and concluded at 3.10pm.

Chair



Cydweithio · Dysgu · Llwyddo
Collaborating · Learning · Succeeding

GwE Annual Report

2023-2024

Gwynedd

GwE ANNUAL REPORT GWYNEDD 2023-24

Introduction

The Learning Service, via GwE's regional service, knows its schools well and provides firm and appropriate challenge together with effective support and intervention for them. There are robust procedures in place for setting a direction and holding the regional service to account. The specific role of the regional service in school improvement is explicit and clear to all stakeholders and they are held to account effectively by local scrutiny procedures.

Following a request from members in the last scrutiny meeting in January 2024, a much more succinct Annual Report is presented for 2023-24. The report notes progress against five key areas and the next steps along the improvement journey:

- Key Area 1 - Improve Leadership
- Key Area 2 - Improve Teaching and Learning
- Key Area 3 - Curriculum and Provision
- Key Area 4 - Learner Progression and Standards
- Key Area 5 - Support and Challenge for Schools Causing Concern

This is the last Annual Report that GwE will provide for the scrutiny committee. On 31 January 2024, Jeremy Miles, Minister for Education and Welsh Language issued a written statement: [The next stage in the review of school improvement - the roles and responsibilities of education partners in Wales](#). As a result, GwE and the other regional consortia will come to an end on 31 March, 2025.

Following the decision of Welsh Government to combine the main education grants under one heading, namely the Local Authority Education Grant (LAEG), the grant is now paid directly to Local Authorities/schools, rather than to the regional consortia, with the requirements and risks associated with the grant now the responsibility of the individual Local Authority. This decision has had a significant impact on school improvement arrangements in north Wales from 1 April, 2024:

- The strategic role of GwE senior leaders has been quashed.
- GwE has changed from being a 'joint regional service' to a locally commissioned service.
- GwE is a client, providing a differentiated commission to the Local Authorities.
- GwE must adhere closely to the commission and the number of days allocated to each local authority for school improvement purposes.
- The Head of Education will provide the strategic direction for school improvement.

It should also be noted that GwE's Budget for 2024-25 reflects the decision of the Local Authorities to reduce their core contribution by 10%, therefore implementing a regional cut of £392k, as well as not to add inflation in full. Taking an inflation estimate into account on all GwE expenditure in 2024-25, and as education grants are not increased annually, this is a cut in real terms of an additional £345k to the core funding, giving a total of £737k. This is synonymous to a cut of 18% to the budget.

KEY AREA 1 - IMPROVE LEADERSHIP

The quality of senior leadership is generally robust, but a few challenges remain in some specific areas. In addition, ensuring succession in headteacher and senior leader posts in both the primary and secondary sectors has been and continues to be challenging. A rich array of professional learning has

been provided to develop leadership at every level; however, not all schools have taken advantage of this provision. Moreover, there have been arrangements in place whereby school leaders collaborate to support one another in primary clusters and secondary alliances. Inconsistency remains in the quality of implementation across the authority, and further work is to be done to ensure that alliances and clusters take more ownership of each other's improvement journey.

Due to the focus on leadership:

- the majority of schools are taking purposeful steps to further strengthen leadership with a specific focus on refining and improving improvement planning processes at every level. Nearly all Headteachers attended workshops on refining evaluation and improvement planning processes and received direct support from their link adviser.
- nearly all schools are prioritising guidance and support to develop the capacity of senior and middle leaders to lead and evaluate the quality of teaching and learning effectively.
- uptake on leadership development training and programmes has increased during the year - on a middle leader, senior leader and aspiring headteacher level. This year, 8 Gwynedd teachers gained the NPQH qualification.
- a number of schools have strengthened their systems for capturing the impact of improvement strategies on pupils' standards and progress following the guidance and practical support.
- a number of schools have further strengthened their internal accountability processes, and in the schools where underperformance has emerged they have ensured appropriate and timely interventions to address relevant issues.
- Support Plans are in place in nearly all schools, and the impact of support has been captured in good practice case studies to be shared with all secondary schools and primary clusters.
- an increasing number of schools have senior leaders who are trained peer reviewers and improvement facilitators and who are actively involved in peer review activities. The clusters that have engaged have seen the benefits of sharing good practice and collaborating for improvement purposes. In those schools that have not been a part of these plans, implementation is limited to the input of Headteachers, and only a few of them have undertaken peer review on a middle leader and teacher level.
- following workshops, all primary/secondary clusters have transition plans in place, and a number of them have started to implement them effectively.

KEY AREA 2 - IMPROVE TEACHING AND LEARNING

The quality of teaching is generally robust across sectors and purposeful action is taken in many schools to further improve and make the quality of teaching consistent.

Due to the increasing focus on support and guidance to improve teaching:

- several schools have demonstrated improvements in specific aspects of pedagogy. This has been validated by the Link Advisers who participated in scrutiny activities and learning walks.
- the quality of teaching in the majority of schools is secure. The effective collaboration across clusters and alliances has started to decrease variation within and across schools.
- there have been specific workshops and direct guidance given to individual schools on developing numeracy, literacy and digital skills. A number of schools have appropriate literacy and numeracy interventions in place to boost and support pupils who are slipping. Support for developing the cross-curricular skills has resulted in improvements in the quality of planning, provision and standards in many schools.
- several schools are taking appropriate steps to strengthen pedagogy by attending training and sharing good practice.
- targeted subject-specific support for some schools has resulted in improving teaching and the depth and breadth of understanding.
- there are strong examples of schools taking effective action to support vulnerable learners.
- the pace and scale of improvement in terms of teaching needs more attention in a few schools.

KEY AREA 3 - CURRICULUM AND PROVISION

All schools are implementing and refining their approaches in line with the steps outlined in the 'Journey to 2022' (Curriculum for Wales) document. There is specific support in place for the few schools requiring further guidance.

As a result of effective collaboration and engagement:

- all primary schools and all secondary schools, in the context of Year 7 and Year 8 pupils, are meeting the statutory requirements of Curriculum for Wales delivery.
- all schools are implementing plans to respond to the essential components of the four purposes of the new curriculum.
- all schools are working to develop a balanced curriculum offer to meet the needs of their learners, including the more able.
- all schools are introducing and experimenting with new aspects of curriculum requirements. This has been triggered by a variety of professional development activities on both a local and county level.
- all schools are actively involved in cluster/alliance collaboration within and across sectors to deepen their understanding of the curriculum and share best practice.
- schools ensure equity for their learners, and ensure they have an inclusive learning environment to support those who are vulnerable.

KEY AREA 4 - LEARNER PROGRESSION AND STANDARDS

The increasing focus on supporting schools to improve the quality and consistency of leadership and pedagogy has resulted in maintaining and improving standards across the majority of schools. Improvement needs to gather more pace in a few schools.

- several schools are making more informed use of data and information about teaching, learning and assessment to evaluate standards and identify priorities for further improvement, but it is acknowledged that these processes need to be strengthened further in some schools to ensure more focus on pupil progress within evaluation procedures. Progress tracking spreadsheets have evolved in several schools to include an analysis of learners' holistic progress. A number of schools are also introducing purposeful intervention programmes which they monitor through tracking systems to tackle underachievement and variation. In some schools, these approaches need to be further strengthened and refined.
- many schools are currently working to refine ongoing assessment processes to include more learner input. Where processes have not developed as effectively, support is provided for those schools to refine their processes for tracking progress and capturing impact.
- most schools have prioritised collaboration in their clusters and alliances within their strategic plans. The focus of this collaboration has been on identifying progress in the skills and the areas of learning and experience, so as to ensure better planning to provide appropriate levels of challenge for pupils.
- subject standards and standards in skills are robust overall across the majority of schools and robustly good in several schools. In a minority of schools, there is more intensive work taking place to improve provision in the skills. Work is also ongoing in several schools to target further improvements in provision and standards in skills with the most vulnerable groups of learners.
- nearly all secondary schools are developing a purposeful offer for KS4 pupils so that there is clear progression to further education, training or employment when they leave school.

- a number of primary schools have targeted improving Welsh oracy as a result of the long term and detrimental effect of the pandemic. For example, in the schools implementing Ein Llais Ni there is good progress to be seen in speaking and listening skills and in pupils' confidence to speak Welsh.

KEY AREA 5 - SUPPORT AND CHALLENGE FOR SCHOOLS CAUSING CONCERN

There is a clear strategy for schools causing concern and all identified schools have a support plan which clearly notes the nature and intensity of the support provided by GwE and the Authority.

The Team of Supporting Improvement Advisers working across schools has wide-ranging experience and subject and sector-specific expertise. This ensures that an appropriate level of challenge and support is targeted in a timely manner. There are appropriate arrangements in place to report to the authority on the performance and progress of schools. Through good collaboration between the Learning Service and Regional School Improvement Service there are effective processes and actions in place to challenge and support schools and to identify those causing concern.

Where follow-up action has been identified by Estyn, progress was seen at an appropriate pace.

Up to the end of March 2024, there is one school in the Authority in Estyn statutory category. The school has a post-inspection improvement plan in place and there is timely progress to be seen against the recommendations.

IMPROVEMENT PRIORITIES FOR 2024-25

- Ensure better resilience and leadership capacity in some areas - on a senior leader and middle leader level.
- Continue to support leaders and teachers to plan effectively for progress in the development of the cross-curricular skills and the areas of learning and experience.
- Work with schools to refine assessment arrangements and plan the next steps in learning more effectively.
- Ensure improvements in the quality of teaching in specific schools.
- Continue to support secondary schools to respond to the requirements of the new GCSE specifications.
- Continue to promote and inspire effective collaboration and networking between schools, on all levels, to ensure that all schools are responding confidently to the requirements of the School Improvement Framework.

MEETING	Education and Economy Scrutiny Committee
DATE	18 July 2024
TITLE	Middle Tier Review
REASON TO SCRUTINISE	Ensure the input of the Scrutiny Committee to the proposed changes in the way the schools improvement service is provided in future.
AUTHOR	Gwern ap Rhisiart
CABINET MEMBER	Beca Brown

1. Why it needs scrutiny?

- 1.1 This item has been identified at the annual scrutiny workshop as an item that it is thought would be timely to bring before the Education and Economy Scrutiny Committee in July 2024.

2. What exactly needs scrutiny?

- 2.1 This area was identified for scrutiny in light of a recent Welsh Government review of the roles and responsibilities of education partners in Wales, which involves a fundamental and significant change in the delivery of an improvement service to schools across Wales.

3. Summary of the Key Matters

- 3.1 In light of the review, the Regional Schools Improvement Service, GwE will cease at the end of March 2025. As a result, all Education Authorities are required to establish an agreed system for supporting schools before then, with that system meeting the requirements of the School Improvement Framework.
- 3.2 Due to this fundamental change in the delivery of an improvement service to schools, the Authority has a duty of care towards GwE staff during an inevitable period of uncertainty for them.
- 3.3 The Welsh Government has not yet announced the details of a national offer.

4. Background / Context

Review of School Improvement

- 4.1 On 31 January 2024, Jeremy Miles MS, the former Minister for the Welsh Language and Education, published a written statement which detailed the next step in the *review of school improvement - roles and responsibilities of education partners in Wales*: [Written Statement](#).
- 4.2 In the accompanying letter that was issued ([DJ's Letter](#)) by Professor Dylan Jones who was commissioned to undertake the above review, three clear messages that came from all parts of Wales are detailed in the review, namely that the direction that school leaders and the majority of LAs clearly want to see in future is:

- an opportunity to lead on school improvement matters through a greater focus on local collaboration and partnership working between school leaders and their Local Authority.
- partnerships between more than one authority with a move away from a wider regional model of support.
- stronger national leadership with clearer national priorities for schools and a simplification of the national funding mechanisms with as much resource as possible going directly to schools or supporting groups of schools to work together.

4.3 In essence, the three above elements lead to a change in the delivery of improvement support to schools, which leads to the end of the Regional Consortia model. Simply, the change forces us to examine the best way of supporting the work of improving schools on three levels:

1. Support work between schools on a local level
2. Support collaboration and networking between schools across local authorities and on a national level
3. Support the work of improving schools on a national level

4.4 On 26 February 2024, it was noted that the external review team (Professor Dylan Jones and ISOS) would move to a new role, supporting schools and local authorities to co-create a partnership in the context of work streams 1 and 2 above.

4.5 Since then, one meeting has been held with the review team and a further meeting with a government officer to discuss the School Improvement Framework, and the new Secretary for Education, Lynne Neagle MS, has stated her wish to continue with the review along with proposed changes.

4.6 On 26 June 2024, *Draft guidelines - Enabling a Self-improvement System - collaborative model between school, LAs and Welsh Government* were received, (Appendix 1), which highlight Welsh Government policy expectations for a new collaborative method between schools in relation to self-evaluation and improvement.

4.7 Here is a summary of the model from the Welsh Government:

- As a starting point, schools should lead their own self-evaluation and improvement planning processes in an iterative way (rather than as a one-off event); the local authority and other schools should support this process.
- All schools will be part of a vertical collaborative improvement model (3-16 and beyond) and a horizontal collaborative improvement model (e.g. secondary to secondary). Further details are provided below. This will enable leaders and teachers to experience learning and leadership in other schools – supporting a shared understanding of expectations for learning and progress and enabling long-term detailed improvement priorities to be identified and discussed.
LAs, in partnership with school leaders, will facilitate and provide support to all collaborative partnerships, identifying and taking advantage of expertise and evidence, along with wider LA services, as they proceed together to address barriers to learning as quickly as possible.
- LAs are working with other LAs and the national school improvement capacity to ensure evidence-based improvement approaches throughout the system, enabling a more coordinated effort towards achieving our nation's mission.

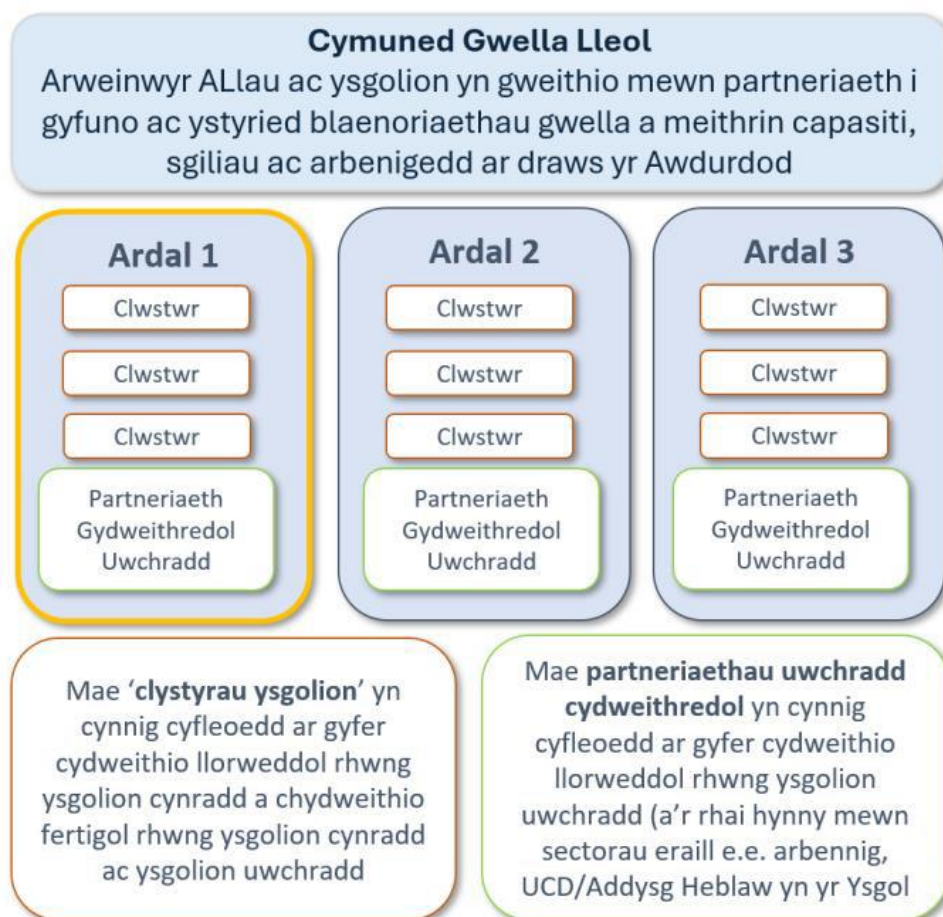
Role of the individual school

4.8 Schools are expected to focus on two key questions as a starting point for their improvement activities:

1. Are learners making progress in the ways described in the progress principles, supporting them to develop towards the four purposes?
2. Is the pace of learners' progress in line with teacher and curriculum expectations?

Collaborative Improvement

4.9 The Welsh Government states that collaborative improvement should be regarded as the most effective way of ensuring sustainable change within schools, across groups of schools, and across local authorities; this should focus on improving learning and outcomes for all learners. This approach will lead to improved teaching and learning, leadership, and fairness, inclusion and well-being by nurturing collaborative capacity building and mutual understanding within the local system.



4.10 It is worth noting that Gwynedd schools have already been collaborating in cluster form in the primary sector, and in alliance form in the secondary sector, over the last few years. However, it is recognised that this approach is not sufficiently mature at present to ensure the support, but more crucially the school-to-school challenge required in accordance with the Welsh Government's expectation.

4.11 Furthermore, due to the nature of the school system in Gwynedd, with 79 primary schools, 12 secondary schools, 2 all-through schools and 2 special schools, this collaborative model poses a greater challenge to us in terms of being able to provide appropriate support and challenge across

the system. The fact that we have so many small primary and secondary schools in terms of numbers creates additional challenges due to a lack of capacity to free up staff and leaders to fulfil this collaborative requirement, coupled with the diversity in the number of primary schools found in each catchment area that could pose a further barrier to the successful delivery of the vision. All this of course, alongside the current financial climate which means that schools and the Education Authority will have a lack of resources in the exact period that this new approach is expected to be established.

- 4.12 Additional context to this change of course is the requirements of the Curriculum for Wales, and the new GCSEs that are about to come into force, along with the new Inspection Framework which will come into force in September, which will see schools receiving Estyn visits every 3 years.
- 4.13 In the context of the expectation to collaborate across Local Authority boundaries on a local level, we anticipate that we will collaborate with Anglesey when developing these new arrangements, as we already have services provided jointly between both counties, such as the ALN&I service and the post-16 education consortium. However, it is premature for us to be able to detail exactly what this arrangement will entail at this stage, as we only received the draft guidelines from the Welsh Government at the end of June.
- 4.14 Also, due to this fundamental change in the delivery of the schools improvement service from March 2025 onwards, the Authority has a duty of care towards GwE staff during this inevitable period of uncertainty for them. Over the next period, discussions and employment commitments will need to be considered as we proceed to establish the school improvement support in the Authority in accordance with the Welsh Government's expectation. In this context, we will take appropriate action following guidance from Human Resources and TUPE requirements, and it would not be appropriate for us to elaborate further on this at present.

5. Consultation

- 5.1 We have initially shared information and engaged with our headteachers' strategic forums on the proposed amendments and have sought the opinion of headteachers informally on the best way of supporting the work of improving schools on three levels in accordance with Welsh Government aspirations.
- 5.2 It is premature to reach any conclusions in light of this initial engagement. However, it is recognised that our schools will need support and guidance to empower them to be able to challenge and support each other appropriately in accordance with the expectations of supporting work between schools on a local level, as well as the School Improvement Framework.
- 5.3 It is also recognised that the education system in Gwynedd may create additional challenges to achieve the aim of collaborating and networking between schools and across boundaries in light of leadership conditions in several of our schools, and so many schools that we have across the county to ensure effective collaboration.

6. The Well-being of Future Generations (Wales) Act 2015

- 6.1 Due to the fact that Welsh Government is leading on the change in light of commissioning the middle tier review we have made a request to the Government for information regarding how it has met the requirements of the Well-being Act in these initial stages of the proposed structural change to the middle tier. We accept that details on the local level of our response to the duty of the Well-being Act will be required as the next stages develop.

6.2 Have you **included** residents / service users? If not, why and how do you intend to consult with them?

Due to the fact that Welsh Government is leading on the change in light of commissioning the middle tier review, we have made a request to the Government for information regarding how it has met the requirements of the Well-being Act in these initial stages of the proposed structural change to the middle tier, including residents and service users.

On a local level, we have initially shared information and engaged in our headteachers' strategic forums on the proposed amendments and have sought the opinion of headteachers informally on the best way of supporting the work of improving schools on three levels in accordance with Welsh Government aspirations. It is currently premature to include residents and wider service users locally, as no clarity or further guidance has been received from the Welsh Government.

6.3 Have you considered **collaboration**?

The latest guidance from Welsh Government is the need to examine the best way of supporting the work of improving schools on three levels, namely:

1. Support work between schools on a local level
2. Support collaboration and networking between schools across local authorities and on a national level
3. Support the work of improving schools on a national level.

Therefore, the guidance is clear regarding the expectations to collaborate and we are currently in the process of considering the best way to meet this requirement.

6.4 What has been done or will be done to **prevent** problems arising or worsening in the future?

Last year, the Welsh Government carried out a review of the middle tier which highlighted things that worked well in the current system along with areas for improvement. Based on the feedback gathered across Wales, the Minister for Education at the time, Jeremy Miles MS, decided to proceed to further examine what is the best way of supporting the work of improving schools, and on three levels, and also stated his vision to improve schools in Wales: ([Written Statement](#)). Therefore, the proposed changes respond to the problems highlighted with the intention of establishing more effective and efficient arrangements for the future.

6.5 How have you considered the **long-term** and what will people's needs be in years to come?

The School Improvement Framework clearly sets the expectations for the coming years; however, the Welsh Government has not yet announced the details of the national offer.

6.6 To ensure **integration**, have you considered the potential impact on other public bodies?

The regional collaborative arrangements between the six counties and the GwE regional consortia will cease at the end of March 2025, with Authorities expected to proceed to establish arrangements to support schools from 1 April 2025 onwards. Welsh Government is still eager to see authorities collaborating but on a more local level.

7. **Impact on Equality Characteristics, the Welsh Language and the Socio-Economic Duty**

7.1 Due to the fact that Welsh Government is leading on the change in light of commissioning the middle tier review, we have made a request to the Government for information regarding how it

has considered the impact on equality characteristics, the Welsh language and the socio-economic duty.

Currently, it is considered premature for the Education Authority to assess the impact of the proposed change on equality characteristics, the Welsh language and the socio-economic duty, as we are following guidance received from the Welsh Government in relation to the proposed change. Despite this, we will consider the impact on equality characteristics, the Welsh language and the socio-economic duty when responding to the next steps on a local level.

8. Next Steps

8.1 On 26 June 2024, correspondence was received by the Welsh Government noting the next steps and the timetable as follows:

Date	Output	Leader
June	Distribution of draft guidelines - <i>Collaborative model between school, LAs and national government</i>	Welsh Government
July	Informal discussion with every LA based on the template that reinforces the guidelines. (Any observations on the guidelines themselves should be submitted by the end of July 2024).	Welsh Government and the partner team
September	Publish further details about national capacity functions. Guidelines and template updated based on feedback.*	Welsh Government
End of October	Submit the final plans of LAs based on the template.	LAs
End of 2024	A consultation on the amended School Improvement guidelines that will build on the results of this SIPP process.	Welsh Government

*Details noted in the guidelines about national capacity will affect LAs to some extent in terms of the scope and nature of national support and functions in specific fields.

Appendices

Appendix 1 *Draft guidelines - Enabling a Self-improvement System - collaborative model between school, LAs and Welsh Government*

Enabling a self-improving system – a collaborative model between schools, LAs and Welsh Government – Draft guidance (June 2024)

This document has been written to provide local authorities (“LA”) and school leaders with guidance on the arrangements for school improvement following the publication of the report on the ‘Review of roles and responsibilities of education partners in Wales and delivery of school improvement arrangements’. It is a draft document, to support discussions with local authorities as we move towards 2025/26. We will take comments on the document and share an updated version in September 2024.

This document sets out further guidance on the expectations of the first 2 workstreams in the report:

- Supporting school-to-school working at a local level
- Supporting school-to-school collaboration and networking across local authorities

Further detail will be published by September on the role of the national capacity in supporting this agenda (the third workstream proposed by the review).

This draft guidance sets out:

- The emerging importance of *collaborative improvement* and *collective responsibility* in raising standards.
- A fresh approach to self-evaluation and improvement based on the above principles and driven by professional agency and effective collaboration.
- Roles and responsibilities/expectations for schools and LAs.

The document is supported by a template (Doc 1) which is intended to support LAs in planning for the transition to the new arrangements for supporting school improvement. The template includes a series of questions for LAs to consider. We recognise that local authorities and schools will all be at different starting points and there is a need for a differentiated and graduated approach as we move towards the ambitions of this guidance. The attached template will allow local authorities to outline their own individual journey. This template will form the basis of informal discussions between Welsh Government officials and LAs mid-July. The table sets out the next steps:

Date	Output	Lead
June	Draft guidance circulated - <i>A collaborative model between schools, LAs and Welsh Government.</i>	Welsh Government
July	Informal discussions with every LA based on the template which accompanies this guidance – available at Doc 1 All comments on the guidance itself should be received by end July 2024	Welsh Government and partner team
September	Further detail on the functions of national capacity issued* Updated guidance and template based on feedback	Welsh Government

End October	Final submission of LA plans based on the template	LAs
End 2024	Consultation on the revised School Improvement guidance which will build on the outcomes of this SIPP process	Welsh Government

**The detail provided by the guidance on national capacity will have some implications for LAs in terms of the scope and nature of national support and functions in key areas. However, this detail is unlikely to impact on the contents of this document, which will remain our core vision and requirements.*

1 Context

Recent publications including Estyn reports, PISA and the personalised assessments national report, have identified **a need to improve the quality of learning and outcomes within and across schools, and the consistency of this across Wales for ALL learners**. We need to bring together our work on ALN and curriculum, underpinned by our commitment to equity for all learners as we unite behind our national mission to achieve high standards and aspirations or all by tackling the impact of poverty on educational attainment and supporting every learner.

The 'Review of School Improvement: roles and responsibilities of education partners in Wales' ('the Review') focussed on key areas that needed to be changed to enable this improvement.

The Review noted that school leaders feel overwhelmed by the amount of change in the education system in Wales system which they felt was compounded by a lack of clarity about national reforms in some key areas like curriculum and ALN. They saw many of the requests from the middle tier as being unnecessary, counter-productive and adding bureaucracy. As a result, they sought clarity about the roles and impact of all elements within the middle tier.

School leaders feel a lack of ownership of their school's own improvement agenda as reflected in the conclusions from the Review:

'there was a lot of concern about a culture of 'done to' rather than 'done with'. Concerns about the variability and lack of consistency in the quality of support... was also often noted. They saw many of the requests from the middle tier as being unnecessary, counter-productive and adding bureaucracy'.

The Review proposed school leaders as the agents of improvement in learning, so that they feel more empowered and have more agency over their own improvement journey.

Reflecting on the strength and consistency of opinion the Review suggested that the future school improvement infrastructure should:

- give school leaders an opportunity to lead on school improvement matters through a greater focus on local collaboration and partnership working between school leaders and their LA
- develop partnerships between more than one LA
- establish stronger national leadership with clearer national priorities for schools and a simplification of the national funding mechanisms with as much resource as possible going directly to schools or supporting groups of schools to work together.

2. Aims and Objectives

The aim of this policy is to support the system in collectively raising educational standards in Wales as we mature into a self-improving system.

This guidance sets out Welsh Government policy expectations for a new, school-to-school collaborative approach to self-evaluation and improvement: it should be rooted within an open culture, with collective responsibility between LAs, schools and groups of schools. The Schools in Wales as learning organisations model sets out the key characteristics to deliver this culture.

The policy aims to:

- i. Improve the quality of leadership and teaching and learning by embedding and enabling deep and purposeful collaborative improvement and collective responsibility as the foundations of the school improvement model.
- ii. Develop an open, supportive culture which enables self-evaluation to become a mechanism for improving schools and the wider school system, rather than as a compliance exercise within an accountability system.
- iii. Enable LAs to create a local collaborative improvement infrastructure which allows all schools and LAs to:
 - a. improve the quality of self-evaluation and improvement within schools, where high-quality collaborative working, active professional learning and enquiry, and effective peer support and challenge are central.
 - b. continue to develop a shared understanding of progression and expectations for learning.
 - c. develop a more authentic, collective understanding of local priorities.
- iv. Enable school leaders and LAs to focus time and energy on building, and releasing, school-based capacity to support local system improvement.
- v. Enable LAs to work in partnership with each other and Welsh Government to ensure evidence based good practice is shared systematically.
- vi. Provide a supportive national infrastructure to ensure local improvement intelligence informs national priorities.

3. Our school improvement model: a new school-to-school collaborative approach to self-evaluation and improvement

Our aim is that all parts of the school system see self-evaluation as a mechanism for improving individual schools and the wider school system. The purpose is to focus improvement activity on the things that will have the greatest impact on our learners.

A summary of our model:

- As the starting point, schools should lead their own self-evaluation and improvement planning process in an iterative way (rather than as a one-off event); this should be a process which is supported by the local authority and other schools.
- All schools will be part of a vertical collaborative improvement model (3-16 and beyond) and a horizontal collaborative improvement model (e.g. secondary to secondary) further details below. This will enable leaders and teachers to engage with learning and leadership in other schools - supporting a collective understanding of expectations for learning and progression and enabling long-term, precise improvement priorities to be identified and addressed.
- LAs, in partnership with school leaders, will facilitate and provide support to each collaborative, identifying and drawing on expertise and evidence, along with wider LA services as they collectively seek to tackle barriers to learning at the earliest possible stage.
- LAs work with other LAs and the national school improvement capacity to ensure system-wide evidence-based approaches to improvement, allowing a more cohesive effort to achieving our national mission.

3.1 Role of the individual school

School leaders and their governing bodies will remain accountable for improving learning within their own school. All schools should have honest, robust, evidence-based self-evaluation arrangements in place, building on the range of information and evidence available, as part of their strategic improvement process.

Schools will focus on 2 key questions as a starting point for their improvement activities:

1. Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?
2. Is the pace of learners' progress in line with the expectations of teachers and the curriculum?

A range of information and evidence will be needed to inform a school's evaluation around these questions, but no school should tackle these questions in isolation. In developing their collective understanding of progression and expectations for learning, schools should ensure that practitioners have sufficient support and challenge from within and beyond their own school. Working through an enquiry-focused self-evaluation process within a deep and purposeful collaborative

arrangement with other schools can allow leaders and practitioners to really understand:

- *How well are we doing?*
- *How do we know?*
- *How can we improve?*

3.2 Collaborative improvement

Collaborative improvement should be viewed as the most effective way to secure sustainable change within schools, across groups of schools, and across local authorities; **this should be focused on improving learning and outcomes for all learners**. This approach will lead to improved **teaching and learning, leadership, and equity, inclusion and wellbeing** by building collective capacity and understanding within the local system.

To achieve this, school leaders and practitioners should work in partnership with each other and their LA within an open, trusting environment. This will enable active professional learning, ensuring that first-hand evidence of learning and leadership are seen and shared, supported by rigorous professional dialogue.

We expect this to create a collaborative culture which will enable precise improvement priorities to be identified and expertise, skills and capacity to be shared, securing long term sustainable improvement. (See Annex 1).

We define collaborative improvement in two dimensions:

3.2.1 “Vertical Collaboration” - schools should work collaboratively within their locality to ensure that all learners are able to progress along the 3-16 continuum and beyond.

Schools and LAs should consider opportunities for collective solutions to tackle local issues. Long-term strategies should be put in place to address those local 3-16 challenges, tackling barriers to learning at the earliest stage possible (including disadvantage, ALN, behaviour and attendance).

Vertical collaboration is also fundamental in ensuring an inclusive and coherent curriculum and facilitating progression for all learners, particularly at key transition points. Central to this, will be the development of a shared understanding of progression and expectation for learning along the 3-16 continuum.

3.2.2 “Horizontal collaboration”, Schools should work in partnership to develop collaborative evaluation and improvement planning with schools which have learners in the same age range (for example a secondary school working with other secondary schools.) Central to this form of collaborative improvement is the development of a shared understanding of progression and expectations for learning which underpins effective self-evaluation and enables precise improvement priorities to be identified and implemented. (Please note that horizontal collaboration may need to operate across LAs to enable similar settings to work within the same sector e.g. Welsh medium, faith, special, PRU/EOTAS)

3.2.3 Expectations for deep and purposeful collaborative improvement

Schools and LAs will need to create an open culture of collaborative enquiry, innovation and exploration, to develop an evidence-based understanding of improvement priorities, ensuring that those priorities are sufficiently refined and specific. To enable this, we would expect school collaboratives, within a trusting and supportive environment, to:

- Share with each other the information and evidence relating to their individual improvement journey.
- Facilitate and participate in active professional learning where leaders and practitioners from other schools, along with the LA, can provide effective and reciprocal support and challenge.

This will lead to effective triangulation by allowing for purposeful professional dialogue around first-hand evidence of learning and leadership within a wider range of evidence and information. The above will also enable the LA to understand the underlying barriers to learning so that the wider services of the authority can support schools to tackle those barriers.

3.3 Collective Responsibility

To enable effective collaborative improvement, the system should be driven by the notion of **collective responsibility**. At local level the LA and schools should be collectively addressing local improvement. All schools should act in the best interests of all learners along the 3-16 continuum (and beyond).

Whilst school leaders and their governing bodies will remain accountable for improving learning within their own school, they should also feel collectively responsible for improving learning in other schools/settings. The LA should work in partnership with school leaders to build capacity, skills and expertise across schools within a culture where the whole local system has a commitment to the shared goal of raising standards and improving the educational experience of all learners.

LAs should apply the same principle across LA boundaries in its work with other LAs. These partnerships should be rooted in the notion of collective responsibility and be aimed at improving the standards, provision and experience for all learners in Wales.

3.3.1 Local Improvement Community

In partnership with local school/system leaders, LAs should plan and implement their strategies for improvement according to the needs of the local system and local communities. Working strategically with school leaders around key priorities, which are aimed at improving learning, should facilitate opportunities for building and sharing capacity.

This process should also allow LAs to develop a clear understanding of where they might require additional support and capacity. It will also help LAs to identify areas of strength for sharing with others and consolidate and consider local improvement priorities as part of their own self-evaluation processes. *See Annex 2 for an illustrative example.*

4. What are the benefits of this model?

For the learner:

A collaborative model should ensure greater equity for our learners through the realisation of *collective responsibility*; a system which values the unique contribution of every learner on their 3-16 journey. A culture of learning and improvement, where everyone shares high expectations of themselves and others will help us nurture young people who are better prepared for their next-steps post-compulsory education. Learners should experience a seamless transition along the 3-16 continuum and beyond which feels inclusive and supportive; this can be best achieved within a system which is rooted in deep and purposeful collaboration. This collaborative approach, rooted in the principle of collective responsibility, will also help us to tackle the impact of poverty on learners, their families, and their wider communities.

For the school:

A collaborative model offers numerous benefits that contribute to educational improvement and professional growth; it enhances teaching practice by enriching professional learning and dialogue. This fosters knowledge sharing, innovative teaching methods, and the exchange of best practices. Collaboration can nurture a shift to a more enquiry-based culture within and between schools. Collaborative arrangements can also involve shared leadership capacity and thus schools will benefit from shared strategic thinking, planning, and expertise. Greater agency is given to professionals at all levels within the system.

For the local authority:

In the proposed new collaborative improvement model, LAs will have first-hand evidence of learning and leadership processes in each school and across schools, through participating in and listening to school collaborative work. They will establish an in-depth collective understanding of local improvement needs and will be able to develop a more informed approach to brokering improvement strategies, school-to-school support and professional learning.

By building collective capacity, LAs will be able to support improvement and succession planning through schools sharing with and learning from others.

We expect the model of collaborative improvement will allow LAs and school leaders to build their ownership and collective responsibility for improvement and bring about the change in culture we are seeking.

5. Developing a local school improvement system - roles and responsibilities of schools, local authorities and partnerships

Our overall aim is to realise a self-improving system by delivering a fundamental change in culture so that **school leaders and practitioners** feel empowered and have more agency over their own improvement.

5.1 For all schools, we expect headteachers and governing bodies to:

- Develop a shared vision for how the school should improve in accordance with the National Improvement Framework (Annex 3) - a vision that has collaborative improvement and collective responsibility at its core. This vision should be well-understood and shared by staff, stakeholders, and local schools.
- Develop an open, supportive learning culture in partnership with the local authority - building on the [Professional Standards for teaching and leadership](#) and the [Schools in Wales as learning organisations](#) model.
- Secure a culture of high expectations, within a shared understanding of expectations for learning, well-understood by all staff and stakeholders.
- Establish an open culture of enquiry, innovation and exploration, in partnership with other schools, to develop an evidence-based understanding of their school's improvement priorities, ensuring that those priorities are sufficiently refined and specific.
- Through vertical and horizontal collaboration, and in partnership with the LA, take an active lead in providing and receiving support to address the precise improvement priorities identified, sharing expertise, skills and capacity in a structured way.
- Work collaboratively with other schools to ensure that they are effectively evaluating the impact of improvement strategies on pupil outcomes – providing necessary capacity to support, and ensuring that no groups of learners are left behind.

Please note:

WG will provide national professional learning to support those involved in school improvement (school leaders and LA staff) to develop their approach to operating as advisors and facilitators, in line with this model of supported collaborative improvement. Once established, it is envisaged that this professional learning should be undertaken by:

- all LA staff involved in supporting schools with self-evaluation and improvement;
- at least one member of the senior leadership team in each secondary school;
- at least one member of the leadership teams across the cluster / collaborative partnership of primary schools (special/PRUs/EOTAS)

Governing bodies should also:

- Enable their leaders and practitioners to support collaborative improvement by actively participating within collaborative arrangements and where appropriate, supporting school leaders to act as local system leaders.
- Consider their own arrangements for working with other governing bodies to support collective responsibility and collaborative improvement.

5.2 We expect local authorities to:

- Agree a collective vision with school leaders to improve their schools in accordance with the National Improvement Framework (Annex 3) - a vision that has collaborative improvement and collective responsibility at its core.
- Create a culture of high expectations, with shared understanding of expectations for learning, which is well-understood by all schools and stakeholders and which ensures that all learners can make progress.
- Empower school collaboratives (both vertical and horizontal) to develop an open culture of enquiry, innovation and exploration to enable precise improvement priorities to be identified.
- Actively promote and support the growth of local system leadership by providing school leaders, as appropriate, with opportunities to lead collaborative improvement and to work at strategic level in partnership with LAs.
- Build school-based expertise to support local system improvement as required.
- Carefully consider the ongoing role of Improvement Partner or School Improvement Advisor, which is likely to remain a critical one within the local system. We expect their focus to shift to working with the collaborative groups (vertical and horizontal) by playing more of a facilitative and supportive role in developing effective school-to-school collaborative improvement.
- Develop, in partnership with school leaders and practitioners, an authentic and comprehensive understanding of local improvement priorities to inform local and national priorities (Annex 1)

Local Authorities remain responsible for using their statutory intervention powers as outlined in the Schools Causing Concern Guidance

Local authorities should continue to use the information and intelligence available to them to identify schools causing concern and provide any bespoke support. In these cases, the Improvement Partner or School Improvement Advisor may play a more direct role in brokering or providing support directly to individual schools.

6. Partnership working between local authorities

We expect that all local authorities will work in partnership with other local authorities to deliver school improvement support. These partnerships will be agreed on a voluntary basis between local authorities.

There are broadly two types of partnership we expect to see between local authorities.

- The first will be partnerships between local authorities coming together to deliver support services to schools to make best use of resources. The key argument for delivering services in this way is likely to be economies of scale and the ability to access a wider pool of more specialist skills and resources. These partnerships will also allow for collaborative working between schools to cross local authority boundaries which may be important to meet the needs of their provision and their learners and communities (e.g. Welsh medium, faith, special schools, PRU/EOATS). This type of partnership working between local authorities may also be important in brokering bespoke professional learning support for schools or drawing down the national professional learning offer. This type of operational partnership may also involve sharing of staff to improve capacity and achieve efficiencies.
- The second type of partnerships between local authorities might be more specific and time limited and be aimed more at sharing learning, expertise and school-based capacity across local authorities on key issues and topics.

7. Role of Welsh Government (WG) and next steps for governance and inspection

As set out in the objectives section and illustrated within Annex 1, the policy should allow WG to be better informed of school and local priorities which can inform, and ensure better alignment with, our national priorities.

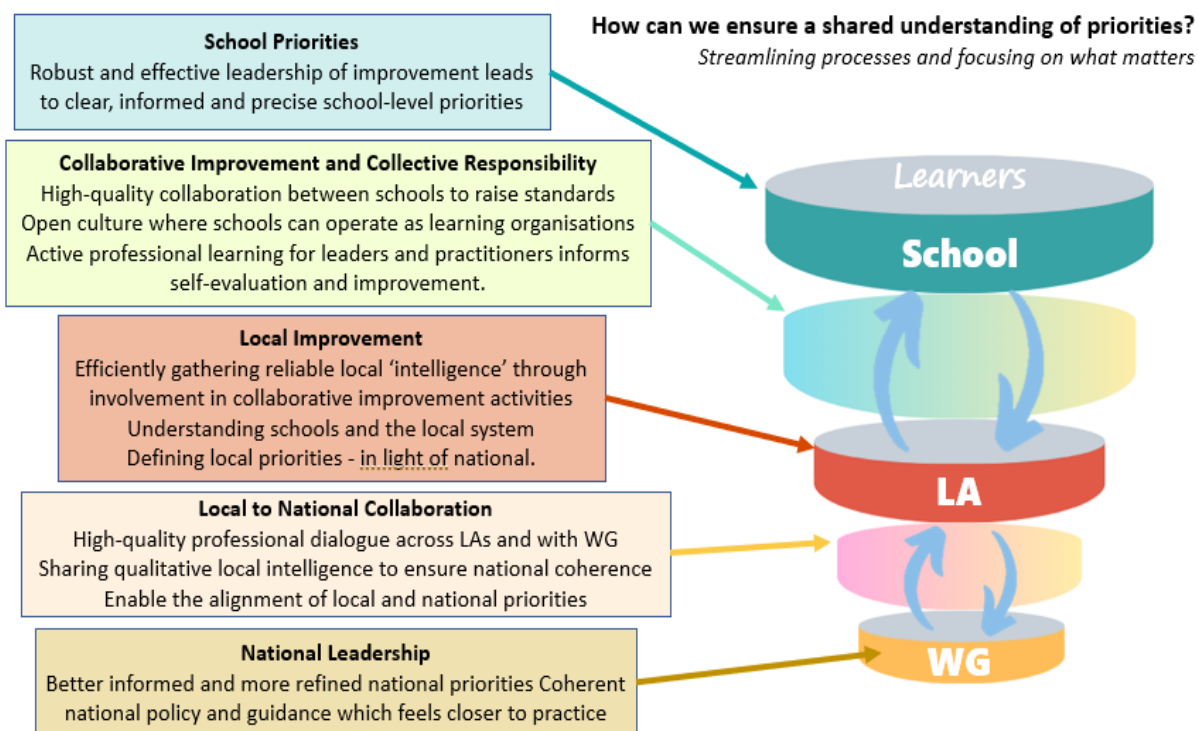
Collaborative improvement at all levels of the system will lead to greater national coherence and ultimately provide a better foundation for raising educational standards for the benefits of all learners.

Centred around the National Improvement Framework (annex 3), and focused on improving leadership, teaching and learning, and wellbeing, inclusion and equity, robust and effective two-way professional dialogue can ensure that **local** improvement priorities are embedded in developing **national** priorities for support and professional learning.

We recognise that the individualised structure of the current system can be a barrier to collaborative improvement and collective responsibility. WG will continue to consider and engage with stakeholders around how governance arrangements will support this agenda over the long-term. We will also work with Estyn to consider the implications of this guidance for their inspection framework.

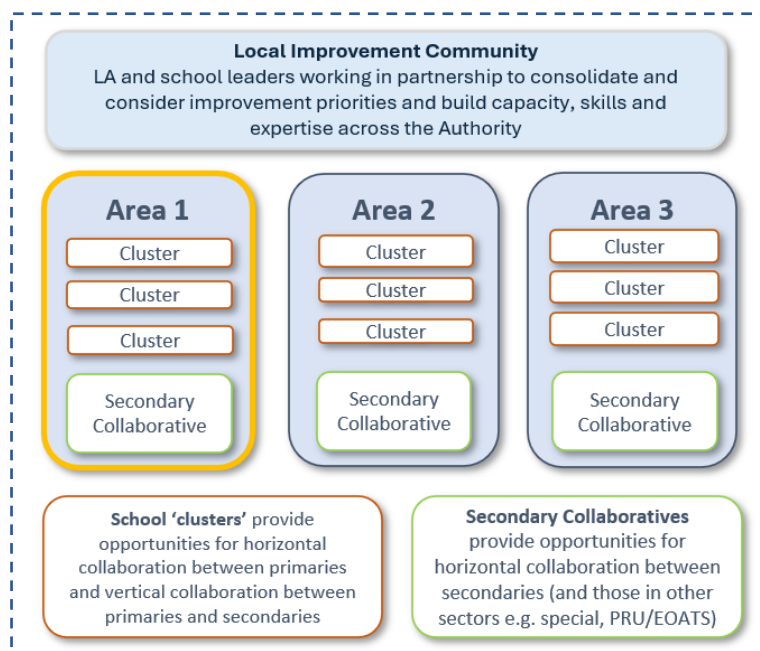
WG will set out in September the role of the national capacity to support the above.

Annex 1: How can we ensure a shared understanding of priorities?

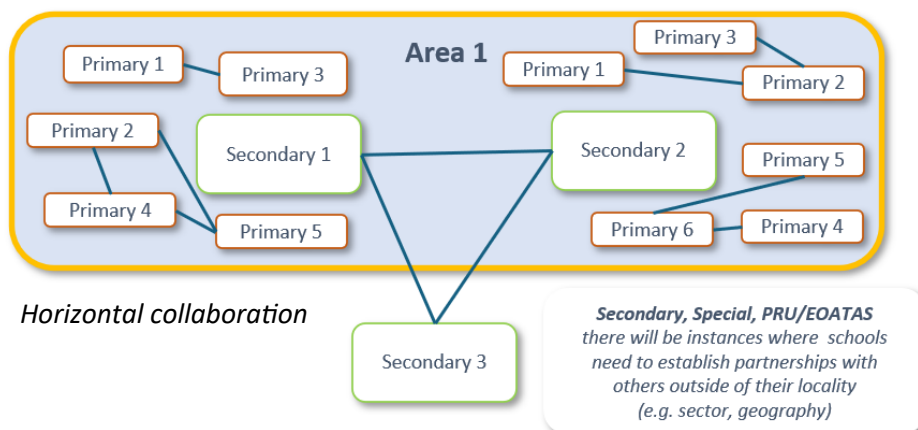


Annex 2: How might collaborative arrangements develop within a LA?

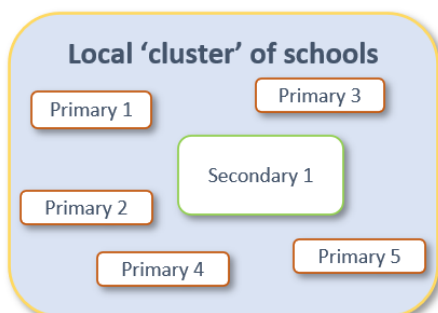
Example



Horizontal collaboration should allow schools with learners of a similar age range to explore learning, leadership and wellbeing together. A key component of this collaborative improvement work will be that leaders and practitioners are given the opportunity to see first-hand evidence beyond their own institution. Collectively, they should consider their expectations for learner progress and attainment, ensuring sufficient stretch and challenge across schools.



Horizontal collaboration

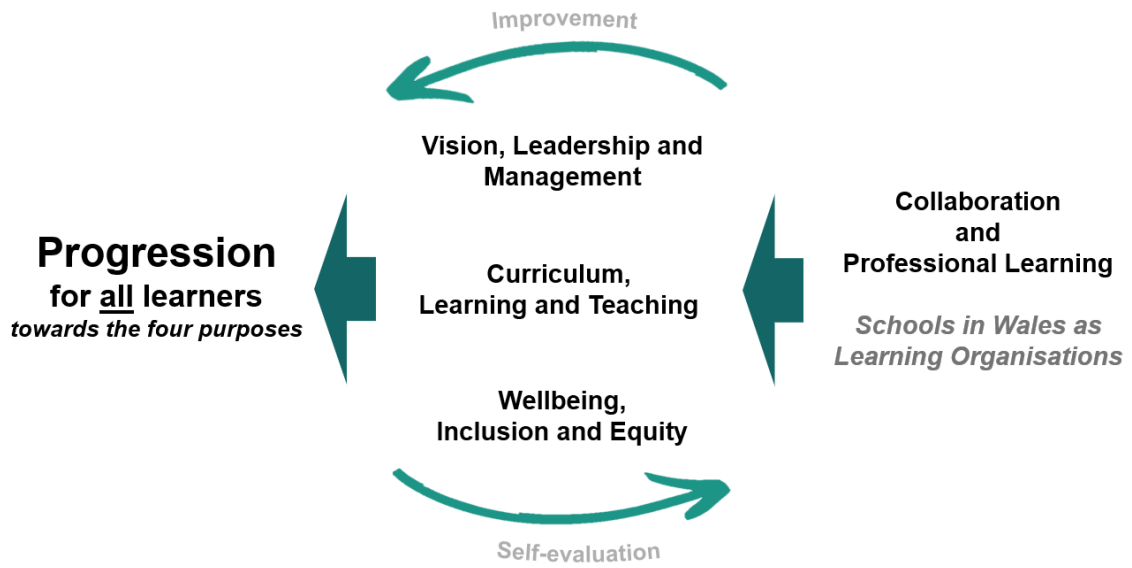


Vertical collaboration should allow schools to work locally. They will focus on local priorities and ensure effective transition for all learners along the 3-16 continuum and to post-16. This work should result in local schools having a clear understanding of any barriers that exist for learners, which they can tackle collectively.

The word 'cluster' is used here for ease of reference, although it is not a term used universally across Wales.

Annex 3:

SI Guidance: the National Improvement Framework



MEETING	Education and Economy Scrutiny Committee
DATE	18 July 2024
TITLE	Safeguarding Arrangements in Schools
REASON TO SCRUTINISE	Assurances to the Education and Economy Scrutiny Committee about the Department for Education's safeguards
AUTHOR	Llion Williams
CABINET MEMBER	Councillor Beca Brown

1. Why does it need to be scrutinised?

- 1.1. This report is submitted in response to a request from the members of the Education and Economy Scrutiny Committee to receive information about the safeguarding arrangements of the Education Department.

2. What exactly needs to be scrutinised?

- 2.1. The intention of the report is to submit information on safeguarding arrangements in schools, as well as the guidance and support provided in this field by the Education Department to reassure the members of the Education and Economy Scrutiny Committee of the propriety of the arrangements.

3. Summary and key issues.

- 3.1. In partnership with all Council departments the Education Department fulfils its responsibilities for managing the safeguarding and protection of children across the education service.
- 3.2. Corporate safeguarding policies and procedures are created jointly, are monitored, and evaluated regularly with regular input from the Education Department.
- 3.3. Safeguarding is a regular item on the Education Management Team's agenda providing a regular platform to consider strategic matters in the field.

4. Background / Context

- 4.1. The Education Department's Safeguarding Arrangements:

- 4.2. Policies:

- 4.3. The Education Department provides standard policies for schools which reflect the model in the 2020 Keeping Learners Safe Circular.
- 4.4. A comprehensive Safeguarding Policy, which is reviewed annually, is shared with our providers at the beginning of the academic year. The policy clearly highlights the responsibilities, definitions of abuse and contacts at the Authority in relation to this field. See **Appendix 1**.
- 4.5. The Designated Lead Officer for Safeguarding in Education keeps the policy updated and considers national guidance or the guidance of the North Wales Safeguarding Board where appropriate before reviewing it each year.
- 4.6. In addition to the Safeguarding Policy, a full range of other various policies relating to safeguarding is provided (please see the comprehensive list in **Appendix 2** - Education Department's Safeguarding Report 2024).
- 4.7. It is ensured that the policies are adopted through the Annual Safeguarding Report to the Governing Body and the quality assurance visits by the Designated Lead Officer for Safeguarding in Education.
- 4.8. The policies are updated annually by the Designated Lead Officer for Safeguarding in Education. It is the responsibility of the schools to personalise the standard policies with the details that relate to them specifically.
- 4.9. The Designated Lead Officer for Safeguarding in Education ensures input from the Education Department in strategic matters. They represent the Department and offer guidance at national, regional and authority level meetings and at relevant sub-groups. They present regular feedback from the meetings for the attention of the Head of Education Department and represent and contribute in full to child practice reviews regionally as required.
- 4.10. The Education Department collaborates effectively with the Additional Learning Needs and Inclusion Service. The Designated Lead Officer for Safeguarding in Education works closely with the service to ensure that the department safeguards children who are not in mainstream education in accordance with the guidelines by;
 - Safeguarding and promoting the well-being of children who have not been given a place in school, or who have been excluded from school, including those taught at pupil referral units or by the home tutor service.
 - In terms of children who are home educated by parents or guardians, the service's staff foster an effective relationship with the home educator to safeguard the educational benefit and welfare of children and young people.

- 4.11. The local authority provides clear guidance to all its education services providers, including our schools, along with child protection policies, and it does this effectively.
- 4.12. The authority ensures there are robust arrangements and procedures in place to safeguard children and vulnerable adults from abuse, neglect, radicalisation, slavery, domestic abuse and exploitation.
- 4.13. The authority refers and reports on every incident of alleged professional abuse to a professional strategy meeting promptly and correctly. Every case is initially addressed by the Head of Children's Services and then operational responsibilities are delegated in accordance with an agreed procedure. The procedure is clear and precise and the services work together effectively to secure the credibility of the process.

5. Safe recruitment:

- 5.1. The authority's appointments procedure is based on safe recruitment requirements and is clearly defined in our safe recruitment policy. Every appointment is made after receiving evidence from a previous employer in the form of references, and for posts where a disclosure is required, the employee may not commence in post until the DBS is in place.
- 5.2. A full list of the education service workforce that require a check is available centrally. The DBS percentages of every department are discussed at the Operational Group for Safeguarding Children and Adults providing an opportunity for us to identify any obstacles on a corporate level.
- 5.3. A database is kept of the required checks for the governing body of every school. In Gwynedd, every member of the body is required to have a DBS check.
- 5.4. All candidates for posts with children or adults in Gwynedd are required to answer a standard safeguarding question. The question promotes the status of safeguarding and ensures that everyone who is appointed to work here has an appropriate level of understanding of the field.
- 5.5. The Education Department's current DBS rate is 99.93%, however the department's target is 100%. Thorough processes are in place to work towards this and ensure that everyone renews their DBS promptly. The 0.07% who are without a current DBS check are either in the process of renewing, are off work with long-term sickness, or have been suspended from work.
- 5.6. The performance on DBS checks is a part of the Performance Challenging process and is reported to the Council's Strategic and Operational Safeguarding Panel.

6. Training and guidance:

- 6.1. The authority's expectations of the education services providers is captured in the range of training provided. The Designated Lead Officer for Safeguarding in Education ensures that the Authority's staff who work with children receive training that equips them to deliver their child protection duties effectively and are able to conduct suitable (level 1) training to the rest of the school's staff. During this academic year, 96% of Gwynedd schools had provided level 1 training in September, with two schools holding it before the end of the Autumn term.
- 6.2. The training programme was changed in September 2023 from a three-year cycle for schools to a two-year cycle, to coincide with best practice in the field.
- 6.3. The Designated Lead Officer for Safeguarding in Education has completed 'NSPCC Train the trainer' training and is competent to present training to trainers on safeguarding and child protection. In addition to training designated Safeguarding Persons (level 2) and Governors, she provides standard training to a broad range of services outside schools, including;
- Early Years Education
 - Music Service
 - Taxi Drivers
 - Chaperones
- 6.4. An Annual Safeguarding Survey was held by the Designated Lead Officer for Safeguarding in Education in March 2024. It was noted that:
- **92% (↑5%)** of the "Main Safeguarding Persons" in schools had received specific safeguarding training during the past two years.
 - **84% (↑14%)** of Designated Governors in Gwynedd's schools had also received the relevant training for their role in the last two years.
 - **95% (↓2%)** of Gwynedd Schools had introduced Basic Safeguarding Training to all staff before the end of the Autumn Term.
 - **100% (remained at 100%)** of Gwynedd Schools noted that they were confident that all school staff and volunteers know what to do if a child should disclose information on abuse.
- 6.5. During the 2023/24 academic year, 12 level 2 training sessions, along with 9 basic training sessions were offered to Gwynedd schools' staff. In addition, the Designated Lead Officer has held training sessions for Governors, supply teachers, early years staff, the education modernisation team and Additional Learning Needs (ALN) staff.

7. MONITORING:

- 7.1. The Education Department ensures that every school submits Annual Safeguarding Reports to the Governing Body and the content of the reports is verified through quality assurance visits.
- 7.2. The Designated Lead Officer for Safeguarding in Education holds quality monitoring visits to verify what was reported on in the Annual Safeguarding Reports to the Governing Body including their day-to-day safeguarding policies and procedures. A report is provided following these visits with recommendations based on the school's improvement plan in the field.
- 7.3. Since April 2023, the Designated Lead Officer for Safeguarding in Education has visited 45 schools to verify the safeguarding arrangements, policies and procedures. Every school receives a quality check visit in a two-year cycle. Every school visited complied with the appropriate safeguarding arrangements, and this opinion was confirmed by Estyn visits. Some minor adjustments were suggested in a small number of schools to improve arrangements, but no school needed a follow-up visit.

RECOMMENDATIONS:

The members are asked to accept the content of the report.

DIOGELU PLANT YN YSGOLION GWYNEDD

SAFEGUARDING CHILDREN IN GWYNEDD SCHOOLS

Cynnwys

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A. Cyflwyniad

Mae'r polisi diwygiedig hwn yn cynnwys polisi diogelu ac amddiffyn plant enghreifftiol ar gyfer ysgolion, yn ogystal â gwybodaeth gyfeirio ychwanegol fel atodiadau.

Mae tudalennau 5 i 15 yn cynnwys polisi diogelu ac amddiffyn plant enghreifftiol ac mae tudalennau 16 i 32 yn cynnwys gwybodaeth ychwanegol; i'w bersonoli a'i fabwysiadu gan gyrff llywodraethu i'w ddefnyddio gan bob ysgol. Cyfunwyd y dogfennau hyn er mwyn hwyluso defnydd.

Mae athrawon a staff nad ydynt yn addysgu yn ysgolion Gwynedd yn cydnabod eu dyletswyddau cyfreithiol o dan ran 7 o Ddeddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014, A28 o Ddeddf Plant 2004, A175 o Ddeddf Addysg 2002 a Chadw Dysgwyr yn Ddiogel 2020, ac yn cymryd eu cyfrifoldebau i amddiffyn a diogelu'r holl blant.

Mae **rhan 7 o Ddeddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014** yn rhoi dyletswydd ar *'bartneriaid perthnasol' a'r tîm troseddau ieuencid perthnasol i roi gwybod i awdurdod lleol am blentyn mewn perygl mewn amgylchiadau penodol, ac i 'bartneriaid penodol' roi gwybod i awdurdod lleol am oedolyn mewn perygl mewn amgylchiadau penodol*. Mae **adran 28 o Ddeddf Plant 2004** yn rhoi dyletswydd ar awdurdodau lleol a'u hasiantaethau partner i *"ddiogelu a hyrwyddo lles plant"*. Yn ychwanegol, mae **adran 175 o Ddeddf Addysg 2002** yn gofyn i awdurdodau lleol *wneud "trefniadau ar gyfer arfer eu swyddogaethau gyda'r nod o ddiogelu a hyrwyddo lles disgyblion. Dylai ysgolion ddarparu amgylchedd diogel a chadarn i blant a phobl ifanc, a'u haddysgu am aros yn ddiogel a sut i ddweud eu dweud os oes ganddynt bryderon"*.

Mae'r gwasanaeth yn cydnabod bod gwaith amddiffyn plant effeithiol yn gofyn bod gweithdrefnau cryf, cadarn a diogel ar waith, yn ogystal â chydweithio rhyngasiantaethol da a gweithlu sy'n gymwys ac yn hyderus wrth ymateb i sefyllfaoedd.

Mae'r ddogfen bolisi hon yn darparu'r sail ar gyfer arferion diogelu da yn ysgolion Gwynedd . Bydd y polisi'n cael ei adolygu bob blwyddyn, neu wrth i newidiadau mewn deddfwriaeth allweddol ddod i'r amlwg.

Dylid darllen y ddogfen hon ar y cyd â [Gweithdrefnau Diogelu Cymru](#) a *Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 adran 7, Nodiadau Arweiniol 5 a 6 - ymdrin ag achosion unigol*. Mae hefyd yn unol â gweithdrefnau cenedlaethol perthnasol eraill ac yn adlewyrchu'r hyn y mae defnyddwyr gwasanaeth yn ei ystyried fel arfer diogel a phroffesiynol yn y cyd-destun hwn. Mae'n rhaid ystyried amddiffyn plant o fewn cyfrifoldebau "diogelu" ehangach gweithwyr proffesiynol, sy'n cynnwys dyletswydd i gydweithredu o dan Ddeddf Plant 2004 yn ogystal â'r ddyletswydd i adrodd am blant ac oedolion sydd 'mewn perygl' o dan Ddeddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014.

Mae gan bob ysgol a lleoliad addysgol arall yng Ngwynedd aelod dynodedig o staff â chyfrifoldeb am gydlynu camau gweithredu ar ddiogelu ac amddiffyn plant. Mae'r person hwn hefyd yn darparu arbenigedd a chynghor i'r holl staff. Gelwir y person hwn yn Person Diogelu Dynodedig (PDD) ar gyfer Amddiffyn Plant a dylai'r holl staff, gwirfoddolwyr, disgyblion, rhieni a gofalwyr ei adnabod yn ôl ei enw a'i wedd. Dylai'r holl leoliadau ddefnyddio taflenni gwybodaeth, poster, lluniau a dyddiaduron ysgol i hyrwyddo'r wybodaeth ddiogelu hon i staff, disgyblion a rhieni/gofalwyr.

Mae gan staff addysgu a staff nad ydynt yn addysgu rôl hanfodol i'w chwarae wrth nodi, cofnodi ac adrodd am ddangosyddion cam-drin neu esgeulustod posib i'r Person Diogelu Dynodedig (PDD). Yna bydd y PDD yn gwneud adroddiad (cyfeirio) ac yn cysylltu â'r Gwasanaethau Plant Gwynedd(CyfeiriadauPlant@gwynedd.llyw.cymru).

B.

Polisi Amddiffyn Plant

Ysgol

Dyddiad Cymeradwyo:

Dyddiad Adolygu:

Llofnodwyd

Cadeirydd Cyngor yr Ysgol ar ran y disgyblion:

Person Dynodedig Ddiogelu:

Llywodraethwr Dynodedig Diogelu:

Pennaeth:

1 Cyflwyniad

Rydym yn cydnabod yn llwyr y cyfraniad mae'r ysgol yn ei wneud i amddiffyn plant. Mae tair prif elfen i'n polisi:

- atal drwy'r gefnogaeth addysgu a bugeiliol a cynigir i ddisgyblion
- gweithdrefnau ar gyfer nodi ac adrodd am achosion, neu achosion posib o gam-drin. Oherwydd ein cyswllt o ddydd i ddydd â phlant, mae staff yr ysgol mewn sefyllfa ddelfrydol i weld arwyddion allanol o gam-drin,
- rhoi cefnogaeth i ddisgyblion sydd efallai wedi'u cam-drin yn y gorffennol.

Mae ein polisi yn berthnasol i **holl** staff, llywodraethwyr a gwirfoddolwyr yr ysgol.

Bydd ein hysgol yn adolygu'r polisi'n flynyddol ac rydym yn ymrwymedig i ddilyn unrhyw arweiniad newydd.

2. DATGANIAD DIOGELU

Mae llywodraethwyr a staff yr ysgol yn gwbl ymroddedig i lynu wrth adran 175 Deddf Addysg 2002, sy'n gofyn bod trefniadau ar waith gan Awdurdodau Lleol a Chyrff Llywodraethu ysgolion a sefydliadau a gynhelir er mwyn iddynt arfer eu swyddogaethau gyda'r nod o ddiogelu a hyrwyddo lles plant. Mae'r Corff Llywodraethu yn ymateb i'r amcan cadw plant a phobl ifanc yn ddiogel drwy:

- greu a chynnal amgylchedd dysgu diogel i blant a phobl ifanc;
- nodi lle ceir pryderon lles plant a chymryd camau gweithredu priodol i fynd i'r afael â hwy, lle y bo'n briodol, mewn partneriaeth ag asiantaethau eraill;
- sicrhau y gwrandewir ar blant os ydynt yn mynegi pryderon; ac
- datblygu dealltwriaeth, ymwybyddiaeth a gwydnwch plant drwy'r cwricwlwm.

Mae'r Corff Llywodraethu'n cydnabod, er mwyn cyflawni'r amcan, fod angen system wedi'u dylunio i:-

- atal pobl anaddas rhag gweithio gyda phlant a phobl ifanc;
- hybu arfer diogel a herio arfer gwael ac anniogel;
- nodi digwyddiadau lle mae sail i bryderu am les plentyn, a dechrau neu gymryd camau gweithredu priodol i'w gadw'n ddiogel; a
- chyfrannu at y gwaith partneriaeth effeithiol rhwng yr holl rai sy'n ymwneud â darparu gwasanaethau i blant a phobl ifanc.

Bydd llywodraethwyr a staff yr ysgol yn gweithio gyda'i gilydd a chydag asiantaethau eraill i gyflawni'r amcan uchod.

Mae iechyd, diogelwch a lles yr holl blant o'r pwys mwyaf. Mae rhieni'n anfon eu plant i'r ysgol bob dydd gan ddisgwyl y bydd yr ysgol yn darparu amgylchedd diogel lle gall y plant ffynnu. Mae'r Corff Llywodraethu a staff yr ysgol felly'n gwneud pob ymdrech i sicrhau y gwiredir y disgwyliad hwn. Er mwyn gwneud hyn, a chydabod cwmpas diogelu, rhoddwyd amrywiaeth eang o fesurau a pholisïau ar waith, gan gynnwys mabwysiadu Gweithdrefnau Diogelu Cymru a Chadw Dysgwyr yn Ddiogel.

Rydym, fel ysgol, yn cydnabod gwerth gwasanaethau ymyrryd yn gynnar ac atal er mwyn diogelu plant a hyrwyddo'u lles. Rydym yn ymroddedig i weithio ar y cyd â theuluoedd a gwasanaethau ymyrryd yn gynnar. Mae'n hanfodol bod cyfathrebu rheolaidd â theuluoedd yn cael ei gynnal er mwyn nodi, mor gynnar â phosib, pryd y gall gwasanaethau eraill gynnig cefnogaeth. Bydd y Corff Llywodraethu a staff yr ysgol yn gweithio gyda theuluoedd i wneud atgyfeiriadau priodol ac amserol i wasanaethau ymyrryd yn gynnar.

3. Ataliaeth

Rydym yn cydnabod bod hunan-barch uchel, hyder, ffrindiau cefnogol a chyfathrebu ag oedolyn y gall plentyn ymddiried ynddo yn helpu i ddiogelu disgyblion. Yn **(Enw'r Ysgol)** rydym yn cydnabod ein cyfrifoldebau diogelu i atal dirywiad mewn iechyd a datblygiad disgyblion, a sicrhau eu bod yn derbyn gofal diogel ac effeithiol. Dyma pam rydym yn sicrhau bod diogelu'n rhan o'n holl bolisiau a gweithdrefnau ysgol.

Hefyd, bydd yr ysgol yn:

- sefydlu a chynnal ethos lle mae'r plant yn teimlo'n ddiogel ac yn cael eu hannog i siarad a bod rhywun yno i wrando arnynt
- sicrhau bod y plant yn gwybod bod oedolion yn yr ysgol y gallant fynd atynt os ydynt yn poeni neu'n cael anhawster
- cynnwys gweithgareddau a chyfleoedd ABCh yn y cwricwlwm sy'n rhoi cyfle i blant gael y sgiliau mae eu hangen arnynt i fod yn ddiogel rhag cam-drin a gwybod at bwy i droi am help
- cynnwys deunyddiau yn y cwricwlwm a fydd yn helpu plant i ddatblygu ymagweddau realistig tuag at gyfrifoldebau bywyd oedolion, yn arbennig o ran sgiliau gofal plant a magu plant.

4. Cyfrinachedd

Mae angen deall materion cyfrinachedd os yw plentyn yn datgelu gwybodaeth ei fod yn cael ei gam-drin. Efallai bydd plentyn yn teimlo'n ddigon hyderus i ddweud rhywbeth yn gyfrinachol wrth aelod o staff os yw'n teimlo na fydd yr wybodaeth honno'n cael ei datgelu i unrhyw un arall. Fodd bynnag, mae gan staff addysg gyfrifoldeb proffesiynol i rannu gwybodaeth berthnasol am amddiffyn plant â'r asiantaethau statudol dynodedig pan fydd plentyn yn dioddef niwed.

Mae'n bwysig bod pob aelod o staff yn ymdrin â hyn yn sensitif ac yn esbonio i'r plentyn bod yn rhaid iddo ddweud wrth y bobl briodol sy'n medru helpu, ond y byddant yn dweud wrth y rhai y mae angen iddynt wybod yn unig, er mwyn iddynt allu helpu. Dylent dawelu meddwl y plentyn a dweud wrtho na fydd yr ysgol yn dod i wybod am ei sefyllfa.

Byddwch yn ymwybodol y gall fod wedi cymryd cryn dipyn o ddewrder ar ran y plentyn i ddatgelu'r wybodaeth, a'i fod hefyd yn profi emosiynau anghyson â'i gilydd sy'n cynnwys teimladau o euogrwydd, embaras, anffyddlondeb (os yw'r sawl sy'n cam-drin yn rhywun sy'n agos ato) a loes.

Cofiwch gyfrifoldeb bugeiliol y gwasanaeth addysg. Sicrhewch mai'r rheini â chysylltiad proffesiynol yn unig, e.e. y Person Diogelu Dynodedig a'r Pennaeth, sydd â mynediad at y cofnodion amddiffyn plant. Ar bob adeg arall dylid eu cadw ar glo'n ddiogel ac ar wahân i brif ffeil y plentyn, neu os defnyddir systemau electronig megis 'My Concern', dylid sicrhau bod cyfyngiadau priodol ar waith i sicrhau cyfrinachedd.

5. Gweithdrefnau

Dylid dilyn y rhain os bydd datgeliad/pryder ynghylch diogelu neu amddiffyn plant

Byddwn yn dilyn Gweithdrefnau Diogelu Cymru, y mae Bwrdd Diogelu Gogledd Cymru yn eu cefnogi. Bydd yr ysgol yn:

- Sicrhau bod ganddi Person Diogelu Dynodedig (PDD) sydd wedi cael yr hyfforddiant priodol.
- Cydnabod rôl y PDD ac yn trefnu cefnogaeth a hyfforddiant ar lefelau uwch yn unol â'i lefel o gyfrifoldeb.
- Sicrhau bod pob aelod o staff a llywodraethwr yn gwybod:
 - Enw'r PDD a'i rôl, ac enw'r llywodraethwyr dynodedig dros ddiogelu ac amddiffyn plant.
 - Bod ganddynt gyfrifoldeb unigol dros adrodd am bryderon diogelu ac amddiffyn plant drwy ddefnyddio'r sianeli cywir, ac o fewn yr amserlenni y cytunwyd arnynt o fewn Rheoliadau Diogelu Cymru.
 - Sut i ymdrin â'r pryderon hyn pan na fydd y PDD ar gael.

- Sicrhau bod aelodau staff yn ymwybodol o'r angen i fod yn wyladwrus o arwyddion cam-drin a gwybod sut i ymateb i ddisgybl a fydd efallai yn sôn am gam-drin.
- Sicrhau bod gan rieni ddealltwriaeth o gyfrifoldeb yr ysgol a'r staff dros amddiffyn plant drwy bennu ei goblygiadau ym mhrosbectws yr ysgol.
- Sicrhau bod yr holl staff yn cyflawni unrhyw hyfforddiant amddiffyn plant y cytunwyd arno gan yr awdurdod lleol sy'n berthnasol i'w rôl.
- Darparu sesiwn frifio diogelu ac amddiffyn plant o leiaf unwaith y tymor i'r holl staff fel eu bod yn gwybod:
 - Eu cyfrifoldeb personol.
 - Y gweithdrefnau lleol cytunedig.
 - Yr angen i fod yn wyladwrus wrth nodi achosion o gam-drin.
 - Sut i gefnogi plentyn sy'n datgelu ei fod yn cael ei gam-drin.
 - Unrhyw faterion amddiffyn plant newydd neu newid i weithdrefnau.
- Hysbysu gwasanaethau cymdeithasol lleol os:
 - Caiff disgybl ar y gofrestr amddiffyn plant ei wahardd naill ai am gyfnod penodol neu'n barhaol.
 - Os yw disgybl ar y gofrestr amddiffyn plant yn absennol o'r ysgol heb esboniad am fwy na dau ddiwrnod (neu un diwrnod yn dilyn y penwythnos).
- Gweithio i ddatblygu cysylltiadau effeithiol ag asiantaethau perthnasol a chydweithio yn ôl y galw gyda'u hymholiadau ynghylch materion diogelu ac amddiffyn plant.
- Mynychu cyfarfodydd strategaeth, cynadleddau amddiffyn plant cychwynol/adolygu a grwpiau craidd (gan gynnwys cyflwyno adroddiadau ysgrifenedig i'r cynadleddau).
- Cyfrannu at gynlluniau diogelwch, gofal a chefnogaeth plant a bod yn gyfrifol am gamau gweithredu'r ysgol fel rhan o'r cynlluniau hyn.
- Cadw cofnodion ysgrifenedig o bryderon am blant (gan nodi dyddiad, digwyddiad a cham gweithredu), hyd yn oed lle nad oes angen cyfeirio'r mater i'r Gwasanaethau Cymdeithasol ar unwaith.
- Sicrhau y cedwir yr holl gofnodion yn ddiogel dan glo.
- Glynw wrth y gweithdrefnau a nodwyd yn arweiniad Llywodraeth Cymru, 'Cadw Dysgwyr yn Ddiogel' 2020 ac unrhyw ddiwygiadau i'r arweiniad hwnnw.
- Sicrhau bod gweithdrefnau recriwtio a dethol diogel yn cael eu dilyn a bod hyfforddiant priodol yn cael ei ddefnyddio.
- Dynodi llywodraethwr ar gyfer materion diogelu ac amddiffyn plant a fydd yn goruchwyllo polisi ac arferion diogelu ac amddiffyn plant yr ysgol.

6. Llunio adroddiad/Atgyfeirio at y Gwasanaethau Plant

Mae'n rhaid adrodd am yr holl faterion diogelu ac amddiffyn plant dros y ffôn yn y man cyntaf (01758704455). Bydd eich adroddiad ffôn yn cael ei gofnodi o fewn 24 awr ar ffurflen Adroddiad/gyfeirio, a chaiff ei chyflwyno drwy e-bost i'r tîm Cyfeiriadau Plant CyfeiriadauPlant@gwynedd.llyw.cymru.

Ar gyfer pryderon sy'n ymwneud â phlentyn sydd efallai 'mewn perygl' neu y mae angen gofal a chefnogaeth arno, gallwch gysylltu â'r tîm PCU cyn gwneud galwad ffôn ymlaen llaw. Caiff yr holl adroddiadau/gyfeiriadau eu sgrinio a gallant gael eu dyrannu i'w hasesu gan Weithiwr Cymdeithasol.

Ar gyfer pryderon sy'n codi y tu allan i oriau swyddfa, e.e. nosweithiau rhieni, teithiau ysgol etc., bydd angen i chi roi'ch adroddiad dros y ffôn i'r Tîm Dyletswydd Brys (EDT) (01248 353551) ar - caiff eich ffurflen gyfeirio ysgrifenedig ei chyflwyno i'r tîm Cyfeiriadau Plant o fewn 24 awr. Os na fydd gweithiwr cymdeithasol ar gael ar y rhif hwn, gallwch drosglwyddo'ch pryder amddiffyn plant yn uniongyrchol i'r heddlu ar 999. Ni ddylid aros tan y diwrnod gweithio nesaf cyn cyfeirio mater amddiffyn plant.

7. Diffiniadau cam-drin plant, diogelu plant mewn amgylchiadau penodol

Mae diffiniadau camdriniaeth ar gael yng Ngweithdrefnau Diogelu Cymru ond maent hefyd ar gael i gyfeirio'n hawdd atynt yn yr atodiadau, 'Diffiniadau a Dangosyddion Cam-drin Plant'.

Mae ein hysgol yn cydnabod y gall rhai plant fod yn fwy agored i niwed ac mae gennym ddyletswyddau a chyfrifoldebau amddiffyn plant penodol mewn perthynas â'r rhain. Amlinellir yr amgylchiadau penodol yn fanylach ym Mhennod 4 canllawiau 'Cadw Dysgwyr yn Ddiogel' Llywodraeth Cymru.

8. Ymdrin â datgeliad gan blentyn

8.1 Derbyn

- Gwrandewch yn astud ar yr hyn sy'n cael ei ddweud, heb ddangos sioc nac anghrediniaeth. Derbyniwch yr hyn a sydd yn cael ei ddweud gan y plentyn. Efallai bydd y plentyn sy'n datgelu'r wybodaeth yn blentyn rydych chi'n gwybod nad yw bob amser yn dweud y gwir. Fodd bynnag, peidiwch â gadael i wybodaeth flaenorol am y person hwn olygu eich bod yn rhagfarnu neu'n annilysu ei honiad.
- Peidiwch â cheisio ymchwilio i'r honiad. Eich ddyletswydd chi yw gwranddo ar yr hyn sy'n cael ei ddweud a throsglwyddo'r wybodaeth honno.

8.2 Cysuro

Rhowch ddigon o gysur i'r plentyn. Byddwch yn onest bob tro a pheidiwch â gwneud addewidion ni allwch chi eu cadw, er enghraifft: "Arhosa i gyda ti", neu "Bydd popeth yn iawn nawr".

- Os yw disgybl yn cyfeirio at deimlo'n euog, ceisiwch leddfu'r teimlad hwn. Er enghraifft, gallech ddweud: "Nid ti sydd ar fai. Nid dy fai di yw hwn."
- Peidiwch ag addo cyfrinachedd. Bydd gennych ddyletswydd i drosglwyddo'r wybodaeth a bydd angen i'r plentyn wybod hyn.

8.3 Ymateb

- Gallwch ofyn cwestiynau - efallai y bydd rhaid i chi mewn rhai achosion. Fodd bynnag, nid cyfle yw hwn i holi'r plentyn yn fanwl a mentro i faes cwestiynu manwl a hirfaith. Y cyfan mae angen i chi ei wybod yw pwyntiau amlycaf honiad y plentyn. Rhaid i unrhyw gwestiynau fod yn agored ac ni ddylent fod yn arweiniol.
- Peidiwch â beirniadu'r tramgwyddwr honedig oherwydd efallai bydd gan y plentyn gysylltiad emosynol â'r person hwn o hyd.
- Peidiwch â gofyn i'r plentyn ailadrodd ei honiad i aelod arall o staff. Os gofynnir iddo'i ailadrodd, gall deimlo nad yw'n cael ei gredu a/neu efallai bydd ei atgof o'r hyn a ddigwyddodd yn newid.

8.4 Cofnodi

- Cymerwch nodiadau cyn gynted ag y mae'n ymarferol i chi wneud hynny. Cofnodwch y geiriau gwirioneddol a ddywedwyd gan y plentyn – peidiwch â'u trosi i'r ffordd mae oedolion yn siarad neu geisio gwneud synnwyr o strwythur yr hyn a ddywedwyd. Peidiwch â digio ag unrhyw iaith neu eiriau sarhaus a ddefnyddir i ddisgrifio'r camdriniaeth.
- Sicrhewch fod eich enw, yr amser a'r dyddiad ar eich nodiadau a pheidiwch â'u dinistrio rhag ofn y bydd eu hangen yn y llys.
- Mae (enw'r ysgol) yn defnyddio (enw'r feddalwedd e.e. My Concern) i gofnodi materion a phryderon diogelu ac amddiffyn plant.
- Os yw'n bosib, tynnwch lun diagram i ddangos lleoliad unrhyw gleisiau ond peidiwch â gofyn i'r plentyn dynnu unrhyw ddillad i wneud hyn.
- Cofnodwch ddatganiadau a phethau y gallwch arsylwi arnynt, yn hytrach na'ch dehongliadau neu'ch rhagdybiaethau.

8.5 Camau Olaf

- Ar ôl i chi ddilyn y canllawiau uchod, rhwch yr wybodaeth i'r PDD yn syth. Wedyn, bydd nifer o opsiynau ar gael iddo gan gynnwys cysylltu â'r Tîm Gwasanaethau Cymdeithasol lleol i ofyn iddynt beth ddylai ddigwydd nesaf.

9. Rheoli honiadau yn erbyn oedolion sy'n gweithio gyda phlant

Os gwneir honiad diogelu/amddiffyn plant yn erbyn aelod o staff, mae'n rhaid i'r person sy'n derbyn yr honiad hwnnw drosglwyddo manylion y mater hwnnw ar unwaith i'r Pennaeth neu, yn ei absenoldeb, aelod o staff â chyfrifoldebau'r Pennaeth. Yna bydd y Pennaeth yn ffonio

CyfeiriadauPlant@gwynedd.llyw.cymru (01758704455) i drafod y mater.

Yn dilyn y drafodaeth gyda Gwasanaethau Cymdeithasol bydd angen i'r Pennaeth gysylltu a Uwch Swyddog Diogelu Addysg (Bethan Helen Jones) (07977504344) i drafod y camau nesaf yn unol â threfniadau lleol.

Os yw honiad diogelu/amddiffyn plant posib yn cael ei wneud yn erbyn y Pennaeth, mae'n rhaid i'r aelod y staff sy'n derbyn yr honiad hwnnw gysylltu â Chadeirydd y Llywodraethwyr a hefyd y Uwch Swyddog Diogelu Addysg ar 07977504344. Os yw Chadeirydd y Llywodraethwyr yn derbyn yr adroddiad, bydd rhaid iddyn nhw gysylltu â Swyddog Diogelu Addysg yr ar 07977504344. .

9.1 Camddefnyddio Swydd Gyfrifol

Mae Canllawiau Llywodraeth Cymru yn nodi bod angen i holl staff addysg wybod bod ymddygiad amhriodol gyda, neu at blant, yn annerbyniol. Yn benodol, o dan Ddeddf Troseddau Rhywiol 2003, mae'n drosedd i berson dros 18 oed (er enghraifft, athro/athrawes, gweithiwr ieuenctid) gael perthynas rywiol gyda plentyn dan 18 oed lle mae'r person mewn sefyllfa o ymddiriedaeth i'r plentyn, hyd yn oed os yw'r berthynas yn gydsyniol. Mae hyn yn berthnasol pan fydd y plentyn mewn addysg amser llawn ac mae'r person yn gweithio yn yr un sefydliad â'r plentyn, hyd yn oed os nad yw'n addysgu'r plentyn.

10. Cefnogi'r disgybl sydd mewn perygl

Mae cam-drin plentyn yn drychinebus i'r plentyn a gall hefyd arwain at ofid a phryder i staff sy'n ymwneud â'r mater. Rydym yn cydnabod y gall hyn effeithio'n fawr ar blant sydd mewn perygl, sy'n cael eu cam-drin neu'n dyst i drais. Efallai mai'r ysgol yw'r unig elfen gadarn, ddiogel a dibynadwy ym mywydau'r plant sydd mewn perygl. Er hynny, pan fyddant yn yr ysgol efallai y bydd eu hymddygiad yn heriol ac yn herfeiddiol neu efallai na fyddant yn cyfranogi. Bydd yr ysgol yn ceisio cefnogi'r disgybl drwy:

- Gymryd yr holl amheuan a datgeliadau fel rhai difrifol.
- Enwebu person cyswllt a fydd yn hysbysu pob parti sy'n gysylltiedig â'r mater ac yn bwynt cyswllt canolog. Lle bydd aelod o staff yn destun honiad a wnaed gan ddisgybl, caiff pobl gyswllt ar wahân eu henwebu i osgoi gwrthdaro o ran budd.
- Ymateb gyda chydymdeimlad i unrhyw gais gan ddisgyblion neu staff am amser i ymdrin â gofid neu bryder.
- Cynnal cyfrinachedd a rhannu gwybodaeth angenrheidiol ag unigolion ac asiantaethau perthnasol yn unig.
- Cadw cofnodion a hysbysu'r Gwasanaethau Cymdeithasol cyn gynted ag y bydd pryder wedi ailgodi.
- Storio cofnodion yn ddiogel.
- Cynnig manylion llinellau cymorth, cwnsela neu lwybrau cefnogaeth allanol eraill
- Cydweithio'n llawn ag asiantaethau statudol perthnasol.
- Meithrin a chefnogi eu lles yn unol â'n strategaeth lles unigol.

10.1 Mae cynnwys y cwricwlwm yn annog hunanbarch a hunangymhelliad fel a amlinellir ym Mhennod 2 canllawiau 'Cadw Dysgwyr yn Ddiogel' Llywodraeth Cymru.

- Hyrwyddo amgylchedd cadarnhaol, cefnogol a diogel.
- Rhoi ymdeimlad o werth i'r disgyblion.

10.2 Bydd yr ysgol yn cefnogi strategaethau ymddygiad cadarnhaol â'r nod o gefnogi disgyblion diamddiffyn yn yr ysgol; rydym yn cydnabod bod rhai plant yn mabwysiadu ymddygiad difriol ac mae'n rhaid gyfeirio'r plant hyn fel y fod modd iddynt dderbyn cefnogaeth ac ymyriad priodol.

10.3 Bydd yr ysgol yn ceisio sicrhau bod y disgybl yn gwybod bod ymddygiad penodol yn annerbyniol ond ei fod ef/hi yn cael ei werthfawrogi/gwerthfawrogi ac nad ef/hi sydd ar fai am y cam-drin;

- Bydd holl aelodau'r staff yn cytuno ar ymagwedd gyson sy'n canolbwyntio ar ymddygiad y drosedd dan sylw gan y plentyn ond nad yw'n niweidio ymdeimlad o hunan-werth y disgybl.
- Cydgyssylltu ag asiantaethau eraill sy'n cefnogi'r disgybl megis y Gwasanaethau Cymdeithasol, Gwasanaethau Iechyd Meddwl Plant a Phobl Ifanc, y Gwasanaeth Seicoleg Addysg, y Gwasanaethau Cefnogi Ymddygiad, y Gwasanaeth Lles Addysg a'r gwasanaeth eiriolaeth, yn ogystal â gwasanaethau ymyrryd yn gynnar ac atal.

10.4 Pan fydd disgybl ar y Gofrestr Amddiffyn Plant yn gadael yr ysgol, yn ogystal â throsglwyddo gwybodaeth safonol i'r ysgol newydd, bydd y PDD yn cysylltu'n syth â PDD yr ysgol newydd i roi gwybod iddo fod y plentyn ar y Gofrestr Amddiffyn Plant. Bydd Cydlynedd y Cynllun Gofal a Chefnogaeth (Gweithiwr Cymdeithasol) yn rhoi gwybod i'r awdurdod perthnasol ac yn gofyn am gynhadledd amddiffyn plant er mwyn trosglwyddo o fewn 3 diwrnod. Mae'n rhaid i'r PDD rannu'r holl gofnodion diogelu ac amddiffyn plant sydd gan yr ysgol gyda'r PDD sy'n derbyn yr wybodaeth, yn unol â Chylchlythyr 10/2006 Llywodraeth Cymru.

10.5 Ymyriad corfforol

Mae gennym Bolisi Ymyriad Diogel (Grym Rhesymol) a gaiff ei adolygu'n flynyddol gan y Corff Llywodraethu ac mae'n gyson â chanllawiau Llywodraeth Cymru ar Ymyriad Diogel ac Effeithiol - Defnyddio Grym Rhesymol a Chwilio am Arfau 097/2013.

11. Adolygiad

Caiff y polisi ei adolygu a'i gadarnhau'n flynyddol mewn cyfarfod llawn o'r Corff Llywodraethu o leiaf unwaith y flwyddyn a chofnodir hyn yn y cofnodion. I baratoi ar gyfer yr adolygiad hwn, bydd y Person Diogelu Dynodedig yn rhoi gwybodaeth i'r Corff Llywodraethu am y canlynol:

- Newidiadau i weithdrefnau Diogelu ac Amddiffyn Plant.
- Yr hyfforddiant a gyflawnwyd gan yr holl staff a llywodraethwyr yn y 12 mis blaenorol.
- Nifer y digwyddiadau Diogelu neu Amddiffyn Plant a gafwyd yn yr ysgol yn y deuddeg mis blaenorol (heb fanylion nac enwau).
- Ble a sut mae Diogelu ac Amddiffyn Plant yn ymddangos yn y cwricwlwm.
- Gwersi a ddysgwyd o achosion.

12. Cwynion

Mae gan yr ysgol Bolisi Delio â Chwynion ar waith sy'n seiliedig ar y model a gynhwysir yng nghylchlythyr 011/2012 Llywodraeth Cymru: Gweithdrefnau Cwynion ar gyfer Cyrff Llywodraethu Ysgolion yng Nghymru ac, yn ogystal, mae ganddo wybodaeth gwynion i blant fel y gall plant, staff a'r cyhoedd gyflwyno'u cwynion mewn perthynas â'r ysgol, gan gynnwys cwynion diogelu a phryderon ynghylch y ffaith na chymerwyd camau gweithredu diogelu.

C. Cyfrifoldebau'r Person Diogelu Dynodedig (PDD)

1. Dylai pob ysgol nodi Person Diogelu Dynodedig (PDD) â chyfrifoldeb arweiniol am reoli materion ac achosion diogelu ac amddiffyn plant. Dylai'r PDD wybod sut i adnabod a nodi arwyddion cam-drin ac esgeulustod a gwybod pryd bydd yn briodol i adrodd am hyn i'r asiantaethau ymchwilio perthnasol. Mae'r rôl yn ymwneud â darparu cyngor a chefnogaeth i staff eraill, gwneud adroddiadau a gweithio gydag asiantaethau eraill fel y bo'r angen. Nid rôl y PDD yw ymchwilio i honiadau, ond rhaid iddo hysbysu'r Pennaeth o'r holl faterion diogelu ac amddiffyn plant yn y sefydliad.

Nid oes angen i'r PDD fod yn athro, ond rhaid iddo fod yn uwch-aelod o dîm arweinyddiaeth yr ysgol, a yn meddu ar statws a'r awdurdod o fewn y sefydliad i gyflawni dyletswyddau'r swydd, gan gynnwys neilltuo adnoddau i faterion diogelu ac amddiffyn plant, a lle y bo'n briodol, gyfarwyddo aelodau eraill o staff. Wrth ymdrin ag achosion unigol efallai y bydd angen cynnwys y Swyddog Lles Addysg neu ddilyn trefniadau cefnogi myfyrwyr eraill, fodd bynnag y maes gwaith hwn yw cyfrifoldeb y PDD o hyd.

Dylai'r holl ysgolion sicrhau bod dirprwy ar gael i weithredu yn absenoldeb y PDD. Mewn ysgolion a drefnir ar safleoedd gwahanol neu â strwythurau rheoli gwahanol, dylai fod Person Diogelu Dynodedig ar gyfer pob rhan neu safle. Mewn sefydliadau mawr, neu'r rhai â nifer mawr o bryderon diogelu ac amddiffyn plant, efallai bydd angen nifer o ddirprwyon i ymdrin â'r cyfrifoldebau.

Mae'n rhaid i'r ysgol wneud trefniadau hefyd i gael rhywun i gyflenwi yn lle'r PDD pan na fydd ar gael. Yn yr holl achosion, bydd dirprwy PDD ar gael ac efallai bydd gan ysgolion sy'n fwy dîm o staff sy'n gweithio gyda'i gilydd, y bydd disgwyl iddynt ddirprwyo ar ran y PDD pan fo angen.

Y PDD fydd yn gyfrifol am arferion, polisi a gweithdrefnau diogelu ac amddiffyn plant yr ysgol, a'i ddatblygiad proffesiynol ei hun wrth weithio gydag asiantaethau eraill fel bo angen. Dylai'r Pennaeth sicrhau bod y PDD:

- Yn cael digon o amser ac adnoddau i gyflawni'r rôl yn effeithiol; dylai hyn gael ei ddiffinio'n glir yn nisgrifiad swydd deiliad y swydd.
- Wedi cael hyfforddiant o lefel uwch gan gynnwys hyfforddiant PDD/Person Diogelu Dynodedig.
- Yn cael mynediad at y gefnogaeth briodol sydd ei hangen i wneud y rôl.
- Yn cael amser i fynychu cynadleddau amddiffyn plant a darparu adroddiadau a chyngor iddynt, yn ogystal â chyfarfodydd grwpiau craidd a rhyngasiantaeth eraill yn ôl y galw.
- Yn cyfrannu at gamau gweithredu'r ysgol ac yn cymryd cyfrifoldeb amdanynt yn ôl y cynllun cefnogi ac amddiffyn diogelwch neu ofal.

2. Adroddiadau

Dylai'r PDD weithredu fel pwynt cyswllt a ffynhonnell gefnogaeth, cyngor ac arbenigedd yn yr ysgol wrth benderfynu a ddylid adrodd am honiad drwy gydgyssylltu ag asiantaethau perthnasol.

Mae'r PDD yn gyfrifol am adrodd am honiadau o gamdriniaeth honedig i'r asiantaethau archwilio perthnasol. Os yw'r rhain yn berthnasol i achosion o gam-drin honedig neu honiadau o gam-drin yn erbyn aelod o staff, y Pennaeth (neu Gadeirydd y Llywodraethwyr) sy'n gyfrifol, a nodir y broses yn nogfennau [Gweithdrefnau Disgyblu a Diswyddo ar gyfer Staff Ysgolion 002/2020](#) a [Diogelu Plant mewn Addysg: ymdrin â honiadau o gam-drin yn erbyn athrawon a staff eraill \(009/2014\)](#)

3. Cadw Cofnodion

Cyfrifoldeb y PDD yw sicrhau y cedwir cofnodion ysgrifenedig manwl, cywir a chadarn am blant os oes pryderon ynghylch diogelu ac amddiffyn plant. Mae'r cofnodion hyn yn gyfrinachol a dylid eu cadw ar wahân i gofnodion disgyblion. Dylent gynnwys cronoleg o bryderon, adroddiadau, cyfarfodydd, galwadau ffôn ac e-byst.

Pan fydd plant yn gadael y sefydliad, dylai'r PDD sicrhau bod ei ffeil diogelu ac amddiffyn plant yn cael ei hanfon i'r ysgol newydd cyn gynted â phosib, ond dylid ei throsglwyddo ar wahân i brif ffeil y disgybl.

4. Cynyddu ymwybyddiaeth

Mae'r Pennaeth/PDD yn gyfrifol am sicrhau bod rhieni a gofalwyr yn gweld copïau o'r polisi diogelu ac amddiffyn plant. Mae hyn yn osgoi'r potensial o wrthdaro yn nes ymlaen drwy eu hysbysu am ofynion cyfreithiol yr ysgol a'r ffaith y gall fod angen adrodd am honiadau. Mae llawer o ysgolion yn cynnwys gwybodaeth am hyn yn y cyfarfodydd sefydlu i rieni newydd, yn eu prosectws ac ar eu gwefan.

Mae'n arfer da i'r PDD ddarparu sesiwn frifio flynyddol a diweddariadau rheolaidd mewn cyfarfodydd staff ar unrhyw faterion diogelu ac amddiffyn plant newydd neu newidiadau mewn gweithdrefnau lleol/rhanbarthol/cenedlaethol. Mae hyn yn sicrhau bod yr holl staff yn cael yr wybodaeth ddiweddaraf ac yn cael eu hatgoffa'n rheolaidd am eu cyfrifoldebau, a pholisïau a gweithdrefnau'r ysgol. Mae llawer o ysgolion yn ei gweld hi'n ddefnyddiol i drafod diogelu ac amddiffyn plant yn rheolaidd mewn cyfarfodydd staff er mwyn sicrhau bod ymwybyddiaeth yn aros yn uchel.

Dylai'r Pennaeth/PDD gydgyssylltu â'r llywodraethwr dynodedig ar gyfer diogelu ac amddiffyn plant fel y gall y llywodraethwr dynodedig sôn wrth y Corff Llywodraethu am faterion diogelu. Ni ddylai adroddiadau i'r corff llywodraethu ymwneud ag achosion diogelu ac amddiffyn plant penodol, ond dylent adolygu'r polisïau a'r gweithdrefnau diogelu. Mae'n arfer da i'r llywodraethwr dynodedig a'r PDD gyflwyno'r adroddiad gyda'i gilydd.

Dylai'r PDD sicrhau bod polisi amddiffyn plant yr ysgol yn cael ei ddiweddarau a'i adolygu'n flynyddol, a gweithio gyda'r corff llywodraethu neu'r perchennog ynglŷn â hyn.

5. Adolygu'r polisi

Yn ogystal â pholisïau'r ysgol ar gyfer diogelu ac amddiffyn plant, mae polisïau eraill sy'n berthnasol i ddiogelu, ac efallai bydd y PDD yn ymwneud â monitro effeithiolrwydd y rhain a pholisïau eraill i sicrhau bod yr ysgol yn diogelu ei holl ddisgyblion. Mae polisïau perthnasol eraill yn cynnwys:

- Presenoldeb
- Ymddygiad
- Côt ymddygiad staff
- Gwrth-fwlio
- Gofal personol
- Recriwtio a dethol diogel
- E-ddiogelwch
- Ymyriad corfforol
- Cyfrinachedd
- Polisi defnydd priodol o TGCh a chyfryngau cymdeithasol ar gyfer rhieni, disgyblion a staff

Gellir cael cefnogaeth ac arweiniad pellach ar rôl y PDD gan Swyddog Amddiffyn a Diogelu Plant - Addysg yr awdurdod lleol. Mae adnoddau ac arweiniad defnyddiol hefyd ar gael ar HWB.

6. Diogelu ac amddiffyn plant a hyfforddiant amlasiantaeth

Rôl y PDD yw gweithio gyda'r Pennaeth i sicrhau bod yr holl staff a gwirfoddolwyr yn:

- Gallu cyrchu a deall polisi diogelu ac amddiffyn plant yr ysgol, yn enwedig staff newydd neu ran-amser a gwirfoddolwyr, yn ogystal â staff arlwyyo a glanhau.
- Cael hyfforddiant sefydlu a gloywi sy'n cynnwys diogelu ac amddiffyn plant, dealltwriaeth o faterion diogelu gan gynnwys achosion o niwed, cam-drin ac esgeulustod.
- Gallu adnabod arwyddion a dangosyddion niwed.
- Gwybod sut i ymateb yn effeithiol pan fydd ganddynt bryderon.
- Gwybod sut i ymateb yn briodol i ddatgeliad.
- Gwybod bod ganddo gyfrifoldeb i roi gwybod am unrhyw bryderon yn syth wrth iddynt godi.

Dylai'r PDD gadw cofnodion o ddyddiadau'r hyfforddiant, manylion y darparwr a chofnod o bresenoldeb staff yn yr hyfforddiant, a dylai'r wybodaeth hon fod ar gael i Swyddog Diogelu'r Awdurdod Lleol ar gyfer Addysg.

Dylai athrawon dderbyn hyfforddiant diogelu ac amddiffyn plant fel rhan o'r cwrs hyfforddi sy'n arwain at Statws Athro Cymwysedig (SAC), ond bydd angen atgyfnerthu hyn â mwy o hyfforddiant, neu hyfforddiant gloywi pan gânt eu penodi gyntaf. Mae'r Safonau SAC yn gyfres o ddatganiadau canlyniadau y mae'n rhaid i athrawon dan hyfforddiant eu bodloni sy'n gysylltiedig â chyhoeddiadau a gofynion statudol eraill fel y bo'n briodol. Mae'n rhaid i athrawon dan hyfforddiant allu cyflwyno tystiolaeth eu bod yn sefydlu amgylchedd dysgu pwrpasol i'r holl blant lle mae dysgwyr yn teimlo'n ddiogel ac yn hyderus. Dylai'r holl staff gael eu hatgoffa'n rheolaidd o [Gôd Ymddygiad](#) Cyngor y Gweithlu Addysg a'i berthnasedd i arferion diogelu.

Mae gofyn hefyd i athrawon dan hyfforddiant ddangos proffesiynoldeb i sicrhau bod eu perthnasoedd â dysgwyr yn cael eu meithrin ar gyd-ymddiriedaeth a pharch, a chydabod y bydd hyn yn helpu i fwyafu eu potensial dysgu. Disgwylir i athrawon dan hyfforddiant ddangos tystiolaeth o'r safon hon drwy allu dangos gwybodaeth am hawliau a hawliadau'r holl ddysgwyr ac ymwybyddiaeth ohonynt, fel y'u hamlinellir yng Nghonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CCUHP) a pholisiau allweddol Llywodraeth Cymru.

Dylai staff a llywodraethwyr eraill gael hyfforddiant pan gânt eu penodi gyntaf. Dylai'r holl staff nad oes ganddynt gyfrifoldeb dynodedig am ddiogelu/amddiffyn plant, gan gynnwys athrawon, fynychu hyfforddiant gloywi addas ar gyfnodau rheolaidd a phriodol wedi hyn, i sicrhau bod eu gwybodaeth a'u sgiliau'n gyfoes.

Mae asiantaethau unigol yn gyfrifol am sicrhau bod gan staff y gallu a'r hyder i gyflawni eu cyfrifoldebau am ddiogelu a hyrwyddo lles plant. Bydd Bwrdd Diogelu Gogledd Cymru yn gallu darparu cyngor ar isafswm y lefelau hyfforddiant gofynnol y mae eu hangen ar staff i sicrhau eu bod yn gallu cydymffurfio â gweithdrefnau y cytunwyd arnynt yn lleol.

Diben hyfforddiant aml - asiantaeth yw cyflawni gwell canlyniadau i blant a phobl ifanc gan gynnwys:

- Dealltwriaeth a rennir o'r tasgau, y prosesau, yr egwyddorion, a'r rolau a chyfrifoldebau a amlinellir mewn canllawiau cenedlaethol a threfniadau lleol ar gyfer diogelu plant a hyrwyddo'u lles.
- Gwasanaethau mwy effeithiol ac integredig ar lefel strategol ac achosion unigol.
- Gwell cyfathrebu rhwng gweithwyr proffesiynol gan gynnwys dealltwriaeth gyffredin o dermau allweddol, diffiniadau a throthwyau ar gyfer gweithredu.
- Perthnasoedd gwaith effeithiol gan gynnwys gallu i weithio mewn grwpiau neu dimau amlddisgyblaeth.
- Gwneud penderfyniadau cadarn yn seiliedig ar rannu gwybodaeth, asesu trylwyr, dadansoddiad beirniadol a barn broffesiynol.

Dylai'r PDD gael hyfforddiant yn brydlon mewn gweithdrefnau rhyngasiantaeth sy'n ei alluogi i weithio mewn partneriaeth ag asiantaethau eraill, ac yn rhoi'r wybodaeth a'r sgiliau angenrheidiol iddo gyflawni ei gyfrifoldebau. Dylai hefyd gyflawni hyfforddiant gloywi i gadw ei wybodaeth a'i sgiliau'n gyfoes.

Dylai staff eraill dderbyn hyfforddiant pan gânt eu penodi gyntaf a chyflawni hyfforddiant gloywi addas i gadw eu gwybodaeth a'u sgiliau'n gyfoes.

Ch. Cyfrifoldebau cyrff llywodraethu

Mae cyrff llywodraethu'n atebol am sicrhau bod polisiau a gweithdrefnau effeithiol ar waith i ddiogelu a hyrwyddo lles plant yn unol â'r arweiniad hwn, a monitro bod ysgolion yn cydymffurfio â nhw. Mae'r cyfrifoldeb hwn yn unol ag arweiniad Cadw Dysgwyr yn Ddiogel a pholisi'r awdurdod lleol.

Dylai cyrff llywodraethu ysgolion a gynhelir a pherchnogion ysgolion annibynnol sicrhau bod eu sefydliadau perthnasol yn:

- meddu ar ac yn gweithredu polisiau a gweithdrefnau diogelu ac amddiffyn plant effeithiol sy'n:
 - Cydymffurfio ag arweiniad yr awdurdod lleol a gweithdrefnau rhyngasiantaethol y cytunwyd arnynt yn lleol/rhanbarthol.
 - Cynnwys gwasanaethau sy'n ymestyn y tu hwnt i'r diwrnod ysgol (e.e. llety preswyl, gweithgareddau cymunedol ar safle'r ysgol, etc.)
 - Cael eu hadolygu o leiaf bob blwyddyn.
 - Sicrhau eu bod ar gael i rieni neu ofalwyr ar gais.
 - Cael eu darparu mewn fformat addas ar gyfer dealltwriaeth plant, yn enwedig lle mae ysgolion yn darparu ar gyfer plant ag anghenion ychwanegol.
- Gweithredu gweithdrefnau recriwtio diogel sy'n ystyried yr angen i ddiogelu plant a phobl ifanc, gan gynnwys trefniadau i sicrhau bod yr holl wiriadau perthnasol yn cael eu cyflawni ar staff a gwirfoddolwyr newydd a fydd yn gweithio gyda phlant, gan gynnwys gwiriadau GDG perthnasol lle bo'n addas.
- Sicrhau bod y Pennaeth a phob aelod parhaol o staff a gwirfoddolwyr parhaol sy'n gweithio gyda phlant yn cyflawni'r hyfforddiant priodol fel bod ganddynt yr wybodaeth a'r sgiliau angenrheidiol i gyflawni eu cyfrifoldebau diogelu ac amddiffyn plant yn effeithiol, a sicrhau bod hwn yn cael ei ddiweddar'u'n gyson trwy hyfforddiant gloywi.
- Rhoi arweiniad clir i staff a gwirfoddolwyr dros dro sy'n cyflenwi yn ystod absenoldebau tymor byr ac a fydd yn gweithio gyda phlant a phobl ifanc ynglŷn â threfniadau'r ysgol o ran diogelu ac amddiffyn plant a'u cyfrifoldebau.
- Sicrhau bod y corff llywodraethu'n adfer yn ddi-oed unrhyw ddiffygion neu wendidau sy'n ymwneud â threfniadau diogelu ac amddiffyn plant y tynnir ei sylw atynt, gyda chefnogaeth a chynghor Swyddog Diogelu Addysg yr awdurdod lleol.
- Sicrhau bod y PDD, y llywodraethwr dynodedig a chadeirydd y llywodraethwyr yn cyflawni hyfforddiant mewn gweithio rhyngasiantaeth a ddarperir gan BDGM, neu i safonau y cytunwyd arnynt gan BDGM a hyfforddiant gloywi i gadw eu gwybodaeth a'u sgiliau'n gyfoes, yn ogystal â hyfforddiant diogelu/amddiffyn plant sylfaenol.

Llywodraethwr dynodedig

Nodi llywodraethwyr dynodedig ar gyfer diogelu ac amddiffyn plant a fydd yn:

- gyfrifol am faterion diogelu ac amddiffyn plant
- sicrhau bod y corff llywodraethu'n adolygu polisiau a gweithdrefnau'r ysgol yn flynyddol
- Sicrhau bod y corff llywodraethu/perchennog yn cynnal adolygiad blynyddol o'i bolisiau a'i weithdrefnau diogelu a sut mae'r dyletswyddau uchod wedi cael eu cyflawni.

Er bod gan gyrff llywodraethu rôl wrth arfer eu swyddogaethau disgyblu o ran honiadau amddiffyn plant yn erbyn aelodau o staff, nid oes ganddynt rôl wrth ystyried achosion unigol yr ymchwilir iddynt dan drefniadau a nodir yn nogfen [Diogelu Plant mewn Addysg: ymdrin â honiadau o gam-drin yn erbyn athrawon a staff eraill](#). (Cylchlythyr 009/2014 Llywodraeth Cymru)

Er mwyn i'r corff llywodraethu gael polisi effeithiol ar waith ac er mwyn i'r llywodraethwr Dynodedig fod yn hyderus yn ei rôl, mae'n bwysig i holl aelodau cyrff llywodraethu gwblhau hyfforddiant diogelu ac amddiffyn plant perthnasol. Mae hyn yn sicrhau bod ganddynt yr wybodaeth angenrheidiol i gyflawni eu swyddogaethau a deall cyfrifoldebau diogelu ehangach.

D. Diffiniadau a dangosyddion cam-drin plant

Beth yw cam-drin plant?

Mae cam-drin ac esgeulustod yn ffyrdd o gam-drin plentyn. Mae plentyn yn cael ei gam-drin neu ei esgeuluso os yw rhywun yn achosi niwed sylweddol iddo neu'n methu i weithredu i atal niwed. Gall plant gael eu cam-drin mewn lleoliad teuluol, sefydliadol neu gymunedol, gan bobl maent yn eu hadnabod neu, yn anghyffredin, gan ddieithryn. Plentyn yw unrhyw un nad yw wedi cyrraedd ei ben-blwydd yn 18 oed. Ystyr "plant" felly yw "plant a phobl ifanc" drwy gydol y polisi. Nid yw'r ffaith bod plentyn wedi cyrraedd 16 oed a'i fod efallai yn byw yn annibynnol yn newid ei statws na'i hawl i wasanaethau neu amddiffyniad o dan Ddeddf Plant 1989.

Mewn deddfwriaeth, diffinnir niwed sylweddol fel cam-drin plentyn neu amharu ar ei iechyd a'i ddatblygiad, o'i gymharu â'r hyn y gellid ei ddisgwyl yn rhesymol gan blentyn tebyg.

Dylai pawb:

- fod yn ymwybodol o ddangosyddion niwed, cam-drin neu esgeulustod;
- bod yn ymwybodol o'r bygythiad y gall yr un sydd yn ei camdrin fod i blant;
- rhannu eu pryderon er mwyn gallu casglu gwybodaeth i helpu i asesu anghenion ac amgylchiadau'r plentyn;
- gweithio gydag asiantaethau i gyfrannu at gamau gweithredu sy'n angenrheidiol i ddiogelu a hybu lles y plentyn
- parhau i gefnogi'r plentyn a'i deulu.

Dosbarthiadau o gam-drin

- Cam-drin corfforol
- Cam-drin rhywiol
- Cam-drin emosiynol
- Esgeulustod
- Cam-drin ariannol

Cam-drin corfforol

Gall cam-drin corfforol gynnwys bwrw, ysgwyd, taflu, gwenwyno, llosgi neu sgaldio, boddi, mygu neu niwed corfforol arall i blentyn. Gall niwed corfforol ddigwydd pan fydd rhiant neu ofalwr yn esgus symptomau salwch, neu'n achosi salwch yn fwriadol, i blentyn yn ei ofal. Disgrifir y sefyllfa hon yn gyffredin gan ddefnyddio termau fel salwch ffug neu wedi'i achosi gan eraill.

Dangosyddion cam-drin corfforol:

- cleisiau, marciau neu niweidiau heb esboniad, ar unrhyw ran o'r corff
- cleisiau amryfal - mewn clystyrau, yn aml ar ran uchaf y fraich, y tu allan i'r forddwyd
- llosgiadau sigarét
- marciau cnoi gan berson
- esgyrn wedi'u torri
- sgaldiadau â marciau sblash at i fyny
- llosgiadau amryfal gydag ymyl clir

Newidiadau mewn ymddygiad a all hefyd awgrymu cam-drin corfforol:

- ofn y bydd rhywun yn cysylltu â'r rhieni am esboniad
- ymddygiad ymosodol neu ffrwydradau colli tymer
- cilio'n ôl pan fydd rhywun yn mynd yn agos at y plentyn neu'n ei gyffwrdd
- amharodrwydd i newid dillad, er enghraifft mewn tywydd poeth
- iselder
- ymddygiad swil
- rhedeg i ffwrdd o gartref.

Cam-drin rhywiol

Mae cam-drin rhywiol yn ymwneud â gorfodi neu ddenu plentyn neu berson ifanc i gymryd rhan mewn gweithgareddau rhywiol p'un a yw'r plentyn yn ymwybodol o'r hyn sy'n digwydd ai peidio. Gall y gweithgareddau gynnwys cyswllt corfforol, gan gynnwys ymosodiad drwy dreiddio (er enghraifft trais neu gyfathrach rhywiol) neu weithredoedd nad ydynt yn dreiddgar megis mastyrbio, cusanu, rhwbio a chyffwrdd y tu allan i'r dillad. Gall cam driniaeth hefyd gynnwys gweithgareddau digyswllt, megis cynnwys plant mewn edrych ar ddelweddau rhywiol, neu wrth eu cynhyrchu, gwyllo gweithgareddau rhywiol, annog plant i ymddwyn mewn ffyrdd rhywiol amhriodol neu baratoi plentyn ar gyfer cam-drin (gan gynnwys dros y we). Nid dynion yn unig sy'n gyfrifol am gam-drin rhywiol. Gall menywod gam-drin yn rhywiol hefyd, yn ogystal â phlant eraill.

Dangosyddion cam-drin rhywiol:

- poen neu gosi yn yr organau cenhedlu
- cleisiau neu waedu yn agos at yr organau cenhedlu
- clefyd a drosglwyddir yn rhywiol
- “ Discharge “neu haint rhywiol (STD)
- poenau bol
- anghysur wrth gerdded neu eistedd i lawr
- beichiogrwydd

Mae newidiadau mewn ymddygiad a all hefyd ddangos cam-drin rhywiol yn cynnwys:

- newidiadau sydyn/heb esboniad mewn ymddygiad e.e. dod yn ymosodol neu'n swil
- Ofni bod ar ei ben ei hun gyda pherson penodol neu grŵp o bobl
- cael hunllefau
- rhedeg i ffwrdd o'r cartref, gwybodaeth rywiol sydd y tu hwnt i'w oed neu ei lefel ddatblygiadol
- darluniau neu iaith rywiol
- problemau bwyta megis gorfwyta neu anorecsia
- hunan-niweidio neu lurgunio, gan arwain weithiau at ymgais i ladd eich hun
- dweud bod ganddynt gyfrinachau ni allant ddweud wrth unrhyw un arall amdanynt
- peidio â gallu cael ffrindiau (yn enwedig yn ystod y glasoed)
- ymddwyn mewn ffordd rhywiol tuag at oedolion

Cam-drin emosiynol

Cam-drin emosiynol yw trin plentyn yn emosiynol wael yn barhaus, gan achosi effeithiau andwyol difrifol a pharhaus i ddatblygiad emosiynol y plentyn. Gall hyn gynnwys awgrymu i blant eu bod yn ddiwerth neu'n ddi-gariad, yn annigonol neu mai eu hunig werth yw eu bod yn diwallu anghenion person arall. Gall gynnwys gorfodi disgwyliadau ar y plentyn sy'n anaddas i oedran neu ddatblygiad y plentyn. Gall gynnwys gwneud i blentyn deimlo ofn neu fel ei fod mewn pryder, neu ecsbloetio plentyn.

Dangosyddion o Gam-drin Emosiynol:

- ymddygiad niwrotig e.e. pwdu, troelli gwallt, siglo
- gwrthod chwarae
- ofni gwneud camgymeriadau
- anhwylderau lleferydd sydyn
- hunan-niweidio
- ofn o gysylltu â rhiant i drafod ei ymddygiad
- oedi datblygiadol o ran cynnydd emosiynol

Gall newidiadau mewn ymddygiad, a all hefyd awgrymu esgeulustod, gynnwys:

- eithafion goddefolrwydd neu ymosodedd
- gorymateb i gamgymeriadau
- hunan-ddirmyg ('Rwy'n dwp, yn hyll, yn ddi-werth' etc.)
- ymateb amhriodol i boen ('Rwy'n haeddu hyn')

Esgeulustod

Esgeulustod yw methiant i ddiwallu anghenion corfforol a/neu seicolegol sylfaenol plentyn, sy'n debygol o arwain at amharu'n ddifrifol ar iechyd neu ddatblygiad y plentyn. Gall esgeulustod ddigwydd yn ystod beichiogrwydd o ganlyniad i'r fam yn camddefnyddio sylweddau. Ar ôl i blentyn gael ei eni, gall esgeulustod olygu rhiant neu ofalwr sy'n methu darparu digon o fwyd, dillad a lloches (gan gynnwys ei wahardd o'r cartref neu ei adael); methu i amddiffyn plentyn rhag niwed neu berygl corfforol ac emosiynol; peidio â sicrhau goruchwyliaeth ddigonol (gan gynnwys defnyddio rhoddwyr gofal annigonol); neu fethu i ddarparu mynediad at ofal neu driniaeth feddygol briodol. Gall hefyd gynnwys esgeuluso neu beidio ag ymateb i anghenion emosiynol sylfaenol plentyn.

Dangosyddion esgeulustod:

- chwant bwyd cyson, weithiau yn n dwyn bwyd plant eraill
- bob amser yn frwnt neu'n 'ddrewllyd'
- colli pwysau neu fod tan eu pwysau yn rheolaidd
- dillad anaddas ar gyfer yr amodau.

Gall newidiadau mewn ymddygiad, a all hefyd awgrymu esgeulustod, gynnwys:

- cwyno o fod yn flinedig drwy'r amser
- peidio â gofyn am gymorth meddygol a/neu fethu i fynychu apwyntiadau
- peidio â chael llawer o ffrindiau
- sôn am gael ei adael ar ei ben ei hun neu heb oruchwyliaeth.

Cam-drin ariannol

Yn cynnwys:

- dwyn arian neu eiddo arall oddi wrthych;
- cael eich twyllo
- cael eich rhoi dan bwysau mewn perthynas ag arian neu eiddo arall
- rhywun yn cam-drin eich arian neu'ch eiddo
- peidio â diwallu anghenion gofal a chefnogaeth rhywun sy'n cael eu darparu drwy daliadau uniongyrchol
- cwynion bod eiddo personol ar goll

Dd. Cam-drin ymddiriedaeth

Mae Canllawiau Llywodraeth Cymru yn nodi bod angen i holl staff addysg wybod bod ymddygiad amhriodol gyda, neu at blant, yn annerbyniol. Yn benodol, o dan Ddeddf Troseddau Rhywiol 2003, mae'n drosedd i berson dros 18 oed (er enghraifft, athro/athrawes, gweithiwr ieuenctid) gael perthynas rywiol gyda phlentyn dan 18 oed lle mae'r person mewn sefyllfa o ymddiriedaeth i'r plentyn, hyd yn oed os yw'r berthynas yn gydsyniol. Mae hyn yn berthnasol pan fydd y plentyn mewn addysg amser llawn ac mae'r person yn gweithio yn yr un sefydliad â'r plentyn, hyd yn oed os nad yw'n addysgu'r plentyn.

Yn y Gwasanaeth Addysg, mae'r holl berthnasoedd rhwng staff ac ysgolion yn seiliedig ar ymddiriedaeth. Yn gyffredinol, gellir disgrifio perthynas o ymddiriedaeth fel un lle mae un person mewn swydd gyfrifol neu mae ganddo ddylanwad dros y llall, yn rhinwedd ei waith neu natur y gweithgaredd. Gall fod gan yr unigolyn sydd mewn swydd gyfrifol y pŵer i ganiatáu cynnydd neu fethiant. Gall y berthynas gael ei gwyrddroi gan ofn neu ffafr. Mae'n hanfodol i'r rhai mewn swyddi cyfrifol o'r fath ddeall y pŵer mae hyn yn ei roi iddynt dros y rhai maent yn gofalu amdanynt, a'r cyfrifoldeb y mae'n rhaid iddynt ei arfer o ganlyniad i hyn. Er bod perthynas o ymddiriedaeth yn bodoli, mae caniatáu i berthynas ddatblygu mewn ffordd a allai arwain at berthynas rywiol yn anghywir. Bydd perthynas rywiol yn y bôn yn anghyfartal mewn perthynas o ymddiriedaeth, ac mae felly'n annerbyniol. Mae hefyd yn annerbyniol oherwydd byddai'r berthynas o ymddiriedaeth 'broffesiynol' yn cael ei newid.

Mae Deddf Troseddau Rhywiol (Diwygiad) 2000 yn nodi cyfres o alwedigaethau y mae'r deddfau Manteisio ar Blant a Phobl Ifanc yn berthnasol iddynt. Mae hyn yn cynnwys unrhyw un sy'n gweithio mewn sefydliad addysgol.

Prif ddiben y darpariaethau Manteisio ar Blant a Phobl Ifanc yw darparu amddiffyniad i bobl ifanc 16 ac 17 oed yr ystyrir eu bod yn agored iawn i sefyllfa lle gall pobl mewn swydd gyfrifol neu swydd ag awdurdod yn eu bywydau gam-fanteisio arnynt.

Yn amodol ar nifer o ddiffiniadau cyfyngedig, mae'n drosedd i berson mewn swydd gyfrifol gymryd rhan mewn unrhyw weithgaredd rhywiol â pherson dan 18 oed y mae ganddynt berthynas o ymddiriedaeth ag ef, heb ystyried yr oed cydsynio, hyd yn oed os yw sail eu perthynas yn gydsyniol.

Mae perthynas yn bodoli lle mae aelod o staff neu wirfoddolwr mewn swydd lle mae ganddo bŵer neu ddylanwad ar bobl ifanc 16 ac 17 oed yn rhinwedd y gwaith neu natur y gweithgaredd a wneir.

Mae'r egwyddorion yn berthnasol, beth bynnag yw'r tueddfryd rhywiol: nid yw perthnasoedd cyfunrywiol na gwahanrywiol yn dderbyniol mewn swydd o ymddiriedaeth. Maent yr un mor berthnasol i bawb, heb ystyried rhyw, hil, crefydd, tueddfryd rhywiol nac anabledd. Mae hwn yn faes lle mae'n bwysig iawn osgoi unrhyw ystrydebau rhywiol neu eraill. Yn ogystal, mae'n bwysig cydnabod bod menywod yn ogystal â dynion yn gallu camddefnyddio swydd gyfrifol.

Dylai staff sicrhau bod eu perthynas â phobl ifanc yn briodol i'w hoed a'u rhyw, gan ofalu nad yw eu hiaith a'u hymddygiad yn ysgogi sylwadau neu ddyfaliad. Mae angen doethineb o ran agweddau, ymarweddiad ac iaith, yn arbennig lle bo gweithwyr o'r naill ryw yn ymdrin â bechgyn a merched yn eu llencyndod.

E. Cysylltiadau Awdurdod Lleol

Dyma'ch cysylltiadau awdurdod lleol:

Bethan Helen Jones (Swyddog Diogelu Addysg)

Adran Addysg,

Cyngor Gwynedd

07977504344 e-bost: BethanHelenJones@gwynedd.llyw.cymru

A. Introduction

This revised policy comprises a model safeguarding and child protection policy for schools and additional reference information as appendices.

Pages 5 to 15 is a model safeguarding and child protection policy & pages 16 to 32 additional information; to be personalised & adopted by governing bodies for use in all schools. These documents have been amalgamated for ease of use.

Teachers and non-teaching staff within Gwynedd schools recognise their legal duties under part 7 of the Social Services and Wellbeing (Wales) Act 2014, S28 of the Children Act 2004, S175 Education Act 2002 & Keeping Learners Safe 2020 and take seriously their responsibilities to protect and safeguard the interests of all children.

Part 7 Of the Social Services and Wellbeing (Wales) Act 2014 places a duty on *'relevant partners' and the relevant youth offending team to inform a local authority of a child at risk in specified circumstances and for 'relevant partners' to inform the local authority of an adult at risk in specified circumstances.* **Section 28 of the Children Act 2004** places a duty on local authorities and their partner agencies to *"safeguard and promote the welfare of children"*. In addition, **section 175 of the Education Act 2002** requires local authorities to have *"arrangements for exercising their functions with a view to safeguarding and promoting the welfare of pupils. Schools should provide a safe and stable environment for children and young people and can teach them about staying safe and how to speak up if they have worries or concerns"*.

The Service recognises that effective safeguarding and child protection work requires sound, robust and secure procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to situations.

This policy document provides the basis for good safeguarding practice within schools in Gwynedd. The policy will be subject to review on an annual basis or as changes arise in key legislation.

This document should be read in conjunction with [Wales Safeguarding Procedures](#) and the *Social Services and Wellbeing (Wales) Act 2014 section 7 Guidance Volumes 5 & 6 on handling individual cases* and is in keeping with other relevant national procedures and reflects what the Service considers to be safe and professional practice in this context. Child Protection must be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 as well as the duty to report children and adults 'at risk' under the Social Services and Wellbeing (Wales) Act 2014.

All schools and other educational settings in Gwynedd have a designated member of staff with responsibility for co-ordinating action on safeguarding and child protection. This person also provides a source of expertise and advice for all staff. This person is known as the Designated Safeguarding Person (DSP) and should be known by name and visually recognisable to all staff, volunteers, pupils, parents & carers. All settings should use information leaflets, posters, pictures and school planners to promote this safeguarding information to staff, pupils and parents/carers.

Teaching and non-teaching staff have a crucial role to play in recognising, recording and reporting indicators of possible abuse or neglect to the Designated Safeguarding Person (DSP). The DSP will then similarly refer and liaise with Children Services in Social Services.

B.

Safeguarding and Child Protection Policy for schools

Ysgol

Date of Approval:

Review Date:

Signed

School Council Chair on behalf of the pupils:

Protection Designated Person:

Protection Designated Governor:

Head Teacher:

1. Introduction

The School fully recognises the contribution it makes to safeguarding and child protection. There are three main elements to our policy:

- prevention through the teaching and pastoral support offered to pupils
- procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse,
- support to pupils who may have been abused.

Our policy applies to **all** staff, governors and volunteers working in the school.

Our school will annually review the policy and is committed to following any new guidance.

2. SAFEGUARDING STATEMENT

The Governors and staff are fully committed to adhering to section 175 of the Education Act, 2002, which requires Local Authorities and Governing Bodies of maintained schools and institutions to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children. The Governing Body responds to the objective of keeping children and young people safe by:-

- creating and maintaining a safe learning environment for children and young people;
- identifying where there are child wellbeing concerns and taking action to address them, where appropriate, in partnership with other agencies;
- ensuring that children are listened to if they are expressing concerns; and
- the development of children's understanding, awareness and resilience through the curriculum.

The Governing Body recognises that achieving this objective requires a system designed to:-

- prevent unsuitable people from working with children and young people;
- promote safe practice and challenge poor and unsafe practice;
- identify incidents in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe; and
- contribute to effective partnership working between all those involved in providing services for children and young people.

Governors and staff will work together with other agencies in order to achieve the above objective.

The health, safety and wellbeing of all children is of paramount importance. Parents send their children to school each day with the expectation that the school will provide a secure environment in which their children can flourish. The Governing Body and school staff, therefore, make every effort to ensure that this expectation becomes a reality. In order to do this, and acknowledging the scope of safeguarding, a wide range of measures and policies have been put in place including adopting the Wales Safeguarding Procedures and Keeping Learners Safe.

The School recognises the value of early intervention and prevention services in order to safeguard and promote the wellbeing of children. We are committed to working collaboratively with families and early intervention services. It is essential that regular communication with families is maintained to identify, as early as possible, when other services may be able to offer support. The Governing Body and school staff will work with families to make appropriate and timely referrals for early intervention services.

3. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard pupils. We acknowledge our safeguarding responsibilities to prevent impairment of health and development of pupils and ensure they receive safe and effective care. This is why we ensure that safeguarding features throughout all our school policies and procedures.

In addition, the school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities for Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

4. Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the statutory agencies when a child is experiencing harm.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school.

Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the Designated Safeguarding Person (DSP) and the head teacher, have access to the safeguarding and child protection records. At all other times they should be kept securely locked and separate from the child's main file or where electronic systems such as my concern are used, appropriate restrictions in place to ensure confidentiality.

5. Procedures

These should be followed in the event of a safeguarding or child protection disclosure/concern

We will follow the Wales Safeguarding Procedures that have been endorsed by North Wales Safeguarding Board. The school will:

- Ensure it has a Designated Safeguarding Person (DSP) who has undertaken the appropriate training.
- Recognise the role of the DSP and arrange support and training at higher levels in accordance with their level of responsibility.
- Ensure every member of staff and every governor knows:
 - The name of the DSP and their role and the designated governor for safeguarding and child protection.

- That they have an individual responsibility for reporting safeguarding and child protection concerns using the proper channels and within the timescales agreed within Wales Safeguarding Procedures.
- How to take forward those concerns where the DSP is unavailable.
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school prospectus.
- Ensure all staff undertake any agreed local authority safeguarding and child protection training relevant to their role.
- Provide a safeguarding and child protection briefing at least termly for all staff so that they know:
 - Their personal responsibility.
 - The agreed local procedures.
 - The need to be vigilant in identifying cases of abuse.
 - How to support a child who discloses abuse.
 - Any new safeguarding and child protection issues or changes in procedures.
- Notify local social services if:
 - A pupil on the child protection register is excluded either for a fixed term or permanently.
 - If there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend).
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding and child protection matters.
- Attend strategy meetings, initial/review child protection conferences and core groups (including the submission of written reports to the conferences.)
- Contribute and be responsible for school actions within children's safety & care and support protection plans.
- Keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately.
- Ensure all records are kept secure and in locked locations.
- Adhere to the procedures set out in the Welsh Government guidance 'Keeping Learners Safe' 2020 and any revisions of the guidance.
- Ensure that safe recruitment and selection procedures are followed and appropriate training is accessed.
- Designate a governor for safeguarding and child protection who will oversee the school safeguarding and child protection policy and practice.

6. Making a report/referral to Childrens Services

All safeguarding and child protection reports must be made via telephone in the 1st instance on- [01758704455](tel:01758704455) (CyfeiriadauPlant@gwynedd.llyw.cymru), your telephone report will be followed up within 24 hours on an Integrated Report/Referral form, this to be submitted via email to the Single Point of Contact to the referrals team ;-CyfeiriadauPlant@gwynedd.llyw.cymru.

For concerns regarding a child who may be 'at risk' or in need of care and support a referral can be submitted without a prior telephone call. All reports/referrals will be screened and may be allocated for assessment or transferred to the Early Intervention Team for discussion and consideration of the most appropriate services.

For concerns outside of office hours e.g. parents evenings, trips away etc. you will telephone your report to the Emergency Duty Team (EDT) on 01248 353551 your written referral form will still be submitted to the 353551 referrals team (CyfeiriadauPlant@gwynedd.llyw.cymru) within 24 hours. Should a social worker not be available on this number, you can pass your child protection concern directly to the police on 999. A child protection report must not be left until the next working day.

7. Definitions of child abuse, protecting children in specific circumstances

The definitions of abuse are found in the Wales Safeguarding Procedures but can also be found for easy reference in appendices, Definitions and Indicators of Child Abuse.

Our school acknowledges that some children can be more vulnerable to abuse and we have specific safeguarding and child protection duties and responsibilities in relation to these. The specific circumstances are outlined in more details in Chapter 4 of the Welsh Government 'Keeping Learners Safe' 2020 guidance.

8. Dealing with a disclosure made by a child

8.1 Receive

- Listen carefully to what is being said, without displaying shock or disbelief. Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However do not let your past knowledge of this person allow you to pre-judge or invalidate their allegation.
- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

8.2 Reassure

Provide the child with plenty of re-assurance. Always be honest and do not make promises you cannot keep, for example: "I'll stay with you", or, "Everything will be all right now".

- Alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame. This is not your fault".
- Do not promise confidentiality. You will be under a duty to pass the information on and the child needs to know this.

8.3 React

- You can ask questions and may need to in certain instances. However this is not an opportunity to interrogate the child and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the child is making. Any questions must be open and not leading.
- Do not criticise the perpetrator as the pupil may still have a positive emotional attachment to this person.
- Do not ask the pupil to repeat their allegation to another member of staff. If they are asked to repeat it they may feel that they are not being believed and / or their recollection of what happened may change.

8.4 Record

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate them into adult terminology or try to make sense of the structure of what was said. Do not be offended by any offensive language or words used to describe the abuse.
- Ensure your name, the time and date is on your notes and do not destroy them in case they are required by a court.
- The school uses (name of software e.g. My Concern) to record safeguarding and child protection issues and concerns
- If you are able to do so then draw a diagram to indicate the position of any bruising but do not ask the child to remove any clothing for this purpose.

- Record statements and observable things, rather than your interpretations' or assumptions.

8.5 Final Steps

- Once you have followed the above guidelines, pass the information on immediately to the DSP. They will then have a number of options open to them, including contacting the local Social Services Team to seek their advice as to what should happen next.

9. Managing allegations against adults who work with children

In the event of a safeguarding/child protection allegation being made against a member of staff, the person in receipt of that allegation must immediately pass details of the concern to the Headteacher or in their absence a member of staff with Headteacher responsibilities. The Headteacher will then contact the referrals team in Social Services on - [01758704455](tel:01758704455) (CyfeiriadauPlant@gwynedd.llyw.cymru). The Headteacher will then contact the LA Education Safeguarding Officer (Bethan Helen Jones) on [07977504344](tel:07977504344). (BethanHelenJones@gwynedd.llyw.cymru) to discuss the next steps in accordance with local arrangements.

If a potential safeguarding/child protection allegation is made against the Headteacher the member of staff in receipt of that allegation must contact the Chair of Governors or the LA Education Safeguarding Officer on [07977504344](tel:07977504344) (BethanHelenJones@gwynedd.llyw.cymru). If the Chair of Governors receives the report they will then contact the LA Education Safeguarding Officer on [07977504344](tel:07977504344).

In addition local the Social Services Referrals Team - [01758704455](tel:01758704455) will be able to advise when these situations arise.

9.1 Abuse of position of trust

Welsh Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

10. Supporting the child at risk

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Keeping records and notifying Social Services as soon as there is a recurrence of a concern.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support
- Cooperating fully with relevant statutory agencies.
- Providing nurture and wellbeing support in accordance with our individual wellbeing strategy.

10.1 The content of the curriculum encourages self-esteem and self-motivation as outlined in Chapter 2 of the Welsh Government 'Keeping Learners Safe' 2020 guidance.

- Promote a positive, supportive and secure environment.
- Give pupils a sense of being valued.

10.2 The school will support positive behaviour strategies aimed at supporting vulnerable pupils in the school; we recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

10.3 The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and does not feel blamed for any abuse which has occurred;

- All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth.
- liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, the Education Welfare Service and advocacy services as well as early intervention and prevention services.

10.4 When a pupil on the Child Protection Register leaves the school, in addition to the standard transfer of information to the new school, the DSP will make immediate contact with the DSP in the new school in order to inform them that the child is on the Child Protection register. The Care and Support Protection Plan Coordinator (Social Worker) will inform the relevant local authority and request a transfer in conference within 3 days. The DSP must share all safeguarding and child protection records held by the school with the receiving DSP in accordance with Welsh Government Circular 10/2006.

10.5 Use of physical intervention

Our policy on physical intervention is set out in the **Safe Intervention Policy** and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons 097/2013.

11. Review

This policy will be reviewed and ratified annually at a full governing body meeting at least once a year and recorded in the minutes. In preparation for this review, the DSP may wish to provide the Governing Body with information on the following:-

- Changes to Safeguarding and Child Protection procedures.
- Training undertaken by all staff and governors in the preceding 12 months.
- The number of incidents of a Safeguarding or Child Protection nature which arose in the school within the preceding 12 months (without details or names).
- Where and how Safeguarding and Child Protection appear in the curriculum.
- Lessons learned from cases.

12. Complaints

The school has in place a Complaints Policy and Procedure, which is based on the model included in Welsh Government Circular: 011/2012, Complaints Procedures for School Governing Bodies in Wales, and, in addition, has complaints information for children so that children, staff and the public are able to submit their complaints, in respect of the school, including Safeguarding complaints and concerns that Safeguarding action has not been taken.

C. Responsibilities of the Designated Safeguarding Person (DSP)

1. Each school should identify a Designated Safeguarding Person (DSP) with lead responsibility for managing safeguarding and child protection issues and cases. The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a report to the relevant investigating agencies. The role involves providing advice and support to other staff, making reports to and working with other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the head teacher informed of all safeguarding and child protection issues in the establishment.

The DSP need not be a teacher, but must be a senior member of the school's leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to safeguarding and child protection matters, and where appropriate directing other staff. Dealing with individual cases may involve the education welfare officer or other student support arrangements however this area of work remains the responsibility of the DSP.

All schools should ensure there is a deputy available to act in the absence of the DSP. In schools which are organised on different sites or with separate management structures, there should be a Designated Safeguarding Person for each part or site. In large organisations, or those with a large number of safeguarding and child protection concerns, it may be necessary to have a number of deputies to deal with the responsibilities.

The School must also make arrangements to cover the role of the DSP when that person is unavailable. In all cases, there will be a deputy DSP in place and larger schools may have a team of staff working together who will be expected to deputise for the DSP when necessary.

The DSP will take responsibility for the school's safeguarding and child protection practice, policy, procedures and their own professional development working with other agencies as necessary. The head teacher should ensure that the DSP:

- Is given sufficient time and resources to carry out the role effectively, which should be explicitly defined in the post holder's job description.
- Has attended enhanced levels of training including DSP/Named Safeguarding Person training.
- Has access to appropriate support to undertake the role.
- Has time to attend and provide reports and advice to child protection conferences, core groups and other interagency meetings as required.
- Contributes and takes responsibility for school actions within a safety or care support and protection plan.

2. Reports

The DSP should act as a point of contact and a source of support, advice and expertise within the school when deciding whether to make a report by liaising with relevant agencies.

The DSP is responsible for making reports about allegations of suspected abuse to the relevant investigating agencies. Where these relate to cases of suspected abuse or allegations of abuse against staff, the responsibility lies with the headteacher (Chair of governors) and the process is set out in [Disciplinary and Dismissal Procedures for School Staff \(002/2020\)](#) and [Safeguarding Children in Education: handling allegations of abuse against teachers and other staff \(009/2014\)](#)

3. Record keeping

It is the responsibility of the DSP to ensure detailed, accurate and secure written records of children are kept where there are safeguarding and child protection concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, reports, meetings, phone calls and emails.

Where children leave the establishment, the DSP should ensure their safeguarding and child protection file is sent to the new school as soon as possible but transferred separately from the main pupil file.

4. Raising awareness

The Headteacher/DSP is responsible for ensuring that parents and carers see copies of the safeguarding and child protection policy. This avoids potential for later conflict by alerting them to the role of the legal requirements of the school and the fact that reports may be made. Many schools include information about this at induction meetings for new parents, in their prospectus and on their website.

It is good practice for the DSP to provide an annual briefing and regular updates at staff meetings on any new safeguarding and child protection issues or changes in local/regional/national procedures. This ensures that all staff are kept up-to-date and are regularly reminded of their responsibilities, and the school's policies and procedures. Many schools find it helpful to discuss safeguarding and child protection regularly at staff meetings so that awareness remains high.

The Headteacher/DSP should liaise with the Designated Governor for safeguarding and child protection, so that the Designated Governor can report on safeguarding issues to the governing body. Reports to the governing body should not be about specific safeguarding and child protection cases, but should review the safeguarding policies and procedures. It is good practice for the designated governor and the DSP to present the report together.

The DSP should ensure the school's safeguarding and child protection policy is updated and reviewed annually, and work with the governing body or proprietor regarding this.

5. Policy review

As well as the school policy for safeguarding and child protection, there are other policies which have relevance to safeguarding and the DSP may be involved in monitoring the effectiveness of these other policies to ensure the school safeguards its pupils. Other relevant policies include:

- Attendance
- Behaviour
- Staff code of conduct
- Anti-bullying
- Intimate care
- Safe recruitment and selection
- E-safety
- Physical intervention
- Confidentiality
- Appropriate use of ICT and social media policy for parents, pupils and staff

Further support and guidance on the role of the DSP may be obtained from the Child Protection & Safeguarding Officer Education in the Local Authority. Helpful resources and guidance are also available on HWB.

6. Safeguarding and child protection and multi-agency training

It is the role of the DSP, working with the head teacher, to ensure all staff and volunteers:

- Have access to and understand the school's safeguarding and child protection policy especially new or part-time staff & volunteers as well as catering and cleaning staff.
- Have induction and refresher training covering safeguarding and child protection, an understanding of safeguarding issues including the causes of harm, abuse and neglect.
- Are able to recognise the signs and indicators of harm.
- Know how to respond effectively when they have concerns.
- Know how to respond to a disclosure appropriately.
- Know that they have a responsibility to report any concerns immediately as they arise.

Records should be kept by the DSP of the dates of the training, details of the provider and a record of staff attendance at the training and this information should be made available to the local authority Safeguarding Officer Education.

Teachers should receive training in safeguarding and child protection as part of the course of training leading to Qualified Teaching Status (QTS), but this will need to be reinforced by further training, or refresher training, when they are first appointed. The QTS Standards are a set of outcome statements that trainee teachers have to meet which are linked to other publications and statutory requirements as appropriate. Trainees must be able to evidence that they establish a purposeful learning environment for all children where learners feel secure and confident. All Staff should be regularly reminded of the EWC's [code of conduct](#) and its relation to safeguarding practice.

Trainees are also required to demonstrate professionalism to ensure that relationships with learners are built on mutual trust and respect, and to recognise that this will help maximise their learning potential. Trainees are expected to evidence this standard by being able to demonstrate knowledge and awareness of the rights and entitlements of all learners, as laid out in the United Nations Convention on the Rights of the Child (UNCRC) and key Welsh Government policies.

Other staff and governors should receive training when they are first appointed. All staff who do not have designated responsibility for safeguarding/child protection, including teachers, should undertake suitable refresher training at regular and appropriate intervals thereafter, to keep their knowledge and skills up-to-date.

Individual agencies are responsible for ensuring that staff have the competence and confidence to carry out their responsibilities for safeguarding and promoting children's welfare. North Wales Safeguarding Board will be able to provide advice on the minimum levels of training required by staff to ensure they are able to comply with locally agreed procedures.

The purpose of multi-agency training is to achieve better outcomes for children and young people including:

- A shared understanding of the tasks, processes, principles, and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare.
- More effective and integrated services at both the strategic and individual case level.
- Improved communications between professionals including a common understanding of key terms, definitions, and thresholds for action.
- Effective working relationships, including an ability to work in multidisciplinary groups or teams.
- Sound decision-making based on information sharing, thorough assessment, critical analysis, and professional judgement.

The DSP should receive prompt training in inter-agency procedures that enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfill their responsibilities. They should also undertake refresher training to keep their knowledge and skills up-to-date.

Other staff should receive training when they are first appointed and undertake suitable refresher training to keep their knowledge and skills up to date.

D. Responsibilities of governing bodies

Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children and monitoring its compliance with these policies. This responsibility is in accordance Keeping Learners Safe guidance and Local Authority policy.

Governing bodies of maintained schools and proprietors of independent schools should ensure that their respective organisations:

- have effective safeguarding and child protection policies and procedures in place that are:
 - In accordance with Local Authority guidance and locally/regionally agreed interagency procedures.
 - Inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.)
 - Reviewed at least annually.
 - Made available to parents or carers on request.
 - Provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs.
- Operate safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate checks are carried out on new staff and volunteers who will work with children, including relevant references and DBS checks where appropriate.
- Ensure that the head teacher and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for safeguarding and child protection effectively, which is kept up-to date by refresher training.
- Give clear guidance to temporary staff and volunteers providing cover during short-term absences and who will be working with children and young people on the School's arrangements for safeguarding and child protection and their responsibilities.
- Ensure that the governing body remedies without delay any deficiencies or weaknesses in regard to safeguarding and child protection arrangements that are brought to its attention with support and advice from the Local Authority's education safeguarding officer.
- Ensure that the Designated Safeguarding Person (DSP), the designated governor and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the North Wales Safeguarding Board and refresher training to keep their knowledge and skills up to date, in addition to basic safeguarding/child protection training.

Designated governor

Identify a Designated Governor for safeguarding and child protection to:

- take responsibility for safeguarding and child protection matters
- ensure the governing body reviews the school's policies and procedures annually
- Ensure that the governing body/proprietor undertakes an annual review of safeguarding policies and procedures and how the above duties have been discharged.

While governing bodies have a role in exercising their disciplinary functions in respect of safeguarding and child protection allegations against a member of staff, they do not have a role in the consideration of individual cases which will be investigated under arrangements set out in [Safeguarding children in education: handling allegations of professional abuse against teachers and other staff](#) (Welsh Government circular 009/2014).

For the governing body to have an effective policy in place and for the Designated Governor to have confidence in their role, it is important for all members of governing bodies undertake relevant safeguarding and child protection training. This ensures they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities.

E. Definitions and indicators of child abuse

What is child abuse?

Abuse and neglect are forms of maltreatments of a child. A child is abused and neglected when someone inflicts significant harm, or fails to act to prevent harm. Children may be abused in a family, or in an institutional or community setting, by those known to them, or more rarely, by a stranger. A child is anyone who has not yet reached their 18th birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently does not change their status or their entitlement to services or protection under the Children Act, 1989.

Significant harm is defined in legislation as serious ill treatment or the impairment of health and development of a child, compared with that which could be reasonably expected of a similar child.

Everybody should:

- be alert to potential indicators of harm, abuse and neglect;
- be alert to the risks that abusers may pose to children;
- share their concerns so that information can be gathered to assist in the assessment of the child's needs and circumstances;
- work with agencies to contribute to actions that are needed to safeguard and promote the child's welfare
- Continue to support the child and their family.

Classifications of Abuse:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Financial abuse

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated or induced illness.

Indicators of Physical Abuse:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators of Sexual Abuse:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of a child.

Indicators of Emotional Abuse:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Changes in behaviour which can also indicate neglect may include:

- extremes of passivity or aggression
- overreaction to mistakes
- self-depreciation ('I'm stupid, ugly, worthless, etc.')
- inappropriate response to pain ('I deserve this')

Neglect

Neglect is the failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; not ensuring adequate supervision (including the use of inadequate care-givers); or failing to provide access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Neglect:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

Financial Abuse

Includes:

- having money or other property stolen;
- being defrauded
- being put under pressure in relation to money or other property
- having money or other property misused
- not meeting their needs for care and support which are provided through direct payments
- complaints that personal property is missing

F. Abuse of Trust

Welsh Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

In the Education Service, all relationships between staff and pupils are founded on trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of trust or influence over the other, by virtue of their work or the nature of their activity. The individual in the position of trust may have the power to confer advancement or failure. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power it gives them over those they care for and the responsibility they must exercise as a consequence. While such a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship itself will be intrinsically unequal in a relationship of trust, and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust would be altered.

The Sexual Offences (Amendment) Act, 2000, set out a series of occupations to which the Abuse of Position of Trust laws apply. This includes anyone working in an educational institution.

The primary purpose of the Abuse of Trust provisions is to provide protection for young people aged 16 and 17, who are considered particularly vulnerable to exploitation by those who hold a position of trust or authority in their lives.

Subject to a number of limited definitions, it is a criminal offence for a person, in a position of trust, to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent even if the basis of their relationship is consensual.

A relationship exists where a member of staff or volunteer is in a position of power or influence over young people aged 16 or 17 by virtue of the work or nature of the activity being undertaken.

The principles apply irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. They apply equally to all, without regard to gender, race, religion, sexual orientation or disability. This is an area where it is very important to avoid any sexual or other stereotyping. In addition, it is important to recognise that women as well as men may abuse a position of trust.

All staff should ensure that their relationships with young people are appropriate to their age and gender, and take care that their language and conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

G. Your Local Authority contacts are:

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Education Department
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Caernarfon

Caernarfon
07977504344 email: BethanHelenJones@gwynedd.llyw.cymru

Child Protection in Local Authority Education Services for Children and Young People May 2024

How well does the local authority discharge its responsibilities for managing safeguarding and child protection across the education service that it provides and commissions?

Does the local authority have clear policies, procedures and guidance which cover its responsibilities for safeguarding children in the education services that it provides or commissions?

How well do the policies reflect the model in Circular 158/2015 Keeping Learners Safe by including sections on:

- *prevention through teaching and the pastoral support that is offered to learners?*
- *procedures to identify and report cases, or suspected cases, of abuse?*
- *support to learners who may have been abused?*

Are policies, procedures and guidance reviewed every year?

In partnership with all Council departments the Education Department fulfils its responsibilities for managing the safeguarding and protection of children across the education service and manages to do this well.

Corporate safeguarding policies and procedures are planned jointly, are monitored and evaluated regularly with regular input from the Education Department.

Safeguarding is a regular item on the Education Management Team's agenda providing a regular platform to consider strategic matters in the field.

There are clear accountability processes in place with the Education Department playing a key role in the Strategic Panel for Safeguarding Children and Vulnerable Adults and in the Operational Safeguarding Children and Adults Panel.

The Annual Report of the Strategic Panel for Safeguarding Children and Adults reports on the Council's performance in complying with the Corporate Policy and Guidelines. The Annual Report is submitted to the Corporate Management Team, the Cabinet and to the full Council.

The Designated Lead Officer for Safeguarding in Education ensures input from the Education Department in strategic matters. The officer represents the Department and offers guidance at national, regional and authority level meetings and at relevant sub-groups. They present regular feedback from the meetings for the attention of the Head of Education Department and represent and contribute in full to child practice reviews regionally as required.

The Education Department officers play an active role on the North Wales Safeguarding Board and the National Education Safeguarding Group. The Designated Lead Officer for Safeguarding in Education submits items to the Education Management Team providing a platform to consider key strategic matters in the field.

The Education Department ensures that every school submits Annual Safeguarding Reports to the Governing Body and the contents of the reports is verified through quality assurance visits.

The Education Department provides standard policies that reflect the model in the 2020 Keeping Learners Safe Circular. The policies include sections on:

- prevention through teaching and the pastoral support that is offered to learners.
- procedures to note and inform about cases, or alleged cases, of abuse.
- support for learners that could have been abused.

The policies are updated annually by the Designated Lead Officer for Safeguarding in Education. It is the responsibility of the schools to personalise the standard policies with the details that relate to them specifically.

The Designated Lead Officer for Safeguarding in Education regularly shares good practice or highlights alternative means of effective implementation.

The Designated Lead Officer for Safeguarding in Education conducts quality monitoring visits at the schools' request or unannounced to verify the contents of the Annual Safeguarding Reports to Governing Bodies including their safeguarding policies and procedures. A report is provided following these visits with recommendations based on the school's improvement plan in the field.

The Designated Lead Officer for Safeguarding in Education works closely with officers from the Children's Services to identify trends and risks in the field and shares key messages promptly with our education services providers. Additionally, this partnership work has led to amending the training that is offered.

The Designated Lead Officer for Safeguarding in Education along with the Assistant Head of Education are available to provide schools with support and guidance. They provide advice on processes and professional support when appropriate for those dealing with complex and challenging cases.

A comprehensive Safeguarding Policy which is reviewed annually, is shared with providers at the beginning of the academic year. The policy explicitly highlights the responsibilities, definitions of abuse and contacts at the Authority in relation to this field.

The Designated Lead Officer for Safeguarding in Education keeps the policy updated by considering national guidance or the guidance of the North Wales Safeguarding Board where appropriate before reviewing it each year.

In addition to the Safeguarding Policy a full range of other various policies relating to safeguarding is provided. These include;

- health and safety, prevention/restraint, bullying;
- school trips, pupil transportation, residential visits, exchange visits between schools;
- child employment, work experience;
- taking photographs and using photographs of children;
- pupils without a school place;
- showers and changing arrangements;
- parents and other voluntary helpers;
- first aid and administering medication;
- arrangements for after school clubs;
- using the internet;
- children with parents/carers who suffer from a mental illness or disability;
- children with parents/carers who misuse drugs or substances; and
- children in residential schools outside the local authority.

It is ensured that the policies are adopted through the Annual Safeguarding Report to the Governing Body and the quality assurance visits.

Guidance is provided on preparing for different parts of the safeguarding process. This includes guidance on preparing reports for case conferences and core groups.

The Education Department collaborates effectively with the Additional Learning Needs and Inclusion Service. The Designated Lead Officer for Safeguarding in Education works closely with the service to ensure that the department safeguards children who are not in mainstream education in accordance with the guidelines by;

- Safeguarding and promoting the well-being of children who have not been given a place in school, or who have been excluded from school, including those taught at pupil referral units or by the home tutor service.
- In terms of the children home educated by parents or guardians, an effective relationship should be nurtured with the home educator to safeguard the educational benefit and welfare of children and young people.

The collaboration is based on a thorough joint understanding of the safeguarding procedures and the responsibilities associated with the field. Training is provided to the staff of the Additional Learning Needs and Inclusion Service by the Designated Lead Officer for Safeguarding in Education every two years.

The Education Department ensures a comprehensive series of training for the range of education services. The training is tailored to the providers' needs and it targeted at a level that is suitable to the responsibilities of the post.

The training is provided for education service providers in small groups by allowing time to reflect and question.

Safeguarding training is mandatory for all Council staff and the % of staff who have completed the modules is reported to the Safeguarding Children and Adults Operational Group.

The following training modules are mandatory to all Council staff and are related to the safeguarding field.

- Basic Safeguarding
- Modern Slavery
- Prevention
- Safeguarding
- Violence against Women
- Domestic Abuse
- Sexual Violence

The modules ensure an understanding at an appropriate level for all Council staff. There are regular campaigns to ensure that safeguarding is a priority for all Council staff. The Education Department staff receive training to a designated person level to ensure a thorough understanding of the needs of education providers.

The Corporate policies are on the Council's intranet and it is mandatory for staff to read and understand the contents. We notify the managers of staff who have not completed the work of reviewing these policies.

- Safeguarding Policy
- Adult Safeguarding Policy

Does the local authority provide clear guidance to all of its education services providers, including its schools, about child protection policies that reflect the model in Circular 158/2015 Keeping Learners Safe including sections on:

- ***procedures to identify and report cases, or suspected cases, of abuse? and***
- ***support to learners that may have been abused?***

The local authority provides clear guidance to all its education services providers, including its schools, along with protection policies and it does this well.

The authority ensures there are robust arrangements and procedures in place to safeguard children and vulnerable adults from abuse, neglect, radicalisation, slavery, domestic abuse and exploitation.

The Council affirms its role and responsibilities to provide definite guidance for Council Members, staff, volunteers, service providers and those we serve in this key field. Safeguarding is the business of everyone within the Council, everyone has a responsibility to safeguard the well-being of children, young people and adults, no matter what is the individual's role.

The Council's safeguarding Policies and Guidelines are based on the following objectives;

- to highlight the manner in which Cyngor Gwynedd undertakes its responsibilities in the field of safeguarding adults and children.
- to give assurance to Council Members, members of the public, service users, staff and volunteers working on behalf of the Council that there are clear arrangements in place to safeguard and protect children and adults.
- that Council Members, staff, volunteers and others who work on behalf of the Council have clear guidelines to be used when there is concern or doubt that a child or adult is at risk of harm.

It is always unacceptable for a child or adult to be abused or harmed in any way. This is reflected in the principles which form the basis of the Policy and Guidelines:

- every child and adult (whatever their background, culture, age, disability, gender, ethnicity, religious belief) has a right to participate in a safe society without any violence, fear, abuse, exploitation, bullying or discrimination.
- every child and adult have the right to be protected from harm, exploitation and abuse.
- we as a Council will put the welfare of children and adults central to our policies and procedures.
- as a Council we will work closely in partnership with children, their parents, carers and adults and other agencies in order to safeguard and promote the welfare of children and adults.
- as a Council we will respect the rights, wishes, feelings and privacy of children and adults by listening to them and reducing any risks that may affect them to the minimum.
- as a Council we will invest in preventative work and early intervention, and try to avoid situations where abuse or allegations of abuse or harm may occur.

Every Councillor, every member of staff, every volunteer and every contracted service provider has a responsibility to operate in accordance with the Guidelines and guidance noted in the policy.

The authority's expectations of the education services providers are captured in the range of training provided. The Designated Lead Officer for Safeguarding in Education ensures that the Authority's staff who work with children receive training that equips them to deliver their child protection duties effectively. The officer does this by;

- Preparing and reviewing annually a training pack for education department staff.
- Preparing and reviewing annually a training pack for the designated person/s, Headteachers and designated person of every Governing Body by amending it and keeping it updated in a three year cycle.

- Preparing and reviewing annually a training pack for the designated person/s to present to the remainder of the School staff every year.
- In accordance with guidelines verify the suitability of the training every year through the Safeguarding Board.
- Develop methods for presenting training continuously to address the needs of the users when assuring the quality of the contents.

The training programme was changed in September 2023 from a three year cycle for schools to a two year cycle, to coincide with best practice in the field.

The training enables designated persons to provide training to the remainder of the school staff and amended resources are provided every year to support them.

The training is provided in small groups to ensure the best opportunity for trainees to question and discuss further.

The Designated Lead Officer for Safeguarding in Education provides standard training to a wide range of services outside schools including;

- The Early Years
- Music Service
- Taxi Drivers

Preventative work is a key part of the authority's training package. There is particular focus on the school's role in responding to concerns and that everyone has a responsibility to ensure the best for our learners.

There is clear guidance on the need to record safeguarding concerns. The majority of Gwynedd schools use software to do this following the authority's guidance. Close collaboration between the Admissions Team Manager and the Designated Lead Officer for Safeguarding in Education means that any weaknesses in referrals in terms of how timely they are or the detail of previous recording will receive due attention. The procedure for checking quality also ensures that schools maintain records of concern in a suitable and timely manner.

Through close working with the Additional Learning Needs and Inclusion Service, the Designated Lead Officer for Safeguarding in Education ensures that the department safeguards children who are not in mainstream education in accordance with the guidelines.

Safeguarding and promoting the well-being of children who have not been given a place in school, or who have been excluded from school, including those taught at pupil referral units or by the home tutoring service. In terms of children who are home educated by parents or guardians, the officer nurtures an effective relationship with the home educator to safeguard the educational benefit and welfare of children and young people.

The Education Welfare Service monitors the attendance data in partnership with the schools. Causes of concern are identified early on and therefore the safeguarding risks are reduced.

There is an agreed procedure for de-registering learners who wish to be home educated and it includes welfare officers. Additionally, there are teachers available within the Additional Learning Needs and Inclusion Service to maintain and ensure the safety of this specific cohort.

Gwynedd Secondary schools receive an inclusion grant which enables them to structure their own inclusion provision. Vulnerable learners receive support and assistance in these provisions.

A range of specialist services provides support to learners who may have been abused. Schools can directly access the provision by contacting individual services or contacting the Gwynedd Families Service who can provide advice on the most suitable services.

The authority is part of the Encompass scheme where information about medium and high risk level cases of domestic violence are promptly brought to schools' attention ensuring that our schools are more prepared to support the children. Cases of high risk domestic abuse are discussed on a monthly basis at a multi-agency risk assessment conference (MARAC). The safeguarding plans that derive from these conferences are discussed and developed further with the schools.

The Children's Referral Team ensures that information that could be useful for the school to support the pupil is shared.

Does the local authority have a designated individual for the management and oversight of child protection and safeguarding issues in education?

If so, please provide contact details and management information.

What additional value does this post contribute to the management of safeguarding and child protection in the local authority's education provision?

The Education Department has a Designated Lead Officer for Safeguarding in Education who manages and supervises child protection and safeguarding issues in education effectively. The officer influences the department's work.

Designated Lead Officer for Safeguarding in Education

Bethan Helen Jones

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07977504344

The Designated Lead Officer for Safeguarding in Education is responsible for:

- Ensuring that the Authority's staff who work with children receive training that equips them to deliver their child protection duties effectively.
- Ensuring that the department and Gwynedd Schools have suitable and up-to-date policies and procedures.
- Ensuring that the department safeguards children who are not in mainstream education in line with the guidelines.
- Ensuring the Education Department's input in strategic safeguarding matters.
- Ensuring that the Education Department and Gwynedd Schools comply with the adopted guidelines.
- Ensuring appropriate advice and support for schools and staff within the Education Department.
- Ensuring that the Education Department and Gwynedd Schools collaborate effectively with key agencies.
- Ensuring that the service is part of a process of continuous improvement.
- Representing the Department on the Council's Operational Group for Safeguarding Children and Adults.
- Ensuring there are effective internal procedures for dealing with concerns within the Department, working in close collaboration with Social Services to achieve this.
- Acting as a key source of advice and support for other staff in the Department on all safeguarding issues.

In the absence of the Designated Lead Officer for Safeguarding in Education, the responsibility is delegated to one of the Assistant Heads of Education.

The Designated Lead Officer for Safeguarding in Education reports regularly on performance against key measures which include, % DBS and % staff and governors who have received appropriate training. This is part of our departmental performance challenging processes.

On a Corporate level the responsibility for safeguarding lies with the Corporate Director.

Corporate Director (Statutory Director for Social Services and Lead Director - Children and Young People)

Huw Dylan Owen

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How well does the local authority address the specific safeguarding needs of individual children, and specifically, looked after children, in addition to those identified for the general population involved in its education provision?

The authority addresses the specific safeguarding needs of individual children, and specifically, looked after children, and does it well. The training provided to staff who work with children, young people and adults highlights specific groups that are more open to harm. The education workforce has a good awareness of the specific challenges these learners are facing.

There is a specific policy for the education of looked after children that highlights certain steps to support this particular cohort of learners. The policy highlights the need for every school to nominate a member of staff and a member of the Governing Body to lead on specific aspects at each school.

The education department has amended its staffing structure recently and has appointed an Assistant Head of Department: Well-being and Equality who undertakes the role of Virtual Head in addition to the current Education Liaison Officer.

after children. The authority has a firm hold on the quality of the educational experiences of Looked-After Children and has built upon the good work already achieved in recent years to formulate digital individual education plans for each of our looked after children.

The Virtual Head will monitor individual plans and the progress of pupils and, where appropriate, will refer the schools to specialist services in order to empower them. These could be services in fields such as additional learning needs, inclusion or specific services or support from children's services and beyond. We have committed to tie in this role with the implementation of a range of services, including children services, youth justice services, to name but a few.

The Council recently held a joint review between the Children's Services and Education giving particular attention to the experiences of our most vulnerable children and young people. This role ties in conveniently with the lessons learnt following the review and what we are eager to develop as services for children and young people in Gwynedd in light of this work.

Over the last 12 months, the Welsh Government has provided significant funding through the Pupil Development Grant for Looked After Children to support this aim. To begin with, this money was distributed directly to schools but more recently to a Regional Education Consortia in order to ensure a more strategic use of the funds. We have planned that the Virtual Head will have an element of control over this grant in Gwynedd with the aim of further strengthening the strategic use of the grant and enabling us to target individuals' needs according to demand.

The Virtual Head formulates a business plan every year in line with the authority's procedure. This plan prioritises the aspects that need addressing to improve education outcomes. The progress against the plan will be monitored in accordance with the authority's performance management procedure and regular progress reports will be submitted to the Corporate Parent Panel.

Placements commissioning processes are led by the Placements Panel which is led by the Children's Services. The Panel convenes regularly and there are robust multi-agency arrangements in place with a focus on the learners' experiences.

The Corporate Parent Panel convenes every term and is chaired by the Chief Executive. Other panel members include Elected Members, the Director of Education, Director of Social Services and the Head of the Housing Department.

An individual education plan has been created and kept on an electronic system designed by the education department in Gwynedd. The system provides a platform for effective multi-agency working and ensures that everyone has an opportunity to improve the education support for looked after children.

There is support through the youth service for supporting children who are disengaged and who are more likely to be NEET. The youth service works closely with a number of key partners and the plans have been highlighted in our engagement framework.

The Authority has experienced specialist teachers who lead on provisions for schools to meet the needs of children for whom English is an Additional Language, ethnic children, the traveller and gypsy community. This service is provided in partnership with the Gwynedd and Môn Additional Learning Needs and Inclusion Service. Access to these provisions is managed through the inclusion service.

Management of allegations against staff

Does the local authority refer and report all incidents of alleged professional abuse to a professional strategy meeting?

How well does the local authority ensure that providers comply with the guidance for managing staff disciplinaries following such allegations?

The authority refers and reports on every incident of alleged professional abuse to a professional strategy meeting promptly and correctly. Every case is initially addressed by the Head of Children's Services and then operational responsibilities are delegated in accordance with an agreed procedure. The procedure is clear and precise and the services work together effectively to secure the credibility of the process.

Safeguarding policy clearly highlights the steps to be followed when there is an incident of alleged professional abuse in any of our education services. These processes are specifically addressed in training for designated persons and in refresher training across the services.

Our providers receive continuous support, in the event of alleged professional abuse, from the Designated Lead Officer for Safeguarding in Education, Education Officers and the authority's Human Resources Officers. The support is coordinated and ensures that everyone's interests and welfare, including those who make the referrals, are protected.

Human Resources Officers support Governing Bodies to reach a decision to suspend individuals from work while ensuring the consistency and accuracy of these decisions across the authority.

Exemplar safeguarding policy and training is provided to ensure providers' understanding of the field along with continuous operational support for leaders on all levels to correctly deal with an incident of alleged professional abuse.

The authority provides support to individuals who are the subject of concern in light of an incident of alleged professional abuse. The Human Resources Officers are a regular contact for these individuals along with emotional support for them. A range of additional support services are provided to care for their emotional and mental well-being as needed.

- Safe Recruitment
- Use of Volunteers
- Recruitment policy
- Recruitment procedure
- Schools' Recruitment policy

Safe recruitment

How well does the local authority manage its responsibilities for safe recruitment through pre-employment identity and qualification checks for local authority staff, and for all school staff (including any directly recruited and paid through the school)?

Is there a record that all staff appointed after 2002 have a CRB/DBS check?

How well does the local authority ensure that there is a record of which governors have CRB/DBS checks, and risk assessments for those who do not?

How well does the local authority ensure its education services have robust risk assessments for volunteers that work under supervision in education settings, and which clearly set out criteria for whether they require a CRB/DBS check or not?

How well does the local authority know which volunteers working in its education settings on a frequent or intensive basis have up to date CRB/DBS checks?

The authority's appointments procedure is based on safe recruitment requirements and is clearly defined in our safe recruitment policy. Every appointment is made after receiving evidence from a previous employer in the form of references and for posts where a disclosure is required the employee may not commence in post until the DBS is in place.

A full list of the education service workforce that require a check is available centrally. The DBS percentages of every department are discussed at the Operational Group for Safeguarding Children and Adults providing an opportunity for us to identify any obstacles on a corporate level.

There is a suitable database of the required checks for the governing body of every school. Every member of the body is required to have a check in Gwynedd.

All candidates for posts with children or adults in Gwynedd are required to answer a standard safeguarding question. The question promotes the status of safeguarding and ensures that everyone who is appointed to work here has an appropriate level of understanding of the field.

The Education Business Centre and the Education Salaries and Contracts Unit monitor the processes continually and report on any defect to the schools and the education department management team.

We provide a procedure for verifying the suitability of supply teachers for our schools. Recommended supply teachers on an updated list have received checks for their suitability to work with children and the list is managed by the Contracts Unit. This reduces the burden for schools when searching for a supply teacher in an emergency.

There is a suitable volunteers' policy in place which provides clear guidance as to whether they require a check.

The Authority processes DBS applications via the e-Bulk system. It takes less than a week on average to process a check.

Safeguarding Training

How well does the local authority and the LSCB ensure the following:

- *all staff and volunteers working in education provision have safeguarding training approved by the LSCB and receive training in a timely way?*
- *designated staff receive training in inter-agency working?*

- *all temporary staff and volunteers are made aware of child protection policies and procedures?*
- *all staff are kept up-to-date through regular refresher courses? and*
- *all training remains appropriate and up to date through regular and robust evaluation?*

Cyngor Gwynedd is committed to ensuring that all staff who work with children, young people and adults undertake appropriate General Safeguarding awareness training.

Every member of staff who works with children, young people and/or adults receives information on safeguarding issues, in order to ensure that our children and young people workforce:

- is aware of the principles of safeguarding.
- can identify the need to refer.
- knows how to deal with individual cases, in line with its role.

Every member of staff working with children, young people and adults receives training and has access to information on safeguarding issues. The training will make employees aware of the difference between child / adult safeguarding / protection. It also makes employees aware of the definition of the forms of abuse that can happen to children, young people and adults, the main signs and indicators, implications for staff and their personal responsibility to safeguard children and adults and the procedures to follow should any employee have any concerns.

The General Safeguarding Awareness training includes provision for the entire range of the safeguarding field, including, but not restricted to, safeguarding children, safeguarding vulnerable adults, anti-radicalisation and domestic abuse.

The Safeguarding training syllabus for schools coincides with the Wales Safeguarding Procedures and the Schools Safeguarding Policy. Training has been provided to the entire education workforce to coincide with their responsibilities and duties. Additionally, Safeguarding training sessions are presented every year for Gwynedd and Môn NQT teachers.

Schools may ask at any time for safeguarding training and the need can be met within 10 working days.

Safeguarding training for governors was reviewed recently and now the Safeguarding for Governors training module is held online. This ensures the attendance of more Governors in the training and the feedback in terms of content has been positive. We provide in-person training for those who ask for it.

Similarly, a Safeguarding training session is provided to the non-maintained sector and this is in addition to what is offered by Mudiad Meithrin.

The Safeguarding training across the tiers concentrates on preventative work and identifying early signs.

Additional training is introduced to meet the requirements of Ask and Act.

Schools, Youth Service staff and the non-maintained sector have a firm understanding that a referral is needed if there is any suspicion that a child is open to harm. Similarly, they are also aware that a request can be made for early intervention support from the Gwynedd family team.

The Council's corporate Volunteers Policy notes that it is the responsibility of the school to ensure that Safeguarding training is presented to volunteers.

The Designated Lead Officer for Safeguarding in Education reviews all aspects of the training in this field on a regular basis.

Safety and wellbeing of children in local authority education services

How clear and robust are the local authority's policies and guidance that address anti-bullying, racist abuse, discrimination and harassment?

Do they comply with the Human Rights Act 1998 and Equality Act 2010?

How well does the local authority monitor these incidents in its schools?

How robustly does it report this to the LSCB and elected members?

The Education Department provides an example of a behaviour support policy that it based on good practice.

The policy considers a range of specific aspects including addressing anti-bullying, racism, abuse and discrimination and harassment.

A range of other policies have also been shared including anti-bullying, preventing extremism and equality policies.

The schools review, amend and adopt the example policies so they apply to the school's situation.

The Authority has robust policies on a corporate level to ensure the appropriate conduct of all employees. A corporate equality plan ensures that the Education Department's work coincides with the demands of the equality act.

The Authority shares an example equality policy and action plan with every school. Schools are expected to give appropriate consideration to these two documents as they formulate their arrangements.

- Anti Bullying
- Prevent
- Behaviour
- Equality
- Equality Plan (model)

How clear and robust is the local authority's behavioural support policy?

How well does the local authority monitor incidents of physical intervention and restraint in its schools?

How robustly does it analyse this and where appropriately reports this to the LSCB and elected members?

The authority collaborates effectively with the ALN&I Service to establish and implement robust arrangements to support pupils who find it difficult to self-regulate and engage with education.

The authority supports schools by offering a variety of behaviour support strategies for schools. A specific team within the authority offers support to schools through specialist teachers in the behaviour support field who offer advice, guidance and the input of an early intervention assistant. The authority monitors this support via monthly forums.

The Authority's behaviour support policy is comprehensive and refers to the support that is available to pupils within mainstream education or who receive their education in dedicated centres.

The authority implements the Welsh Government exclusions policy and has a dedicated inclusion welfare officer to advise and monitor school exclusions. Every school is required to report on their exclusions following each incident.

The authority monitors incidents of challenging behaviour and cases of physical restraint regularly. There are robust reporting arrangements in place for the early identification of cases of concern and to offer quick support. For schools who have pupils who are open to the Inclusion Team a two day Pivotal MAPA training is offered as part of the support package.

This training is on the service's continuous work programme.

As part of the support package, follow-up visits are arranged to ensure there is support for schools to apply the strategies in their involvement with pupils and their parents.

The pack includes an emergency response form to notify all staff who support the pupils. Inclusion staff lead on creating the form in the first place, by leading schools through the process.

The training prepares schools to hold discussions and reflect on specific incidents and agree on what could be done differently next time.

As part of the support regular review meetings are held that refer to the possible need to complete HS11 forms and use of physical restraint forms.

A focus is placed on proactive and positive planning, namely the core message of the training rather than being responsive.

School exclusion data is part of the authority's performance challenging procedure and it is risk-based.

- Behaviour
- Restrictive Practice

How clear and robust are the local authority's guidance on health and safety and off-site activities and its policy for risk assessments?

The Educational Visits Advice Service provides current and appropriate guidelines for schools in relation to school visits.

Regular training is provided to schools on understanding guidelines and managing educational visits to make the most of outdoor learning.

The Educational Visits Advisor works on a strategic level to encourage schools to incorporate Outdoor Learning in their school curriculum, in addition to assessing the risks/benefits of educational visits.

Training sessions are provided for school governors on educational visits. They are able to have access to the school's Evolve site to see current visits and they require a higher level of understanding.

The Educational Visits Advice Service has been prioritising the following;

- developing policies and practice to ensure that lessons are learnt from the current health emergency.
- developing the educational visits framework, guidelines and training and focus on planning for visits in the future.
- developing partnership work with the Licence and Legal services.
- developing a basic structure for schools who hold educational visits, and define a clear path for senior leaders in schools and senior leaders in LAs.
- ensuring robust agreements between the establishment arranging the visit and the provider.

The school's responsibility with professional support from its LA is:

- To be clear regarding what will happen if a visit is cancelled or shortened.
- To establish whether their ability to pay for a visit relies on payments from parents or contributors.
- Ensure that the payment and cancellation terms agreed correspond with the provider's terms.

There is consistent high quality support available to every school especially during the pandemic.

During the pandemic the Health and Safety Department, in collaboration with the Education Department supported the substantial work of checking school risk assessments as the situation evolved. Additionally, the health and safety service conducted regular site visits to provide assurance that appropriate arrangements were in place and to give peace of mind to the schools' workforce.

The Authority's Environmental Health Department works effectively with the Education Department and the Health and Safety Team to provide clear guidance and strong support to our schools.

Information about Health and Safety events are reported by schools to the Education Department and the Health and Safety Team in accordance with an agreed procedure. Events are analysed by the Health and Safety team, and if appropriate, the lessons learnt are shared with the schools in collaboration with the Education Department.

The Safeguarding arrangements and the Health and Safety arrangements for all off-site activities in schools are robust. All schools follow the Evolve procedures.

The Education Department arranges regular training sessions with the Educational Visits Advisor, and check that each school implements them in full.

The same procedure is followed by the Youth Service, renewing the training in accordance with the requirements of the Regional Advisor.

It is the school's responsibility to arrange appropriate First Aid training on all levels. The Council ensures that providers are available to meet training needs.

First Aid is part of a mandatory training programme for all youth workers which runs on a three year cycle.

The Healthy Schools Plan offer a regional policy template for primary schools on how to respond to substance misuse.

A National Smoke-free Policy has been approved for all schools.

An example policy responding to substance misuse is shared every year.

- Cymorth Cyntaf / First Aid
- Alcohol a chyffuriau / Drugs and Alcohol

- Iechyd a Diogelwch- Cynradd / Health and safety- primary
- Iechyd a Diogelwch – Uwchradd/ Health and safety – Secondary
- Cloi mewn argyfwng /Lockdown
- Ymweliadau Addysgol / Educational visits

How well does the local authority discharge its duty to work in partnership in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”

Standard e-learning materials are used to train in the field across the authority.

Safeguarding training on all levels gives appropriate attention to the need to prevent people from being drawn to terrorism and there are clear referral processes in the corporate [Prevent policy](#).

MEETING	Education and Economy Scrutiny Committee
DATE	18 July 2024
TITLE	Gwynedd and Eryri Sustainable Visitor Economy Plan 2035
REASON TO SCRUTINISE	Council Plan 2023-28 - a Prosperous Gwynedd
AUTHOR	Roland Evans Assistant Head of Economy and Community Department
CABINET MEMBER	CLlr Dyfrig Siencyn CLlr Nia Jeffreys

1. Why it needs scrutiny?

1.1. At a meeting of the Committee on 2 February 2023, the Gwynedd and Eryri Sustainable Visitor Economy Plan 2035 was scrutinised before being adopted by the Cabinet. Consideration was given to the Plan, the Council's ambition and priorities for a Sustainable Visitor Economy, the suitability of the joint operating structure with the National Park Authority and arrangements for establishing the New Sustainable Visitor Economy Partnership to steer the implementation of the Action Plan. The Committee is eager to scrutinise the progress to date and the Action Plan.

2. What exactly needs scrutiny?

2.1. Following the establishing of governance arrangements, it could be timely to scrutinise:

- Progress to date
- Is there an action plan in place?
- What indicators are used to monitor progress / impact?

3. Summary of the Key Matters

3.1. This report provides an update to Members on what has been achieved so far focusing on:

- The background of the development of the Gwynedd and Eryri 2035 Plan ;
- The Memorandum of Understanding between the Council and the National Park;
- The new operating structure that has been established between the Gwynedd and Eryri 2035 Partnership;
- The live Action Plan;
- Information about the monitoring system to measure progress and impact

3.2. The Scrutiny Committee is asked to accept the update and scrutinise the progress, the Action Plan and Measures.

4. Background: The Strategic Plan

- 4.1. The Council has been reviewing the tourism and visitor economy situation within the area for a number of years and several discussions and workshops were held before and during the Covid-19 pandemic.
- 4.2. The Council Plan gives priority to a Prosperous Gwynedd and the Promoting our Culture and a Sustainable Visitor Economy project lies within this priority. Developing this Plan is part of this priority project. A bid for £46,040 in financial resources through the Gwynedd Plan to employ a Sustainable Tourism Coordinator to support this work has been successful.
- 4.3. Recognising the importance of the Eryri area to the Plan, a Memorandum of Understanding was signed between Cyngor Gwynedd and the Eryri National Park Authority on 26 November 2021 with the aim of:
Collaborating effectively and efficiently in partnership to realise the Vision and Principles of the Gwynedd and Eryri Sustainable Visitor Economy Plan 2035 to protect and promote the area's special qualities.
- 4.4. The development of the Gwynedd and Eryri 2035 Plan , its operating structure and its measures are the results of this Memorandum.
- 4.5. Since signing the Memorandum, discussions have continued with Conwy County Borough Council regarding their commitment to the Plan for the rural Conwy areas that are part of the Eryri National Park. There is now an agreement to commit to the partnership and an amended memorandum will be drawn up between the three public sector partners.
- 4.6. The Gwynedd and Eryri 2035 Plan is the only one of its kind in Wales and it is one of the very few that exists throughout Britain. With this in mind, the Plan, its operating methods and measures are innovative and ground breaking.
- 4.7. The Council consulted extensively on developing a Gwynedd and Eryri Sustainable Visitor Economy 2035 Plan by holding a number of workshops and considering good practice in other locations across the world, including New Zealand, Denmark, Slovenia, the Isle of Aran, Park City and Jackson Hole (USA).
- 4.8. The Gwynedd and Eryri 2035 Sustainable Visitor Economy Strategic Plan was launched in Plas Tan y Bwlch, Maentwrog on 25 September 2023.
- 4.9. The new Plan's Vision is:
A visitor economy for the benefit and well-being of the people, environment, language and culture of Gwynedd and Eryri.
- 4.10. The Strategic Plan includes three principles based on the sustainable tourism pillars of UN Tourism, the Tourism Agency of the United Nations.
- 4.11. These are the agreed principles and objectives:
- Celebrate, Respect and Protect our Communities, Language, Culture and Heritage**
- A visitor economy in the ownership of our communities with an emphasis on pride in one's area
 - A visitor economy that is world-leading in Heritage, Language, Culture and the Outdoors
- Maintain and Respect our Environment**
- A visitor economy that respects our natural and built environment and considers the implications of visitor economy developments on our environment today and in the future
 - A visitor economy that is world-leading in sustainable and low carbon developments and infrastructure

Ensure that the advantages to Gwynedd and Eryri communities outweigh any disadvantages

- A visitor economy that ensures that infrastructure and resources contribute towards the well-being of the community all year round
- A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for local people all year round
- A visitor economy that promotes local ownership and supports local supply chains and produce

4.12. After launching the Plan, work has been ongoing to develop a new partnership structure to develop an Action Plan and monitor progress.

5. Partnership Structure

5.1. Operational principles have been agreed for the partnership, namely:

- 5.1.1. Strategic leadership at all levels to drive the vision and take action on the ground
- 5.1.2. Simple governance
- 5.1.3. Coordination and integration (horizontal and vertical across all organisations)
- 5.1.4. Make effective use of resources and assets
- 5.1.5. Better information when making decisions
- 5.1.6. Content and ownership by many
- 5.1.7. Drive change and innovation

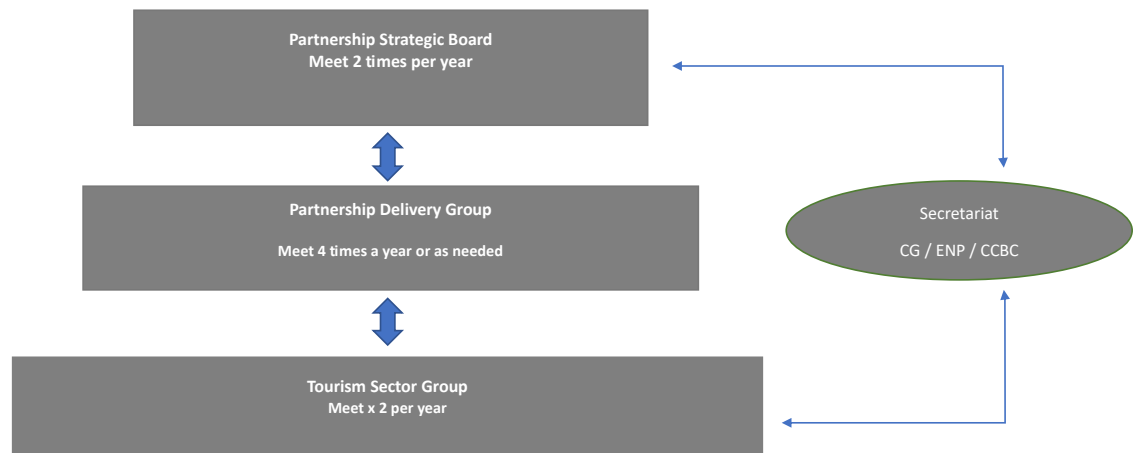
5.2. The following triangle illustrates the adopted operational principles:



5.2.1. It is intended for the partnership to be administrated in partnership between Cyngor Gwynedd, Conwy County Borough Council and the Eryri National Park Authority.

5.2.2. When seeking to develop the structure of the partnership, consideration was given to operating models in other areas of the world and specialist advice was received from Professor Terry Stevens who specialises in the destination management and sustainable tourism field.

5.2.3. The following illustrates the structure of the Gwynedd and Eryri 2035 Partnership:



5.2.4. The membership and meeting frequency of the new structure can be seen in **Appendix A**. There is an additional tier to the above structure which is an operational tier to support the partnership and ensure ownership from wider stakeholders and the public sector.

5.2.5. The partnership model seeks to reflect the operational principles by establishing:

- 5.2.5.1. A Tourism Sector Group to ensure broad ownership.
- 5.2.5.2. A Delivery Group to monitor and ensure action.
- 5.2.5.3. A Steering Group to offer strategic guidance, to approve the Action Plan and to be a strategic voice for the entire visitor economy.

5.2.6. The Steering Group is chaired jointly by the Leader of Cyngor Gwynedd and the Chair of the Eryri National Park Authority.

5.2.7. An innovative part of the new model is the Tourism Sector Group. The Tourism Sector Group brings together the tourism sector and the community sector to identify priorities and matters it also monitor the implementation of the Action Plan.

5.2.8. The Sector Group has already met twice in 2024 to feed activities into the Action Plan and to elect chairs.

5.2.9. In order to ensure balance and a balanced overview of the visitor economy, it was resolved to elect two co-chairs and two joint vice-chairs for the Group - one from the community sector and the other from the business sector. The following were elected for the coming year:

- 5.2.9.1. Community: Einir Young (Eco-Amgueddfa Llŷn (Co-chair) and Ceri Cunnington, Cwmni Bro Ffestiniog, (Co vice-chair)
- 5.2.9.2. Business: Michael Bewick, Greaves Cyf., Blaenau Ffestiniog (Co-chair) and Annwen Jones, Tŷ'n Rhos Holiday Cottages, Cricieth (Co vice-chair)

5.2.10. The voices of the co-chairs are present in all other elements of the Partnership's structure to ensure a voice for the industry and our communities in our discussions.

6. The Action Plan

- 6.1.** The Gwynedd and Eryri 2035 Action Plan was developed following considerable consultation work, including:
- 6.1.1. The discussions held when developing the Strategic Plan which identified the key challenges and opportunities for the area deriving from the visitor economy with Members, communities, businesses and partners.
 - 6.1.2. Discussions with public sector partners.
 - 6.1.3. Discussions with the Tourism Sector Group.
 - 6.1.4. Input from colleagues in Cyngor Gwynedd, Eryri National Park and Conwy County Borough Council.
 - 6.1.5. Consideration from priorities identified in Ardal Ni Plans.
- 6.2.** This is a live document and it will be reviewed and developed as required. This is an Action Plan for the 2024 - 2025 period.
- 6.3.** A copy of the Action Plan can be seen in **Appendix B**. Three specific themes have been identified for implementation with several activities or projects included in the themes:
- 6.3.1. Research, Skills and Development
 - 6.3.2. Marketing and Communication
 - 6.3.3. Collaboration Projects
- 6.4.** The Action Plan identifies the following:
- 6.4.1. The relevant principle of the Strategic Plan
 - 6.4.2. The challenge or opportunity identified during the consultation
 - 6.4.3. The action to respond
 - 6.4.4. Who is leading
 - 6.4.5. The resources that are needed to take action
 - 6.4.6. Timetable
 - 6.4.7. How the impact of the action will be measured
- 6.5.** Of course, some activities are more mature than others and the projects with confirmed funding have been highlighted in blue. If other activities emerge - these will be included in the Plan.
- 6.6.** With the 2024-25 Action Plan, several activities had been planned before the Plan was adopted. Over time, it is intended for the Strategic Plan to fully steer and influence the projects that will be in the Action Plan.

7. Monitoring Progress and Measuring Impact

- 7.1.** Progress when implementing the Strategic Plan and the Action Plan will be a crucial part of the partnership's new structure and the Tourism Sector Group, the Action Group and the Steering Group are all expected to monitor progress at their meetings.
- 7.2.** The Action Plan offers clear timetables and outcomes and a lead body so that action progress can be monitored and delivery tracked.
- 7.3.** Traditionally, the impact of the visitor economy has been measured based on STEAM (Scarborough Tourism Economic Assessment Monitor) which focuses on numbers and the value of visitors to the local economy.
- 7.4.** Whilst it is recognised that this is one method of monitoring impact, there is a strong feeling that we need to be measuring the impact of tourism in a much more holistic and balanced manner in terms of the agreed principles, while also examining the environmental, community and linguistic impacts.

- 7.5.** A Research Task Group worked in this field by collaborating with Cyngor Gwynedd's Research Unit, the Eryri National Park Authority, the Tourism, Marketing and Events Service and Bangor University. Good practice from other areas was also discussed - Denmark and Slovenia in particular.
- 7.6.** The outcome of this task group was establishing a 'dashboard' that will provide us with a balanced picture of the impact of the visitor economy in the area. Although several measures in the 'dashboard' are beyond the control of partners and, possibly, more widely than the visitor economy and visitors - it is a new tool that we will be able to use to monitor the eco-system of the visitor economy on a wider scale than ever before. The 'dashboard' can be seen in **Appendix C**.
- 7.7.** The 'dashboard' includes 26 measures that can be tracked over time but, in order to refine these measures and identify core measures that are influenced by partners, the following have been agreed to be monitored on a regular basis. Again, these may be adapted or amended when implemented:

Principle and Objective	Long-term Measures
<p>Celebrate, Respect and Protect our Communities, Language, Culture and Heritage</p> <ul style="list-style-type: none"> • A visitor economy in the ownership of our communities with an emphasis on pride in one's area • A visitor economy that is world-leading in Heritage, Language, Culture and the Outdoors 	<p>% of the County's residents surveyed who stated that tourism in their area has a positive result</p> <p>% of the County's residents surveyed who believed that tourism has a positive influence on the Welsh language and culture</p> <p>% of businesses and visitor economy enterprises that have been awarded a GandE2035 Sustainable Tourism Champion accreditation</p> <p>Number of individuals registered on the Gwynedd / Eryri Ambassador scheme</p>
<p>Maintain and Respect our Environment</p> <ul style="list-style-type: none"> • A visitor economy that respects our natural and built environment and considers the implications of visitor economy developments on our environment today and in the future • A visitor economy that is world-leading in sustainable and low carbon developments and infrastructure 	<p>% of the County's residents who were asked state that tourism has a negative influence on the environment and nature</p> <p>Number of Sherpa service users (seeking to identify further transport and environment measures)</p>
<p>Ensure that the advantages to Gwynedd and Eryri communities outweigh any disadvantages</p> <ul style="list-style-type: none"> • A visitor economy that ensures that infrastructure and resources contribute towards the well-being of the community all year round 	<p>Overnight visitor spend</p> <p>Day visitor spend</p> <p>Numbers employed within the tourism sector</p>

<ul style="list-style-type: none"> • A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for local people all year round • A visitor economy that promotes local ownership and supports local supply chains and produce 	
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7.8. It can be seen from the Action Plan that several potential research projects have been identified. Positive discussions continue with Bangor University to pilot and develop specific research for the area, as well as projects that are also being developed by wider partners.

7.9. Two pilot research projects have already been held in Dyffryn Ogwen - one '*Taking advantage of the Wales Slate UNESCO World Heritage Site and developing sustainable tourism in North West Wales*' examining young people's perceptions of the designation and the other '*the Welsh language and the sustainable visitor economy: Bethesda pilot study*' to get an initial insight into some of the challenges, and the opportunities, that may arise following the world heritage designation on the sustainability of the Welsh language communities.

8. Consultation

8.1. Extensive consultation has been undertaken when developing the Gwynedd and Eryri Plan 2035 as seen from the information above. All elements of developing and implementing the Plan is totally reliant on working in partnership and consultation.

9. Resources

9.1. Although the Cabinet has approved £46,040 to appoint a Sustainable Tourism Coordinator, the budget to implement the Action Plan relies on receiving additional external funding. During 2024-25, Shared Prosperity and Welsh Government funding has been secured for implementation.

9.2. Our success to deliver the Action Plan will depend on the financial programmes that will be available in future. Potential opportunities can also derive from any Visitor Levy that may be established - should it become operational in the Gwynedd area. Should there be an agreement to implement such a levy - it would not be practically possible to do so until at least April 2027.

10. The Well-being of Future Generations (Wales) Act 2015

10.1. All elements of the development of the Gwynedd and Eryri Plan 2035 have included **residents and service users**. More consultation work has been undertaken on this Plan than any other tourism or destination management plan developed by the Council.

10.2. **Collaboration** and partnership is crucial to the success of the Plan and the structure of the new partnership has been established to take action.

10.3. An Action Plan, the Partnership and new monitoring and research methods have been established to **prevent** and respond to problems that may arise as a result of the visitor economy.

10.4. The Plan is operational until 2035 which means that we are seeking to respond in a coherent, balanced and collaborative manner in the **long-term** to ensure that we respond and make a difference to ensure a visitor economy for the benefit and well-being of the people, environment, language and culture of Gwynedd and Eryri.

10.5. **Integration** is an essential part of the new Action Plan and Partnership with meetings and a voice ensured for other public bodies and to ensure coherence and collaboration with partners through the structure. The Council, Conwy County Borough Council and the Eryri National Park Authority have all committed to collaborate and to integrate the Plan to our broader activities.

11. Impact on Equality Characteristics, the Welsh Language and the Socio-Economic Duty

11.1. An Impact Assessment on Equality Characteristics, the Welsh Language and the Socio-Economic Disadvantage of the Plan was prepared - this can be seen in **Appendix CH**. The outcome of the assessment anticipates a substantial positive impact on some groups and cohorts and it suggests that not implementing the Plan may lead to negative outcomes.

11.2. Environmental, linguistic and equality matters will be addressed through the new measures and the 'dashboard'.

12. Next Steps

12.1. With the Gwynedd and Eryri 2035 Partnership now established and the first Action Plan adopted, the next steps will be to proceed to implement, monitor and report on progress through the tiers within the Partnership.

12.2. It is intended to hold a new Gwynedd and Eryri 2035 annual Summit / Forum during Autumn / Winter 2024 which will be an opportunity to raise awareness of our work, to discuss progress and also highlight good practice from other areas that seek to establish a sustainable visitor economy.

Background Information

[Report to the Scrutiny Committee 04/02/2021](#)

[The Plan's web-page on the Eryri Mountains and Coast website](#) - research, briefing notes, presentations.

Appendices

Appendix A Gwynedd and Eryri Partnership 2035 Structure and Membership

Appendix B Gwynedd and Eryri Action Plan 2035

Appendix C Measures 'Dashboard'

Appendix CH Impact Assessment on the Equality Characteristics of Welsh and Socio-economic Disadvantage

The operating principles for the Gwynedd and Eryri Partnership 2035

Appendix A

The form of the partnership needs to match our objectives which are:

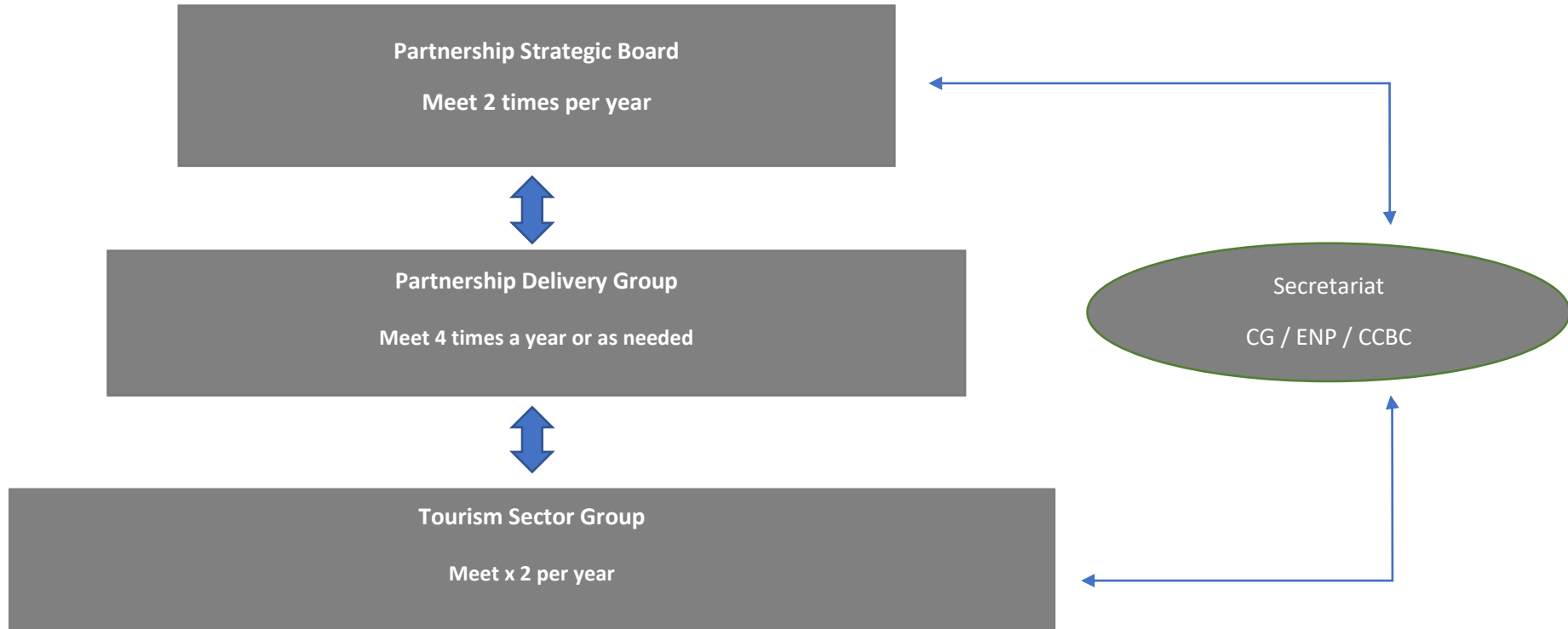
- Strategic leadership at all levels to drive the vision and take action on the ground
- Simple governance
- Coordination and integration (horizontal and vertical across all organisations)
- Make effective use of resources and assets
- Better information when making decisions
- Content and ownership by many
- Drive change and innovation

So the aim is a smaller membership at the top of the structure with wider partnership representation and input at the bottom of the structure feeding into the strategic direction and implementation.



The administration of all the elements of the structure will be shared and rotated annually between Cyngor Gwynedd, Eryri National Park Authority and Conwy County Borough Council. Operational meetings will also be held at the lowest level of the partnership in order to steer direction and ensure the widest possible input.

Gwynedd and Eryri 2035 Partnership Structure

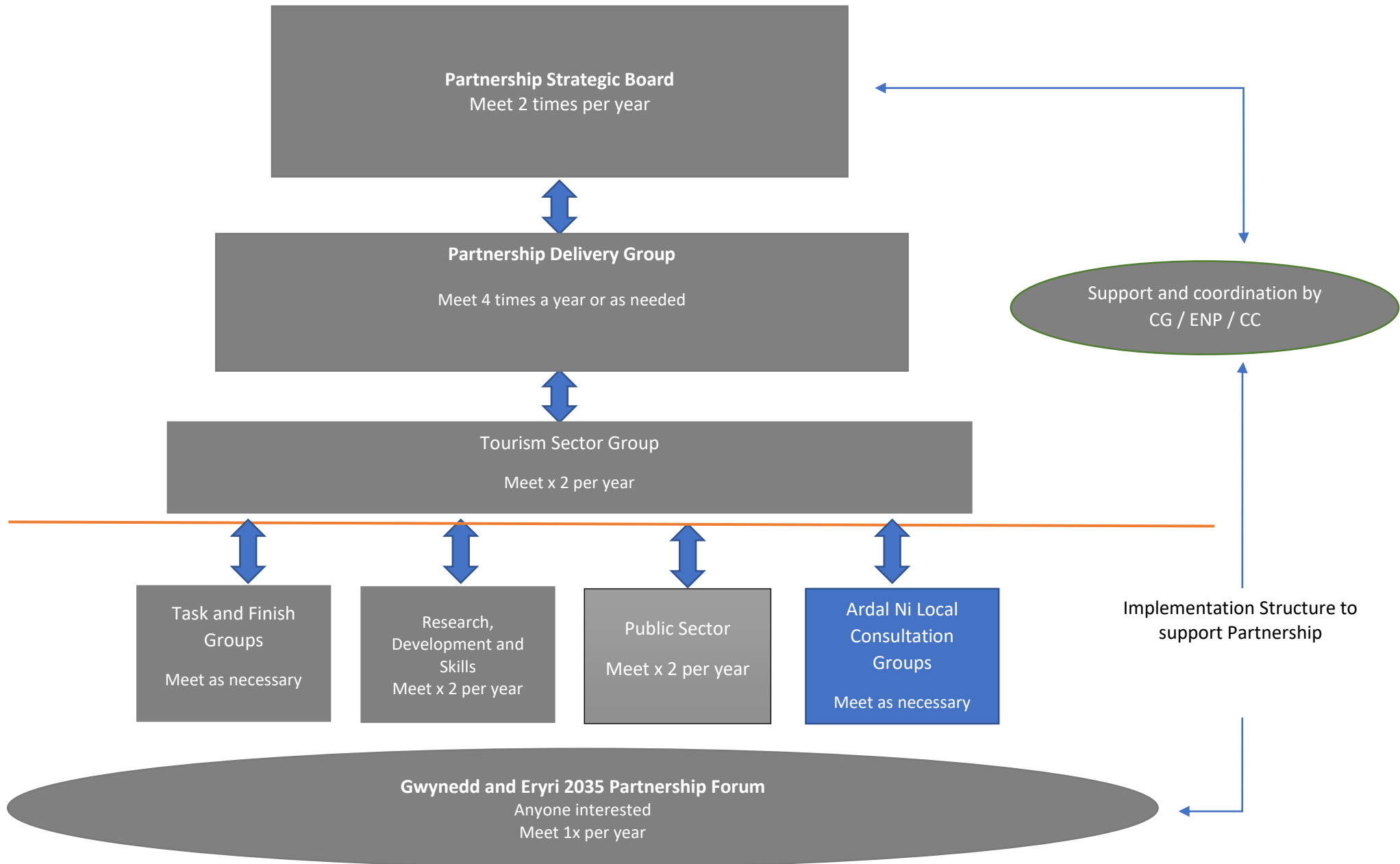


Purpose and Membership:

Group	Purpose	Membership
<p>Partnership Strategic Board</p>	<p>Meet 2 times a year.</p> <ul style="list-style-type: none"> • Strategic leadership and voice to ensure ownership of the Gwynedd and Eryri Sustainable Visitor Economy Plan by the strategic stakeholders of the visitor economy; • Approve the Implementation Group's Annual Action Plan and monitor the implementation of the Plan. • Be a voice in prioritising any funding opportunities that may be available; • Overseeing the Terms of Reference and Membership of the Strategic Board of the Partnership and its subgroups 	<p>Chair: Leader of Cyngor Gwynedd and Chair of Eryri National Park alternately</p> <p>Administration by Cyngor Gwynedd and the Park Authority</p> <ol style="list-style-type: none"> 1. Leader of Cyngor Gwynedd 2. Head of Economy and Community Department 3. Chair of Eryri National Park 4. Chief Executive, Eryri National Park Authority 5. Conwy Council Leader / Member 6. Head of Economy Conwy Council 7. North Wales Tourism 8. Mid Wales Tourism 9. Chair of Visit Wales, North Wales Regional Tourism Forum 10. Chair of the Tourism Sector Group (business) 11. Chair of the Tourism Sector Group (community) <p>Observer: Visit Wales</p>
<p>Partnership Delivery Group</p>	<p>Meet 4 times a year initially</p> <ul style="list-style-type: none"> • Reporting to the Strategic Board. • Develop action plans to be approved by the Strategic Board • Implement and monitor the Action Plan on behalf of the Strategic Board. • Commission Research as required. • Identify training and skills needs. • Developing innovative projects through collaboration opportunities. • Risk or crisis management. • Establish task and product groups if opportunities arise. • Be a voice to ensure ownership of the Gwynedd and Eryri Sustainable Visitor Economy Plan by the 	<p>Chair: Officer from Cyngor Gwynedd, Eryri National Park Authority or Conwy County Borough Council</p> <p>Administration by Cyngor Gwynedd and the Park Authority</p> <ol style="list-style-type: none"> 1. Assistant Head of Economy and Community Department 2. Cyngor Gwynedd Tourism Manager 3. Head of Eryri Partnerships 4. Yr Wyddfa Partnership Manager 5. Conwy Tourism Officer 6. Chair / vice-chair of Sector Group (business) 7. Chair / vice-chair of Sector Group (community)

	<p>main stakeholders of the visitor economy.</p> <ul style="list-style-type: none"> • Discuss, give opinions and monitor the implementation of the Gwynedd and Eryri Sustainable Visitor Economy Plan 2035, its indicators and its Action Plan. • Oversee the Terms of Reference and Membership of the Partnership modifying it as necessary with the approval of the Strategic Board. 	
Tourism Sector Group	<p>Meet 2 times a year online or physically</p> <ul style="list-style-type: none"> • Sector link forum • Share information with the sector • Identify Priorities and issues for the following year to be reported to the Delivery Group • Report on the implementation of the Plan 	<p>Chair: One Chair from the business sector and one chair from the community sector Vice-chair: One from the business sector and one from the community sector Members: Any interested parties from the sector</p>

Wider Implementation Structure for the Gwynedd and Eryri 2035 Partnership including operational meetings



Membership of Implementation Meetings and Groups of the Gwynedd and Eryri 2035 Partnership

Public Sector Consultative Group	<p>Meet 2 times a year on-line or physically</p> <ul style="list-style-type: none"> • Consultative forum with public and strategic sector partners • Share information about the Action Plan • Identify priorities together • Report on the implementation of the Plan • Common metrics and tracking trends in terms of research, data and skills 	<p>Chair: Cyngor Gwynedd / Eryri National Park / Conwy Council alternately</p> <p>Members: Natural Resources Wales Cadw Visit Wales AONB Bangor University Grŵp Llandrillo Menai National Trust</p>
Research, Development and Skills Consultative Group	<p>Meet 2 times a year on-line or physically</p> <ul style="list-style-type: none"> • Report on the implementation of the Plan • Agree on common Meters • Track trends in terms of research, data and skills 	<p>Chair: Cyngor Gwynedd</p> <p>Members: Cyngor Gwynedd's Tourism and Marketing Service Cyngor Gwynedd Research Eryri National Park Conwy Council Grŵp Llandrillo Menai Bangor University Member of the Tourism Sector Group</p>
Ardal Ni Local Consultative Groups	<p>Meet as needed at local level</p> <p>Administration through Community Support officers or local structures</p> <p>A local forum to implement Ardal Ni Plans</p>	<p>Chair: to be agreed locally through Ardal Ni arrangements</p> <p>Members: To be agreed locally through Ardal Ni arrangements</p>
Gwynedd and Eryri 2035 Partnership Forum	<p>Meeting 1 time a year on-line or physically</p> <ul style="list-style-type: none"> • Share Information about the implementation of the Plan • Raise the profile of the sector • Provide Training • Receive feedback on priorities for the following year 	<p>Chair: Chair of the Strategic Board</p> <p>Administration by Cyngor Gwynedd and Eryri National Park Authority</p> <p>Membership: Anyone with an interest in the field</p>
Task Groups	<p>Meeting as needed for the work area and the priority to implement.</p> <p>The Group Lead-organisation is dependent on the work area.</p>	<p>Membership based on the area of work – flexible and able to adapt as needed.</p> <p>Administration as required by lead body.</p>

Measures Dashboard

Appendix C

Matter	Objectives	Response Method	Impact measuring method	Review/research/record system	Frequency
Management/governance/communication	Governance Framework to deliver objectives	Gwynedd and Eryri visitor economy partnership established	A number of meetings held	Feedback through the management structures	Quarterly/6 monthly
		Community engagement through the Ardal Ni and ENPA structures	A number of community engagement sessions arranged	Feedback through the management structures	Quarterly/6 monthly
		Fund priorities	Total funding secured to support the realisation of the Gwynedd and Eryri 2035 Plan	Feedback through the management structures	6 monthly
		Sector engagement	A number of engagement sessions have been arranged	Feedback through the management structures	Quarterly/6 monthly
Celebrate, Respect and protect our communities, language, culture and heritage	A visitor economy in the ownership of our communities with emphasis on pride in one's area	Pride in one's area and identity	Percentage of county residents satisfied with tourism impacts on the community	Gwynedd residents' survey - questionnaire	12 months
		Business development	Number of new businesses established	Cyngor Gwynedd	Monthly
		Pride in one's area and identity	Several individuals part of the Gwynedd and Eryri Ambassadors' Scheme	Gwynedd and Eryri Ambassadors' Scheme	12 months / Monthly
	A visitor economy that is world-leading in Heritage, Language, Culture and the Outdoors	Cultural identity	A percentage of county residents with the perception that tourism has a positive impact on language, heritage	Gwynedd residents' survey - questionnaire	12 months
		Accreditations and awards	Number of accreditations and awards	Public Protection data and accreditation	12 months
		Visitor satisfaction	Percentage of visitors satisfied with their experience while visiting the area	On-line questionnaire via county website	12 months
Maintain and respect our environment	A visitor economy that respects our natural and built environment and considers economy development implications	Protect the environment	Percentage of county residents with a perception that tourism has a positive impact on the environment	Gwynedd residents' survey - questionnaire	12 months
		Biodiversity	Biodiversity level (sample of specific areas' / species) maritime and inland	Cyngor Gwynedd, ENP, NRW, WG	12 months

	A visitor economy that is world-leading in sustainable and low carbon developments and infrastructure and when responding to emergencies	Charging points availability	Number of charging points	Cyngor Gwynedd / Zap Map	12 months
		Transport Wild camping complaints	Number of Sherpa service users Number of wild camping complaints	Cyngor Gwynedd transportation / NPA Cyngor Gwynedd AMG / ENPA	Monthly 6 monthly
Ensure that advantages to the area's communities outweigh any disadvantages	A visitor economy that ensures that infrastructure and resources contribute towards the well-being of the community all year round	Overnight visitor spend	Overnight visitor spend	Cyngor Gwynedd / ENPA / Review	12 months
		Day visitor spend	Day visitor spend	STEAM	12 months
		Business developments	Number of planning applications approved which are developments by the visitor sector	STEAM / on-line research via website	Quarterly/6 monthly
	Economy Development	Percentage of county residents with a perception that tourism has a positive impact on the economy	Gwynedd residents' survey	Quarterly/6 monthly	
A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offer quality employment opportunities for local people through the	Employment	Number employed within the tourism sector	STEAM / on-line research via website	12 months	
	Number of Visitors	Number of day and overnight visitors and per sector / activity	STEAM	12 months	
	Annual Income	Annual income (direct and indirect transactions)	STEAM	12 months	
A visitor economy that promotes local ownership, supports supply chains and local produce	Number of Businesses	Number of businesses in the county and community groups operational in the tourism field	Gwynedd business tourism questionnaire	12 months	
	Employment Number	Employment number within the sector	Gwynedd business tourism questionnaire	12 months	
	Employment Level	Average salary within the tourism industry	Gwynedd business tourism questionnaire	12 months	
	Local produce	Number of local businesses ordering local produce	STEAM / on-line research via website		

Gwynedd & Eryri 2035

Cynllun Economi Ymweld Cynaliadwy
Sustainable Visitor Economy Plan



Cynllun Gweithredu Drafft 2024-25
Draft Implementation Plan 2024-25



Vision: A visitor economy for the benefit and well-being of the people, environment, language and culture of Gwynedd and Eryri.

The Strategic Plan sets out principles and objectives for 2035:

1. Celebrate, Respect and Protect our Communities, Language, Culture and Heritage

- A visitor economy in the ownership of our communities with an emphasis on pride in one's area
- A visitor economy that is world-leading in Heritage, Language, Culture and the Outdoors

Possible long-term measurements:

- % of the County's residents surveyed who stated that tourism in their area has a positive result
- % of the County's residents surveyed who believed that tourism has a positive influence on the Welsh language and culture
- % of businesses and visitor economy enterprises that have been awarded a GandE2035 Sustainable Tourism Champion accreditation
- Number of individuals registered on the Gwynedd / Eryri Ambassador scheme

2. Maintain and Respect our Environment

- A visitor economy that respects our natural and built environment and considers the implications of visitor economy developments on our environment today and in the future
- A visitor economy that is world-leading in sustainable and low carbon developments and infrastructure

Possible long-term measurements:

- % of the County's residents who were asked state that tourism has a negative influence on the environment and nature
- Number of Sherpa service users (seeking to identify further transport and environment measures)

3. Ensure that the advantages to Gwynedd and Eryri communities outweigh any disadvantages

- A visitor economy that ensures that infrastructure and resources contribute towards the well-being of the community all year round
- A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for local people all year round

- A visitor economy that promotes local ownership and supports local supply chains and produce

Possible long-term measurements:

- Overnight visitor spend
- Day visitor spend
- Numbers employed within the tourism sector

**A dashboard of indicators is being developed to ascertain the current situation and to be able to compare across the term of the Plan.*

Partnership Draft Implementation Plan 2024-5 to deliver the long-term principles above

Key:

- CG: Cyngor Gwynedd
- Eryri NPA: Eryri National Park Authority
- CCBC: Conwy County Borough Council
- SST: Llwybr Llechi Eryri - Snowdonia Slate Trail
- WG: Welsh Government
- TfW: Transport for Wales
- BU: Bangor University
- NRW: Natural Resources Wales
- CESS: Cymdeithas Eryri Snowdonia Society
- NT: National Trust
- OP: The Outdoor Partnership

Projects highlighted in **blue** - Confirmed funding

Projects that aren't highlighted - Subject to funding

*Projects will only be included on the table when they have received planning permission.

This is a live document which will be reviewed and developed as required.

Research, Skills and Development						
Principle	Challenge/Opportunity?	Action	Leading partner(s)?	Resources	Timetable	Measuring impact
3: A visitor economy that thrives for the well-being of Gwynedd residents and	Perception locally that the sector is seasonal and not a natural choice of career path.	Tourism Talent Network / Academi Croeso Cymru	Grŵp Llandrillo Menai with Portmeirion, Snowdonia Hospitality, National Trust,	Funding of £12.9m agreed through the North Wales Growth Deal	September 2024	The final business plan has been developed and presented for approval to Ambition North Wales.

businesses and that offers quality employment opportunities for local people all year round	Sector is unable to recruit appropriate staff within the area.	Develop a final business plan for the development of the Academi Croeso Cymru project to respond to skills gaps and to create career paths within the sector through a hub in Rhos-on-Sea campus and spokes at Snowdonia Leisure, Betws-y-Coed, Zip World Llechwedd, Portmeirion and the National Trust properties.	Zip World as part of Growth Deal North Wales.	and private partners. =		
2: A visitor economy that respects our natural and built environment and considers the implications of visitor economy developments	Large number of camper vans staying overnight in laybys and unsuitable places. Impact on local businesses as not paying to stay overnight.	Aros-fan Piloting a network of 'aires' in Gwynedd for motorhome short-term stays: Cricieth; Pwllheli; Llanberis; Caernarfon	CG	CG and WG (Brilliant Basics) £390,000	All Aros-fan sites open by Summer 2024	Number of complaints about illegally parked motorhomes. % of residents surveyed say tourism in their area has a positive outcome A review of the pilot reveals the numbers used

on our environment today and in the future	Concerns of leaving rubbish, lighting fires etc in the outdoors.	Motorhomes / Arosfan (llyw.cymru)				and feedback on the sites
1: A visitor economy in the ownership of our communities with an emphasis on pride in one's area	<p>Call for more information about myths and legends, place names etc to enrich information for businesses dealing with visitors.</p> <p>Inconsistency in messages about the area.</p> <p>Develop a way of accrediting businesses and enterprises who are recognised as being sustainable.</p>	<p>Gwynedd and Eryri Ambassadors Scheme</p> <p>To share consistent information about the area to those dealing with visitors and to help the sector identify areas where information is lacking e.g. to understand more about the legends of Eryri; special qualities; culture of the area etc.</p> <p>Ambassador Wales – Wales Ambassador Scheme</p>	CG Eryri NPA	WG fund of £10,000 staff time CG and Eryri NPA	Plans in place and being developed regularly	<p>Number of individuals who have annually qualified as Ambassadors.</p> <p>% of businesses and organisations in the visitor economy who have qualified as Ambassadors.</p> <p>Gwynedd and Eryri</p>
1: A visitor economy in the ownership of	A large amount of rubbish and single use plastics	Plastic Free Yr Wyddfa pilot project	Eryri NPA	Officer appointed for	Pilot ends October 2024	Project-specific measures.

our communities with an emphasis on pride in one's area	collected in areas of high density visitation. Lack of respect for the environment/community in honey pot sites, especially through leaving rubbish.	Pilot in behavioural science	Bangor University	2 years - Eryri NPA		See - Plastic Free Yr Wyddfa Eryri National Park General measurement - has the Yr Wyddfa zone reached Plastic Free status by October 2024
1: A visitor economy that is world-leading in Heritage, Language, Culture and the Outdoors	Developing the potential of the Lloyd George Museum	Shared Prosperity Fund Reinterpreting the site and story of Lloyd George	CG	£360,000 Shared Prosperity Fund	End of March 2025	Number of visitors Number of volunteers Capturing feedback on site
1: A visitor economy that is world-leading in Heritage, Language, Culture and the Outdoors	Developing the potential of Storiell in Bangor	Transforming Towns Project and Contemporary Art Gallery Develop Storiell presence in Bangor City Centre and as part of the Contemporary Art Gallery	CG and BU	£199,800 Welsh Government Transforming Towns Fund £344,484 Arts Council of Wales	End of March 2025	Number of visitors Number of events Number of activities Capturing feedback on site

1: A visitor economy that is world-leading in Heritage, Language, Culture and the Outdoors	Lack of data on the impact of tourism on the Welsh language	Research Research into the field and develop a methodology to enable the relevant data to be collected	BU developing grant applications to fund the research	TBC BU staff time	Before the end of March 2025 and developed further during the Plan's lifespan	Methodology has been developed and data collected
3: A visitor economy that promotes local ownership and supports local supply chains and produce	Developing balanced indicators for a Sustainable Visitor Economy Plan	Research and reviews STEAM research, resident sentiment review into tourism & events review	CG and Eryri NPA Sustainable Visitor Economy Partnership	CG and Eryri NPA Staff	End of March 2025 and revise during the life of the Plan as required	Agreed indicators showing progress or not on the Sustainable Visitor Economy Plan principles
3: A visitor economy that promotes local ownership and supports local supply chains and produce	Research into booking stays directly with providers as opposed to having to use third party booking systems such as Booking.com	Research Work with local Universities to discover what is possible in the field	All partners	To be confirmed	During the implementation year	A funding application has been developed. Ideally that the research has been commissioned
3: A visitor economy that thrives for the well-being of Gwynedd residents and	Greater profits from the tourism sector are felt by local communities Research into where the 'tourism pound' is spent	Research Work with Universities to develop a brief and methodology for further	Cymunedoli Cyf, CG and Eryri NPA	Staff time and search for funding to pay for the research	During the implementation year	A funding application has been developed. Ideally that the research has been commissioned

businesses and that offers quality employment opportunities for local people all year round		research				
3: A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for local people all year round	Research into the opinions of residents of tourism	Research Work with Visit Wales to develop methodology for further research.	CG and Eryri NPA WG	Staff time	2024-2025	Research has been commissioned
3: A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for	Research into the staging of events and community benefits. Feedback from participants of events	Research Work with Bangor University to develop a methodology to undertake further research. Create case studies of well	CG, BU, NRW, NT	Staff time & SPF funds £4500	2024-2025	Research has been commissioned Series of case studies have been produced

local people all year round		organised events which are display best practice in terms of sustainability.		NRW staff time		
3: A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for local people all year round	Perception that the sector does not provide all the facilities walkers need. A Trail that could be physically improved to bring the Trail up to National Trail standard	Llwybr Llechi Eryri - Snowdonia Slate Trail Carry out research into available facilities and walker needs Carry out research into work required	SST Cymunedoli Cyf SST	Initial funding for £9400 agreed from Grymuso Gwynedd £12,000 funding achieved	Initial research report September 2024 Final survey report completed by July 2024	Development of a strategy for improving facilities. Development of a strategy to implement work to bring the Trail up to National Trail standard
2: A visitor economy that respects our natural and built environment and considers the implications of visitor economy developments for our	Present research suggests that many in the community are not aware of the Trail			£2000 funding	Completion by December 2024	Rollout of pack and app to schools and other users

<p>environment today and in the future</p> <p>1: A visitor economy in the ownership of our communities with an emphasis on pride in one's area</p>	<p>Research through potential UKRI funding</p>	<p>Raise awareness of the Trail and its heritage for young people</p> <p>Develop links with communities and small businesses to raise awareness and maximise community and business benefit.</p> <p>Research Details of research proposed TBC</p>	<p>SST Cymunedoli Cyf</p> <p>SST Cymunedoli Cyf</p>	<p>achieved for digital primary schools education pack.</p> <p>£2600 funding likely for app-based walks itinerary for young children and families.</p> <p>Major submission to UKRI pending £TBC</p>	<p>UKRI is a 5 year project</p>	<p>Funding granted and research to begin</p>
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Principle	Challenge/Opportunity?	Action	Leading partner(s)?	Costs and Resources	Timetable	Measuring impact
1: A visitor economy in the ownership of our communities with an emphasis on pride in one's area	Empower and develop existing structures and arrangements to support and implement the Gwynedd and Eryri Sustainable Visitor Economy Plan 2035.	<p>Innovative Marketing and Communications - SPF Culture and Well-being Scheme</p> <p>Coordinating and developing new networks</p> <p>Developing communication and messaging campaigns</p>	CG Eryri NPA	Include support funds	2023 - 2024	<p>A number of supported local events or activities</p> <p>Number of people reached</p>
1: A visitor economy in the ownership of our communities with an emphasis on pride in one's area	<p>Need to communicate consistently across all Partners</p> <p>Create resources which help visitors understand and respect the area</p>	<p>Create a Welcome to the Area package for people to understand the area</p> <p>Work in partnership to develop codes of conduct</p>	<p>CG, Eryri NPA, NRW, NT</p> <p>Eryri NPA, NRW, NT</p>	<p>Staff time and SPF fund</p> <p>Staff time</p>	2023-2024	<p><i>Need to agree on specific measurements</i></p> <p><i>Need to agree on specific measurements</i></p>

<p>3: A visitor economy that promotes local ownership and supports local supply chains and produce</p>	<p>Develop more opportunities for visitors to understand what is exceptional about the area</p> <p>Opportunity for visitors to 'give back' to the area</p>	<p>Develop 'Lleol i ni' campaign</p> <p>Create and promote experiences local to this area. Increasing awareness of our unique heritage, culture and language, local landscape, produce and communities. Increasing spend and extending the season.</p>	<p>CG, Eryri NPA</p>	<p>Staff time and SPF fund £100,000</p>	<p>2024-2025</p>	<p><i>Project-specific indicators</i></p>
<p>1: A visitor economy in the ownership of our communities with an emphasis on pride in one's area</p> <p>3: A visitor economy that promotes local ownership and supports local</p>	<p>Funding to be sourced though UKRI submission to achieve the following:-</p> <p>To spread the message that the Slate Area World Heritage Site is not centred around major attractions but also includes remoter areas and communities, thus spreading the benefit.</p> <p>Community ownership of tourist facilities so that the income created, in terms of the community, is</p>	<p>Llwybr Llechi Eryri - Snowdonia Slate Trail</p> <p>Submission to UKRI to be completed to develop an appropriate development, marketing and communications strategy.</p>	<p>SST Cymunedoli Cyf CG CCBC Eryri NPA</p>	<p>Not confirmed</p>	<p>Submission and approval dates TBC</p>	<p>Application and funding approved from UKRI</p>

supply chains and produce	generative rather than extractive					
1: A visitor economy in the ownership of our communities with an emphasis on pride in one's area	Refresh of the Cwm Idwal Interpretation room at the visitor centre	Cwm Idwal Interpretation Room New panels and short films on the biodiversity of the Cwm, local myths and legends, local history	NT, NRW, Eryri NPA, Led on by partnership officer	Funded through NRW £17,400, TAIS and staff time	Completed 2024	Numbers of visitors through the door Numbers of uses of films Numbers using interpretation room for events Hits on website
		Work to update and maintain Cwm Idwal website and educational pages	NT, NRW, Eryri NPA, Led on by partnership officer	NRW, NT, Eryri NPA funding	Ongoing	

Collaborative projects

Principle	Challenge/Opportunity?	Action	Leading partner(s)?	Costs and Resources	Timetable	Measuring impact
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<p>3: A visitor economy that ensures that infrastructure and resources contribute towards the well-being of the community all year round</p>	<p>Bringing people together to give back to the area</p> <p>Enable Welsh learners to use their Welsh in other places beyond the classroom</p> <p>Managing visitors at busy times and places</p>	<p>Caru Eryri</p> <p>Further develop the Caru Eryri programme to involve local people and visitors</p>	<p>Eryri NPA CESS NT OP</p>	<p>Staff across all organisations</p> <p>Lottery Fund and WG funds</p>	<p>March 2025 and beyond</p>	<p>Number of local people who are consistently volunteering</p> <p>Number of visitors who have signed up to volunteer</p>
<p>2: A visitor economy that is world-leading in sustainable and low carbon developments and infrastructure and when responding to the climate change emergency</p>	<p>Extending and improving a high-quality public transport network for residents and visitors</p>	<p>Sherpa'r Wyddfa</p> <p>Extension of existing service to include the S4</p> <p>T10</p> <p>Extend the T10 Pilot - hourly buses from Bangor – Corwen – Bangor</p>	<p>TfW CG CCBC Eryri NPA</p>	<p>TfW CG CCBC Eryri NPA contributing</p>	<p>Summer timetables 23/3/24 – 2/11/24</p>	<p>Number of Sherpa'r Wyddfa and T10 users increase</p> <p>Feedback from local people about the services</p>
<p>3: A visitor economy that thrives for the well-being of Gwynedd residents and businesses and</p>	<p>Support for community projects focusing on community and sustainable tourism</p> <p>Need to share good practice and support</p>	<p>Eryri Communities Fund</p>	<p>Eryri NPA WG Cymunedoli Cyf</p>	<p>SLSP Fund from WG administered by Eryri NPA £75,000</p>	<p>Until the end of March 2025</p>	<p>The number of projects and the range of different projects that have been funded and completed</p>

that offers quality employment opportunities for local people all year round	projects/communities that want help: create a community of communities					Review of the scope and locations of projects funded in 2024-25
3: A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for local people all year round	A number of events taking place in visitor hotspots. Many are without warning and this concerns local residents and risks people's well-being.	<p>Llanberis and Yr Wyddfa events register</p> <p>Work to extend the above to the remainder of the area/county.</p> <p>Encourage a consistent and sustainable approach to the way events are organised and advertised.</p> <p>Create a partnership which looks at managing events more sustainably.</p>	CG Eryri NPA NRW NT CCBC	CG Eryri NPA Llanberis development group	March 2025	<p>Number of event organisers registering their event on the register</p> <p>Partnership formed to agree key sustainability messages</p>
3: A visitor economy that thrives for the	Taking advantage of North West Wales Slate	Levelling Up Fund and Shared Prosperity Fund	CG	Resources LUF - £27million	End of March 2025 (SPF)	Project-specific indicators

well-being of Gwynedd residents and businesses and that offers quality employment opportunities for local people all year round	Landscape World Heritage site designation	Projects 'Prosperity of Slate' Improving the infrastructure of the area for locals and visitors.		NHLF - £2 million SPF - £550,000 CG Cwmni Bro Partneriaeth Ogwen Amgueddfa Cymru	End of March 2026 (LUF)	
3: A visitor economy that ensures that infrastructure and resources contribute towards the well-being of the community all year round	Investing in the infrastructure	Glynllifon Park infrastructure development including the old mill, paths and business units resulting in increasing visitors to the site and improving the experience for visitors and the local community.	CG	SPF Scheme £200,000 Diwylliesiant	December 2024	Increasing visitor numbers
1: A visitor economy in the ownership of our communities with an emphasis on	Develop the ability and capacity of communities to work co-operatively	Cymunedoli, Gwyrdd Ni and outcomes of Ardal Ni are shared and mapped out	Cymunedoli Cyf, CG, Gwyrdd Ni	TBC	TBC	TBC

pride in one's area		Cymunedoli's groups come together to share key learnings and good practice				
3: A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for local people all year round	Support for sustainable tourism projects in our communities and for events Need to decide what is sustainable and develop guidance, especially for events	Setting up a sustainable tourism and Events 'enabling' fund to provide support to tourism destinations, communities and businesses to host local sustainable events and visiting schemes	CG Eryri NPA NRW	SPF Fund £182,000 CG £18,000	May 2023 - December 2024	Number of events supported Scope and range of projects supported Geographical coverage of projects supported
3: A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for	Investing in the urban infrastructure	Town centre improvement projects Implementing local prosperity and shared prosperity projects	CG	CG Eryri NPA SPF Fund £1.8 million Yr Orsaf £11,000	December 2024	Project-specific indicators

local people all year round		Dyffryn Nantlle Heritage and Arts Hub Yr Orsaf are employing someone until the end of December 2024 to develop a business plan				
3: A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for local people all year round	Investing in visitor infrastructure due to higher demand for the provision	Gwynedd visitor infrastructure improvement plans Upgrade of infrastructure at Dinas Dinlle beach. Upgrade of toilet facilities at key locations in Gwynedd.	CG	CG & Visit Wales Brilliant Basics fund resource Dinas Dinlle £375,000 Toilets upgrade £175,000	End of March 2025	Project-specific indicators
3: A visitor economy that thrives for the well-being of Gwynedd	Working with Snowdonia Society and Parc Padarn to develop a community volunteering hub	Parc Padarn Community Volunteering Hub Snowdonia Society to manage a	Parc Padarn NRW Snowdonia Society	To be confirmed	Currently being piloted with a view to being fully functional by	Numbers of people engaging in volunteer events at Parc Padarn Number of events

residents and businesses and that offers quality employment opportunities for local people all year round		regular programme of volunteering events that can be advertised locally to provide people with a valuable and enjoyable learning opportunity.			summer 2024	
3: A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for local people all year round	To increase options for active travel throughout the region	Bwthyn Ogwen E-bike charging point and bike maintenance stand at Bwthyn Ogwen (to match with new ones to go in at Yr Hen Bost, Bethesda) and improve the infrastructure along Lôn Las Ogwen	NRW Eryri NPA NT Partneriaeth Ogwen	SLSP funding through Eryri NPA £4000	December 2024	Project has been funded and completed
1: A visitor economy in the ownership of our communities with an emphasis on pride in one's area	Develop the capacity and the ability of communities to collectively take action	Cymunedoli Cyf Cymunedoli groups have come together to share and discuss good practice	Future Leaders Cymunedoli Cyf	SPF grant funding Grymuso Gwynedd	April until December	Number of enterprises operating within the field of Community Tourism

		<p>, lessons and learning.</p> <p>Community Enterprises formalised to create a network of collaboration regularly.</p> <p>Ideology of promotion and co-marketing to collaborate on the Cymunedoli plan.</p> <p>Events where the message of the Welsh language is central</p> <p>Organise an event, fair, to spread the message.</p>				Meeting regularly within the period
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		Next steps to operations on developing the Cymunedoli tourism plan				
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Measures Dashboard

Appendix C

Matter	Objectives	Response Method	Impact measuring method	Review/research/record system	Frequency
Management/governance/communication	Governance Framework to deliver objectives	Gwynedd and Eryri visitor economy partnership established	A number of meetings held	Feedback through the management structures	Quarterly/6 monthly
		Community engagement through the Ardal Ni and ENPA structures	A number of community engagement sessions arranged	Feedback through the management structures	Quarterly/6 monthly
		Fund priorities	Total funding secured to support the realisation of the Gwynedd and Eryri 2035 Plan	Feedback through the management structures	6 monthly
		Sector engagement	A number of engagement sessions have been arranged	Feedback through the management structures	Quarterly/6 monthly
Celebrate, Respect and protect our communities, language, culture and heritage	A visitor economy in the ownership of our communities with emphasis on pride in one's area	Pride in one's area and identity	Percentage of county residents satisfied with tourism impacts on the community	Gwynedd residents' survey - questionnaire	12 months
		Business development	Number of new businesses established	Cyngor Gwynedd	Monthly
		Pride in one's area and identity	Several individuals part of the Gwynedd and Eryri Ambassadors' Scheme	Gwynedd and Eryri Ambassadors' Scheme	12 months / Monthly
	A visitor economy that is world-leading in Heritage, Language, Culture and the Outdoors	Cultural identity	A percentage of county residents with the perception that tourism has a positive impact on language, heritage	Gwynedd residents' survey - questionnaire	12 months
		Accreditations and awards	Number of accreditations and awards	Public Protection data and accreditation	12 months
		Visitor satisfaction	Percentage of visitors satisfied with their experience while visiting the area	On-line questionnaire via county website	12 months
Maintain and respect our environment	A visitor economy that respects our natural and built environment and considers economy development implications	Protect the environment	Percentage of county residents with a perception that tourism has a positive impact on the environment	Gwynedd residents' survey - questionnaire	12 months
		Biodiversity	Biodiversity level (sample of specific areas' / species) maritime and inland	Cyngor Gwynedd, ENP, NRW, WG	12 months

	A visitor economy that is world-leading in sustainable and low carbon developments and infrastructure and when responding to emergencies	Charging points availability Transport Wild camping complaints	Number of charging points Number of Sherpa service users Number of wild camping complaints	Cyngor Gwynedd / Zap Map Cyngor Gwynedd transportation / NPA Cyngor Gwynedd AMG / ENPA	12 months Monthly 6 monthly
Ensure that advantages to the area's communities outweigh any disadvantages	A visitor economy that ensures that infrastructure and resources contribute towards the well-being of the community all year round	Overnight visitor spend Day visitor spend Business developments Economy Development	Overnight visitor spend Day visitor spend Number of planning applications approved which are developments by the visitor sector Percentage of county residents with a perception that tourism has a positive impact on the economy	Cyngor Gwynedd / ENPA / Review STEAM STEAM / on-line research via website Gwynedd residents' survey	12 months 12 months Quarterly/6 monthly Quarterly/6 monthly
	A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offer quality employment opportunities for local people through the	Employment Number of Visitors Annual Income	Number employed within the tourism sector Number of day and overnight visitors and per sector / activity Annual income (direct and indirect transactions)	STEAM / on-line research via website STEAM STEAM	12 months 12 months 12 months

	A visitor economy that promotes local ownership, supports supply chains and local produce	Number of Businesses	Number of businesses in the county and community groups operational in the tourism field	Gwynedd business tourism questionnaire	12 months
		Employment Number	Employment number within the sector	Gwynedd business tourism questionnaire	12 months
		Employment Level	Average salary within the tourism industry	Gwynedd business tourism questionnaire	12 months
		Local produce	Number of local businesses ordering local produce	STEAM / on-line research via website	

Assessing the Impact on Equality Characteristics, the Welsh language and Socio-Economic Disadvantage

Please see the sheet *How to Make an Equality Impact Assessment* for support to complete this form. You are also welcome to contact Delyth Williams, Policy and Equality Officer on ext. 32708, or DelythGadlysWilliams@gwynedd.llyw.cymru, for further assistance.

The Council is required (under the Equality Act 2010) to consider the impact that any changes in any policy or procedure (or the creation of a new policy or procedure), will have on people with protected equality characteristics. The Council also has additional general duties to ensure fairness and to foster good relationships. Therefore, a timely assessment must be made before a decision is taken on any relevant change (i.e., that affects people with protected equality characteristics).

The Council is also required, under the requirements of the Welsh Language Standards (Section 44 of the Welsh Language (Wales) Measure 2011), to consider the impact that any change in policy or procedure (or creation of a new policy or procedure), will have on opportunities for people to use the Welsh language and to ensure that the Welsh language is not treated less favourably than English. This document therefore ensures that these decisions safeguard and promote the use made of the Welsh language.

From 1 April 2021 onwards, the Council has a duty to give due attention to addressing socio-economic disadvantage in strategic decisions.

1) Details

1.1 What is the name of the policy / service in question?

Gwynedd and Eryri Sustainable Visitor Economy Plan

1.2 What is the purpose of the policy/service that is being created or amended? What changes are being considered?

Cyngor Gwynedd and the Eryri National Park Authority have collaborated on developing this Plan with communities, businesses and stakeholders to promote a Sustainable Visitor Economy in our area for the future. This will be a new Plan that will influence the visitor economy policy in Gwynedd and Eryri, placing our communities central to the sector in the future. Our Vision for the future is:

"A visitor economy for the benefit and well-being of the people, environment, language and culture of Gwynedd and Eryri"

Both bodies have reviewed international and local good practice while also considering and realigning the United Nations World Tourism Organisation's definition of sustainable tourism in order to create principles for Cyngor Gwynedd and the Eryri National Park to follow in future.

1.3 Who is responsible for this assessment?

Roland Evans, Assistant Head of Economy and Community Department

1.4 When did you commence the assessment? Which version is this?

25 October 2022. Version 1
19 December 2022. Version 2
27 January 2023. Version 3
30 January 2023. Version 4

2) Action

2.1 Who are the stakeholders or partners with whom we will have to work to carry out this assessment?

The Council and the Eryri National Park have signed a Memorandum of Understanding to develop the new Plan. Wide consultation has taken place with:

- Elected Members
- Community Councils
- Businesses and the tourism sector
- Gwynedd and Eryri communities via local groups and partnerships
- Business sector representatives
- Environmental sector representatives
- Public Partners: Natural Resources Wales, Visit Wales
- Further and Higher Education Sectors
- Cylch yr Iaith
- Departments and Services of Cyngor Gwynedd, Eryri National Park and Conwy County Borough Council
- The People of Gwynedd

2.2 What steps have you taken to engage with people with protected characteristics, regarding the Welsh language or with communities (either due to location or due to need), who are living with a socio-economic disadvantage?

We engaged with communities across Gwynedd as part of the work of developing the Plan. Workshops were held with areas of Gwynedd and Eryri to get the views of Gwynedd and Eryri residents on the priorities to be implemented in the future in terms of the Visitor Economy.

We met with and discussed good practice from several countries including the Isle of Arran, New Zealand, USA, Slovenia and Denmark.

We also conducted sessions as part of the development of the Ardal Ni Plans to receive feedback on local priorities and concerns.

As an example of engagement, during 2022 five events were conducted via Zoom to discuss the visitor economy in Gwynedd and Eryri. Sessions were also held for councillors across Gwynedd. These have:

- Reached over 250 representatives
- Attracted over 1,500 observations by attendees
- Engaged with 14 areas of Gwynedd and Snowdonia National Park
- Reached over 100 public organisations, bodies or individual businesses
- Over 4,490 received information and an invitation to contribute at the events via the Cyngor Gwynedd Business Bulletin

We did not have direct discussions with representatives of the protected groups, however, we did have discussions with communities facing socio-economic disadvantage such as Blaenau Ffestiniog, Bethesda, Dyffryn Nantlle, Barmouth as well as business and community representatives from Gwynedd coastal villages and Eryri villages.

We intend to engage with representatives of protected groups when developing and prioritising the annual Action Plan by the Sustainable Visitor Economy Partnership.

2.3 What was the outcome of the engagement?

Several engagement and consultation sessions were held - an overview of issues raised in these sessions can be seen below.

The result of the engagement was to develop a new vision for the visitor economy in Gwynedd and Eryri and adopt a series of new principles and sub-principles to drive the development of the visitor economy in the future. No consultation on the visitor economy to the same extent has ever taken place here in the area.

What are the main challenges and opportunities for achieving a sustainable visitor economy in the future? These are the principal matters raised in the consultation sessions:

Resources Challenge	An opportunity to extend the season	Language, culture, heritage - an opportunity to bring benefits to communities. The challenge of safeguarding them.
An opportunity to educate and develop skills among local people - create a career.	The challenge of an excess in some areas.	An opportunity to strike a balance if we operate sustainably. An opportunity for communities.
Climate Change Challenges	A challenge and an opportunity to coordinate partners.	Opportunities for the third sector and communities.
An opportunity/challenge to change Planning policies and homes for local people.	An opportunity to disperse people from areas that are too busy.	Avoid penalising communities, e.g. through additional parking measures.
A need to educate visitors about the area's special qualities	An opportunity to manage visitors rather than marketing the area	An opportunity for better infrastructure, e.g. transport/toilets/bins, etc., for all.

What policies/activities need to be developed and prioritised? These are the principal matters raised in the consultation sessions:

A policy to bring tourism benefits to communities.	Twinning communities with attractions.	Policies are needed to develop sustainable transport from tourism revenue.
Promote the use of the language, culture and history of the area.	World Heritage Site	Responsible destination marketing and visiting responsibly.
Training to develop a career in the field.	Planning policies that support local communities and regulate second homes/Airbnbs	Regulate Motorhomes
A need to tax visitors to the area.	A tourist tax to support communities and infrastructure.	A need to develop a destination management plan and establish an accountable body/partnership.
A need to put sustainability at the heart of everything - language, culture, environment, heritage and community.		

Which partners need to hold discussions? These are the principal matters raised in the consultation sessions:

A strong voice is needed for communities	Social enterprises	Mountain/sea safety organisations, etc.
National organisations, e.g. Ramblers	A need for schools and education to be involved in this.	It is important that this includes everyone - public, community, private.
Local companies need to have supply chain opportunities.	A need for clear leadership and a representative body.	Champions to promote the visitor economy.

2.4 On the basis of what other evidence are you acting?

We have considered the consultations noted above, and we have also considered good practice from other areas, international, national, regional and local policies as well as research about the nature of the visitor economy in the area, the environment, the Welsh language and the condition of our communities.

Data and research highlight the need for a better balance in the visitor economy and within the economy generally in the Gwynedd and Snowdonia National Park area.

The review of Phase I of the Arfor programme funded by the Welsh Government highlight the following about the West Wales area:

Often, the counties of Gwynedd, Anglesey, Ceredigion and Carmarthenshire are referred to as the strongholds, although a number of counties or areas can be noted within other counties that share similar characteristics. There is a general consensus that these strongholds share similar social, economic and cultural characteristics, including:

1. A high percentage of Welsh speakers
2. Inward migration of older people, outward migration of young people
3. Rural area reliant on agriculture, food and tourism
4. Market and University towns
5. A high percentage of jobs in the public sector
6. Lowest wages in Britain, and amongst the lowest wages in Europe

As well as the above, there is a consensus that the counties share the same challenge, and that there is a problem that requires a response.

Although the development of this Plan commenced in 2018, Covid-19 has put tremendous pressure on communities across Gwynedd and Eryri with unprecedented numbers of visitors to the area. This period has highlighted some issues that need to be addressed to support a sustainable visitor economy in the area.

A climate change emergency was declared by the Welsh Government, Cyngor Gwynedd and the National Park in 2019. The nature and biodiversity crisis as a result of climate change forces us to change our lifestyle and behaviour.

The Eryri Plan identifies the need for a Sustainable Tourism Plan and the Cyngor Gwynedd Plan places a priority to ensure that Gwynedd's businesses and communities benefit from the visitors who come to the area and develops a Regeneration Plan for Gwynedd.

The Slate Landscape of North West Wales World Heritage Site Management Plan recognises the need to develop a plan to manage visitors to the area and the Llŷn Area of Outstanding Natural Beauty gives priority to sustainable tourism management.

We have a duty to protect the area's communities, environment and culture for the benefit of future generations, and new collaboration opportunities arise and an opportunity to learn from the experiences of other areas.

In November 2021, Cyngor Gwynedd and the National Park Authority signed an Memorandum of Understanding. The aim of the Agreement of Understanding is to collaborate effectively and efficiently in partnership to realise the Vision and Principles of the Gwynedd and Eryri Sustainable Visitor Economy Plan 2035 to protect and promote the area's special values.

Research and statistics

The development of this Plan has relied a great deal on research and statistical analysis in order to draw-up our principles and priorities for action.

The research and statistics include:

- Review of Local Tourism Accommodation (2018/19, Cyngor Gwynedd)
- Visit Wales and Cyngor Gwynedd Visitor Review (2019, Beaufort Research)
- Benefiting from Tourism Review - consideration of options to fund future priorities (May 2019, Blue Chip Tourism and RJS Associates Ltd).
- Review of the Destination Management Partnership (October 2019, Blue Chip Tourism and RJS Associates Ltd)
- Eryri Plan (2020, Eryri National Park)
- Yr Wyddfa and Ogwen Sustainable Parking and Transport Strategy (2020, Eryri National Park)
- Cyngor Gwynedd Plan (2018, Cyngor Gwynedd)
- Managing the use of dwellings as holiday homes (December 2020, Cyngor Gwynedd)
- Research to the motor homes situation in Gwynedd (September 2021, Cyngor Gwynedd)

The main statistics of the Visitor Economy in Gwynedd can be seen below*:

- Average Workforce in a year: 18,244
- Number of Attractions: 200
- Number of Outdoor Providers: 100
- Number of Visitors 2019: 7.8m
- Value to the Economy 2019: £1.35bn
- Overnight stays 2019: 20.10m
- Day stays 2019: 23.93m
- Customer Satisfaction: 80% **

*STEAM Review Figures 2019

** Visit Wales Visitor Review – Cyngor Gwynedd Beaufort Research 2019

According to the review of the Destination Management Plan, these are the following headlines for 2013 - 2020 performance (2018 data unless noted differently):

- 11% increase in the number of visitors to 7.37 million
- Tourist nights and days have increased by 11%
- 23% increase in Economic value to £1.12 Billion
- 15,500 jobs supported by tourism spending
- 14% growth in the number of accommodation businesses to 3,194 (2011-2019)
- 6% increase in bed spaces to 132,611 (2011-2019)
- 47% increase in visitors to Snowdon Summit's Visitor Centre (2014-2017)
- 102 activities supported by Cyngor Gwynedd, adding £34 million towards the local economy (2014-2018)
- 3.1 million users viewed the official website of Snowdonia Mountains and Coast during 4.1 million sessions (2015-2019)
- Average growth of 580% in official social media channels
- 1,925 AirBnB registered in Gwynedd in January 2019 (increase of 1,251 in August 2018 and 745 already on the accommodation research list)

The North Wales Skills and Employment Plan 2023-2025 notes the following when discussing the tourism and hospitality sector:

- One of most difficult sectors to fill employment gaps
- Average wages across North Wales in each sector is £24.8k
- 37% of people in the sector stated that it was difficult to fill jobs
- Retaining staff in the sector is difficult - as not enough people want the jobs and because wages are lower compared with other sectors
- The sector indicates high future employment opportunities and has seen regular growth since 2016 and indicates growth beyond 2025
- Need to raise the profile of the sector as a career in the future
- Need to encourage employers to invest in their staff in order to retain them
- Need to encourage apprenticeship opportunities in the sector

Gwynedd Accommodation Survey *Managing the use of dwellings as holiday homes (December 2020, Cyngor Gwynedd)

The following presents the information for Gwynedd:

Number of residential units	61,645
Number of second homes	4,873
Number of self-catering holiday accommodation (non-domestic business unit)	1,976
Combined total	6,849
Combined percentage of holiday accommodation (namely the highest number in Wales)	10.76%

According to the 2021 Census the number of Welsh speakers in the area were as follows in Gwynedd:

64.4% of Welsh speakers (decreased 1% from 65.4% in 2011)

Varies from 86.3% in Seiont Ward 2 Caernarfon to 19.6% in Deiniol Ward, Bangor and 36.1% in Tywyn Ward 1.

The Strategic Context and Good Practice

Well-being of Future Generations Act 2015

As a Council and National Park Authority we are committed to the principles within the Well-being of Future Generations Act (2015) in order to improve the economic, social, environmental and cultural well-being of communities in Gwynedd and Eryri. We will ensure that we consider the long-term by collaborating and considering people of all ages when resolving and preventing problems.

Our vision for the visitor economy in the area corresponds with the principles of the act.

The United Nations World Tourism Organisation (UNWTO)

The UNWTO defines sustainable tourism as:

"Tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities."

UNWTO has three pillars that define sustainable tourism:

1. Make optimal use of environmental resources that constitute a key element in tourism development
2. Respect the socio-cultural authenticity of host communities
3. Ensure viable, long-term economic operations, providing socio-economic benefits to all

These pillars were redefined to respond to the needs and priorities of our area.

Welsh Governance Programme 2021-2026

The *Governance Programme* notes the commitments that the Welsh Government will deliver over the next 5 years. These will address the challenges facing Wales and improve the lives of people across the country. The sustainable visitor economy principles respond to the priorities of the Governance Programme and the Co-operation Agreement with Plaid Cymru.

Our All Wales Plan

Following the Climate Emergency declared by Welsh Government in 2019, our first All Wales Plan was published alongside Net Zero Wales, Carbon Budget 2 (2021-25) - this involves a substantial change in the way we all live, work and visit other places.

Croeso i Gymru

Croeso i Gymru, Priorities for the visitor economy 2020-2025, sets out the priorities of the Welsh Government and Visit Wales for the tourism industry in Wales. It notes the need to collaborate in a way that supports the well-being of strengths that initially attract people here - our landscapes, culture and adventure, and notes that tourism that is good for our industry must also be good for Wales. The aim of the Government via the Plan, in future, is to use the visitor economy to obtain a broader benefit.

Ambition North Wales

The vision of Ambition North Wales is to '*create a more vibrant, sustainable and resilient economy for North Wales*'. It hopes to see the region developing in a sustainable manner with opportunities for people to gain new skills for the future and have worthwhile careers. It hopes to see businesses growing and communities prosper and for this to take place while promoting our language, culture and heritage and in accordance with the well-being objectives for Wales.

North Wales Skills and Employment Plan 2023-25

The three-year Skills and Employment Plan has been developed by the North Wales Regional Skills Partnership (RSP), in collaboration with businesses and employers across the region.

The vision in the Plan is *that North Wales is a region where people, and specifically their skills and abilities, are a key driver to economic development and well-being. Employers in the region are thriving, developing and growing because of the skills of the local population. Businesses want to move into the*

region because of the skills of the local population. At the same time, people can achieve their ambitions and make the most of their potential in North Wales.

Eryri Local Development Plan 2016-2031 (adopted February 2019)

As a National Park, Eryri is required to have a development plan in place. The Park is within the Gwynedd and Conwy authorities and the plan defines the land use planning framework for the Eryri National Park area. The development plan encourages sustainable tourism that protects the Special Characteristics of the National Park and the interests of local communities.

Gwynedd and Anglesey Joint Local Development Plan 2011-2026 (31 July 2017)

The joint development plan for both local authorities identifies the key role of the visitor economy and notes a positive and proactive method for its development and management.

Good practice

When developing this Plan, we received support and advice from Professor Terry Stevens, an expert in the field of sustainable tourism. We have also considered the following good practice:

- New Zealand - Tiaki Promise
- Isle of Arran, Scotland
- Triglav National Park, Slovenia - an area that has twinned with Eryri
- Vadehavskysten, Denmark (Coastal Area of Wadden)
- Jackson Hole, USA
- Park City, USA
- Dolan (Ogwen Partnership, Siop Griffiths and Cwmni Bro Ffestiniog)

2.5 Are there any gaps in the evidence that needs to be gathered?

We are aware that there are gaps in terms of evidence of the impact of the visitor economy on the Welsh language and our community. Cyngor Gwynedd and Eryri National Park are working together with Bangor University to undertake research into this field to get a better understanding.

We are also aware that there was a lack of full engagement with people with protected characteristics when developing this Plan - although we have discussed this with a number of individuals, communities and local, national and international partners.

In implementing the Sustainable Visitor Economy it is intended to engage specifically with representatives of people with protected characteristics to get a better understanding of their needs and respond to them via the Action Plan that will be agreed by a broad and representative Partnership.

3) Identifying the Impact

3.1 The Council must duly address the impact that any changes will have on people with the following equality characteristics. What impact will the

new policy/service or the proposed changes in the policy or service have on people with these characteristics? It is also necessary to consider the impact on Socio-Economic disadvantage and on the Welsh Language.

Characteristics	What type of impact? *	In what way? What is the evidence?
Race (including nationality)	Positive / negative / none	<p>The Plan will seek to ensure a better balance between the visitor economy and our communities and their people. It will place the communities of Gwynedd central and will have a positive impact on the area's intrinsic history and culture.</p> <p>It is also intended to work with groups that represent people with equality characteristics to identify priorities for action from their perspective. This will include a variety of representatives from ethnic minority groups to understand what is their incentive to visit the area or the barriers for not doing so.</p>
Disability	Positive / negative / none	<p>By working with partners it is intended to ensure that the appropriate infrastructure is in place that may improve access to the local visitor economy for the disabled. It is also intended to work with groups that represent people with equality characteristics to identify priorities for action from their perspective. This will include groups that represent people with a variety of different impairments.</p>
Gender	Positive / negative / none	<p>We have not identified any impact.</p> <p>The plan can lead to creating better skills and career opportunities locally within the visitor economy. This will create local employment opportunities and may have an impact on the pay gap by improving wages that may be seasonal and where wages can be low. The sector also tends to employ a number of women.</p> <p>Through the process of developing the Plan the impact of second homes and holiday lets such as AirBnBs have been raised as a threat to the availability of local housing. The Plan may lead to better management of the situation following Welsh Government policy developments.</p> <p>Traditionally, there is a higher percentage of men who are homeless.</p>
Age	Positive / negative / none	<p>The Plan will encourage respect and understanding of culture, language, the area's special characteristics and communities. We will be keen to make the area a place that welcomes families and people of all ages.</p> <p>Extending the tourist season may open further access for retired persons to visit the area.</p> <p>Placing the communities of Gwynedd central, may have a positive impact on the availability of housing in our</p>

		communities for Gwynedd families as well as employment opportunities for the people of Gwynedd.
Sexual orientation	Positive / negative / none	We have not identified any impact thus far, however, we will engage further to welcome everyone as visitors and ensure positive impacts to every group within our communities.
Religion or belief (or non-belief)	Positive / negative / none	We have not identified any impact thus far, however, we will engage further to welcome everyone as visitors and ensure positive impacts to every group within our communities.
Gender reassignment	Positive / negative / none	We have not identified any impact thus far, however, we will engage further to welcome everyone as visitors and ensure positive impacts to every group within our communities.
Pregnancy and maternity	Positive / negative / none	We have not identified any impact thus far, however, we will engage further to welcome everyone as visitors and ensure positive impacts to every group within our communities.
Marriage and civil partnership	Positive / negative / none	We have not identified any impact thus far, however, we will engage further to welcome everyone as visitors and ensure positive impacts to every group within our communities.
The Welsh language	Positive / negative / none	Some believe that the impacts of over-tourism is detrimental to the Welsh language and affects matters such as housing affordability, work opportunities, that have an impact on opportunities for young people to stay in their communities. Also, the potential negative impact of not taking the opportunity to promote the Welsh language as a key part of the user's experience and there are opportunities to increase visibility and usage of the Welsh language. The Plan will promote the visitor economy to all and will encourage respect and understanding of culture, language, the area's special characteristics and communities. It will develop a central role for the Welsh language in our visitor economy. New research by Bangor University will set the foundation to monitor any impact the visitor economy can have on the Welsh language and our communities.
Socio-Economic Disadvantage	Positive / negative / none	The Plan will encourage respect and understanding of culture, language, the area's special characteristics and communities. It will create opportunities to take ownership and receive community benefit from the visitor economy and will seek to develop community and sustainable tourism models to create socio-economic benefits for communities. Some communities and individuals feel that they are being deprived due to the visitor economy. Specifically in terms

		<p>of the availability of affordable housing and the impact of the visitor economy on some public services such as roads, street bins, car parks and transport. A number have also stated that wages in the sector are comparatively low and seasonal.</p> <p>We have considered these comments and have responded through our impact indicators that will measure the impact of any changes in the visitor economy on our communities and also within our Action Plan that will set out the action priorities to respond to the needs of communities and especially within disadvantaged communities.</p> <p>Through the process of developing the Plan the impact of second homes and holiday lets such as AirBnBs have been raised as a threat to the availability of local housing. The Plan may lead to better management of the situation following Welsh Government policy developments.</p>
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* Delete as required

3.2 The Council has a duty under the Equality Act 2010 to contribute positively to a fairer society through advancing equality and good relations in its activities in the fields of age, gender, sexual orientation, religion, race, transgender, disability and pregnancy and maternity. The Council must duly address the way any change impacts on these duties.

General Duties of the Equality Act	Does it have an impact?*	In what way? What is the evidence?
Eliminate unlawful discrimination, harassment and victimisation	Yes / no / possible	<p>The Plan will encourage respect and understanding of culture, language, the area's special characteristics and communities as well as working with groups that represent characteristics to implement specific projects in order to identify priorities to get rid of discrimination.</p> <p>Through engagement with groups that represent people with specific characteristics we will be able to identify what groups in our communities, and the people who are visiting, need in order to ensure fairness for all.</p>
Promote equal opportunities	Yes / no / possible	<p>The Plan will encourage respect and understanding of culture, language, the area's special characteristics and communities as well as working with groups that represent characteristics to implement specific projects in order to promote equal opportunities within our communities and for visitors.</p>

Building good relationships	Yes no possible	During the Covid period difficulties and challenging situations were seen in communities as a result of the number of visitors to the area. By developing this Plan and the Sustainable Visitor Economy Partnership we will promote understanding and forge good relationships between communities, businesses, the environment and visitors.
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* Delete as required

3.3 How does your proposal ensure that you work in accordance with the Welsh Language Standards (Welsh Language (Wales) Measure 2011), to ensure that the Welsh language is not treated less favourably than English, and that every opportunity to promote the Welsh language is taken (beyond providing bilingual services) and increase opportunities to use and learn the language in the community?

The Plan will promote the visitor economy to all and will encourage respect and understanding of culture, language, the area's special characteristics and communities. As a result of the new Plan, it is expected that there will be more and better awareness and use of the Welsh language by the visitor economy sector, as well as a more stable career within the sector for local people.

Our new vision will be:

"A visitor economy for the benefit and well-being of the people, environment, language and culture of Gwynedd and Eryri"

We have adopted specific principles to promote the Welsh language:

1. Celebrate, Respect and Protect our Communities, Language, Culture and Heritage
2. Maintain and Respect our Environment
3. Ensure that the advantages to Gwynedd and Eryri communities outweigh any disadvantages

Lles Pobl, Amgylchedd, Iaith a Diwylliant Gwynedd ac Eryri
(ein cymunedau a'n busnesau)

The Wellbeing of Gwynedd and Eryri's People, Environment, Language and Culture
(our communities and businesses)

Iaith, Diwylliant a
Threftadaeth

Language, Culture and
Heritage

Amgylchedd

Environment

Mantais i gymunedau

Advantage to
communities

We have developed a collaborative project with Bangor University to research the impact of the visitor economy on some of the slate areas in the area. We hope that this will set an effective model to measure the impact of the visitor economy and the world heritage site on the Welsh language.

We have also developed new impact indicators and consideration will be given to the number of Welsh speakers and the number of opportunities to promote the Welsh language.

3.4 What other measures or changes could you include to strengthen or change the policy / practice so as to have a positive impact on people's opportunities to use the Welsh language, and to reduce or prevent any detrimental impacts that the policy/practice could have on the Welsh language?

We have developed a series of new measures to assist us to have a positive impact on opportunities for people to use the Welsh language including:

- The percentage of residents who are satisfied with the impact of tourism on the community in general and the identity of the destination.
- The number of individuals who support the culture, protection, conservation and management of the area via the Gwynedd / Eryri 'tourism ambassador scheme'
- Total number of visitors commensurate to the sectors e.g. Language, Heritage, Culture, Walking, Coastal Path, Attractions, beaches
- Number of Welsh speakers - Geographical
- Number of producers of food, drinks, local produce. Associated with the visitor economy.
- Number of tourism businesses who use / sell local produce
- Turnover and average annual expenditure by tourism businesses on services from local sources
- Number of businesses / tourism enterprises (or businesses that are involved with tourism) in local or community ownership

These measures will be used to monitor changes and the impacts of the visitor economy on our area and will provide core data to adapt plans if there is a negative impact or not enough positive impact shown in the data.

3.5 How does the proposal show that you have given due regard to the need to address inequality due to socio-economic disadvantage? (Please note that this relates to closing the inequality gap, rather than just improving outcomes for everyone).

Having listened to communities and individuals, we have heard that some communities feel that they are being deprived due to the visitor economy. Specifically in terms of the availability of affordable housing and the impact of the visitor economy on some public services such as roads, street bins, car parks and transport. A number have also stated that wages in the sector are comparatively low and seasonal.

We have considered these comments and have responded through our impact indicators that will measure the impact of any changes in the visitor economy on our communities and also within our Action Plan that will set out the action priorities to respond to the needs of communities. E.g.

- Developing a career and skills plan for the sector
- Twinning of attractions with their towns / villages to bring wider benefits to the economy of the areas
- Destination management to reduce the pressure on some locations and encourage people out of the honeypots
- Work on affordable housing and second-homes jointly with the Welsh Government
- Potential development of Tourism Levy and an opportunity to invest any levy in local communities and infrastructure.

It is proposed to engage with representatives of protected groups when developing and prioritising the annual Action Plan by the Sustainable Visitor Economy Partnership. This will allow us to identify any barriers that face people with protected characteristics within the communities and potential visitors.

3.6 What measures or other changes can you include to strengthen or change the policy / practice to show that you have given due regard to the need to reduce or prevent any disproportionate outcomes as a result of socio-economic disadvantage, in accordance with the Socio-Economic Act?

A range of new measures have been identified to enable us to measure the impact of the visitor economy on several fields. The new draft measures include:

1. Celebrate, respect and Protect our communities, Language, Culture and Heritage

- The percentage of residents who are satisfied with the impact of tourism on the community in general and the identity of the destination.
- Number of new businesses developed / value of private sector investment / new community in visitor economy developments

- Number of second homes (in accordance with the tax rate) and inflation in house prices
- Number of second homes and per 100 of homes
- Number of self-catering properties per 100 homes
- The number of individuals who support the culture, protection, conservation and management of the area via the Gwynedd / Eryri 'tourism ambassador scheme'
- Destination digital footprint - Meta data of social media / website
- Annual Income produced from tourism (direct and indirect revenue)
- Number of visitors every month and average per KM square and per 100 of the local population
- Total number of visitors commensurate to the sectors e.g. Language, Heritage, Culture, Walking, Coastal Path, Attractions, beaches
- Type of visitors /area (Profile)
- Number of awards received or similar? Barod Amdani / Good to Go scheme, food level awards / Star rating / Blue Flag etc.
- Site - Type of leisure activity undertaken by visitors - Heritage, Culture, Outdoor Sites
- Percentage / number of tourists who are satisfied with their general experience at the destination
- Percentage / number of visitors who return / return (within 5 years)
- Number of Welsh speakers - Geographical

2. Maintain and Respect our Environment

- Number visiting / participating in environmental / landscape activity i.e. coastal path, beach, yr Wyddfa, paths
- Level / use / water quality (drinking water and rivers).
- Level of biodiversity (sampling some areas / species) maritime and inland areas
- Registration of sea vessels - boats / jet skis
- Number of public transport routes available (Monthly)
- Number of electric car charging points
- Number of park and ride users (Yr Wyddfa??)
- Spread visitors to other areas of the County to reduce pressure on popular communities and spread the economic benefits through public transport etc.,

3. Ensure that the advantages to Gwynedd and Eryri communities outweigh any disadvantages

- Percentage of clean streets
- Pressure on emergency services - number of incidents reported / medical attention / call outs i.e. RNLI, Ambulance, Police
- Level of community deprivation
- Comparative contribution of tourism to the destination economy (% GDP)
- Daily expenditure per overnight tourist stay
- Daily expenditure per day visitor
- Number of parking spaces / v capacity
- Number of road traffic incidents
- Number of public toilets open / per 1000 of the whole population

- Number employed in the tourism industry
- Average wage within the tourism industry
- Satisfaction level of those employed within the tourism sector
- Level of general unemployment / skills gap
- Number of skilful jobs of £25k+ CP within the tourism industry
- Interest and perception of young people - 18 of a career in the tourism industry
- Length of average stay by tourists (nights) / day visits
- Percentage of men and women employed in the tourism sector
- Occupancy level of accommodation sectors in the future - serviced, self-catering, caravans and camping
- Occupancy level of accommodation sectors - serviced, self-catering, caravan and camping
- Employment contracts - Average number of months worked and time of year
- Average employment age in the tourism industry
- Number of producers of food, drinks, local produce. Associated with the visitor economy.
- Number of tourism businesses who use / sell local produce
- Turnover and average annual expenditure by tourism businesses on services from local sources
- Number of businesses / tourism enterprises (or businesses that are involved with tourism) in local or community ownership

4) Analysing the results

4.1 Is the policy therefore likely to have a significant, positive impact on any of the above? What is the reason for this?

It is expected that it will have a significantly positive impact on some groups and cohorts. Through the development of the new Gwynedd and Eryri Sustainable Visitor Economy Partnership it will be possible to create an inclusive method of managing the Gwynedd and Eryri visitor economy with business, community, language, environment and skills partners. The Partnership will be responsible for agreeing on an Action Plan that will respond to local needs.

It is proposed to engage with representatives of protected groups in order to implement projects to respond to any needs of these groups and to ensure positive impacts to as many people as possible.

4.2 Is the policy therefore likely to have a significant, negative impact on any of the above? What is the reason for this?

This new policy is to protect what is special about our area and offers a new way of collaboration to safeguard these and to measure any positive or negative impact on these areas so that we can respond as required.

Should we not implement the plan effectively and inclusively, there is potential for a negative impact. Establishing a new Partnership, monitoring the new indicators and supervising the implementation of the Annual Action Plan is essential when reducing and responding to any negative impacts.

4.3 What should be done?

Select one of the following:

Continue with the policy / service as it is robust	✓
Revise the policy to remove any barriers	
Suspend and abolish the policy as the harmful impacts are too great	
Continue with the policy as any harmful impact can be justified	
No further steps at present, it is premature to decide, or there is insufficient evidence	

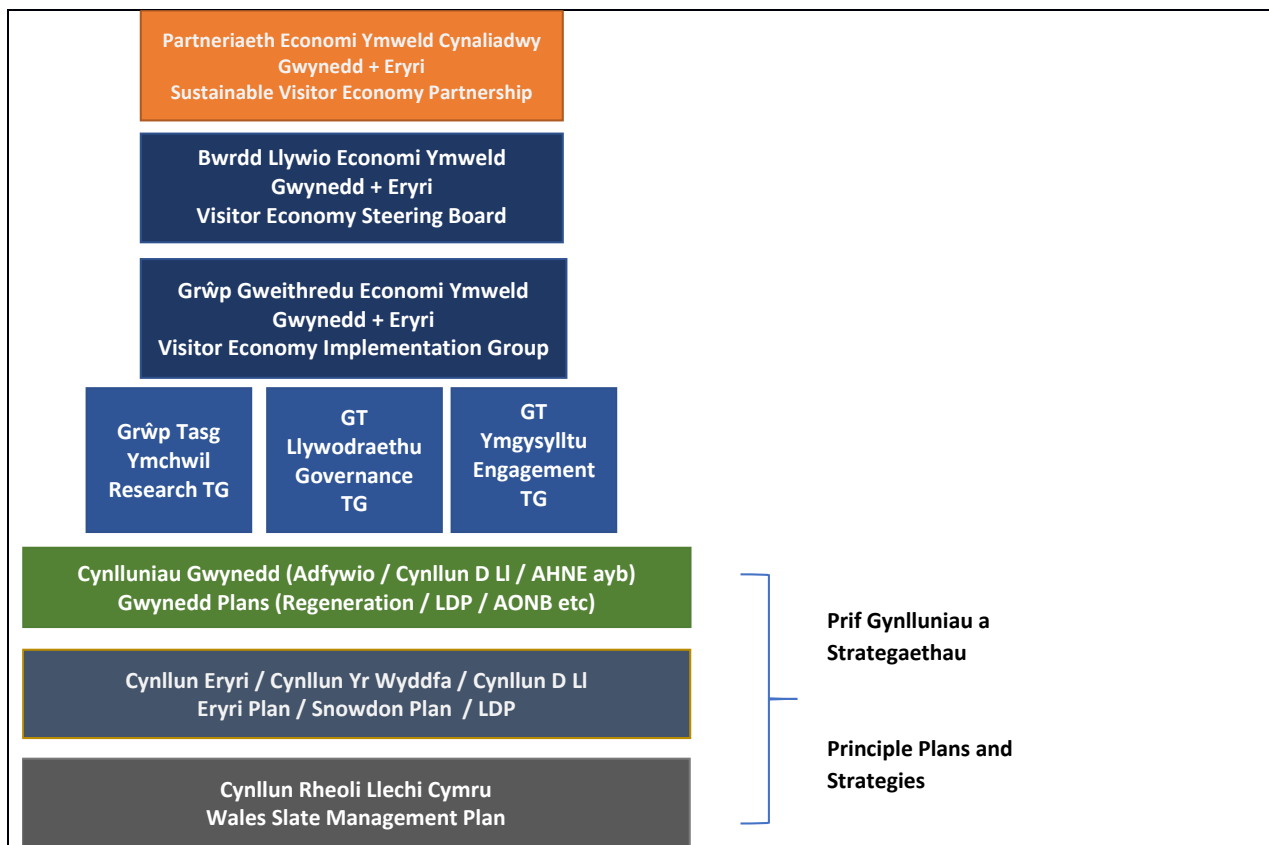
4.4 If you continue with the plan, what steps will you take to reduce or mitigate any negative impacts?

The Gwynedd and Eryri Partnership Board will meet to discuss and measure any negative impacts. The Board will include representatives from the Chief Executives of both bodies and the Council's Leader and the Chair of the National Park.

An Operational Group of officers will also monitor the operation and will assess the impact of any projects or developments to ensure that our principles are realised.

A Sustainable Visitor Economy Partnership will include a range of cross-sector partners to have an open discussion, ensure ownership and to respond to any negative impacts.

The following governance structure outlines the mitigation methods:



4.5 If you are not taking any further action to remove or reduce the negative impacts, please explain why here.

Not relevant

5) Monitoring

5.1 What steps will you take to monitor the impact and effectiveness of the policy or service (action plan)?

There will be continuous monitoring of the Plan by Officers of the Operational Group and also within the Partnership Board and the Partnership. It is expected that an annual formal review of the Plan and its Action Plan will be undertaken by the Visitor Economy Partnership to respond to new priorities or threats. We will also revisit this impact assessment at least annually but more often if matters arise from engagement or other work.



MEETING	EDUCATION AND ECONOMY SCRUTINY COMMITTEE
DATE	18 July 2024
TITLE	Education and Economy Scrutiny Committee Forward Programme 2024/25
PURPOSE OF THE REPORT	Present the Committee's draft work programme for 2024/25 for adoption
AUTHOR	Bethan Adams, Scrutiny Advisor

1. During the Committee's annual workshop on 24 April 2024 possible items to scrutinise during 2024/25 were considered. Items were prioritised bearing in mind the purpose of scrutiny in Gwynedd, namely:

CONTRIBUTE TO DRIVING IMPROVEMENT IN SERVICES FOR THE PEOPLE OF GWYNEDD

- This will be done constructively by:
- Investigating concerns regarding the quality of our services
 - Acting as a Critical Friend, and ensuring that appropriate attention is given to the citizen's voice
 - Identifying good practice and weaknesses
 - Holding the Cabinet and its members to account
 - Reviewing or scrutinising decisions or actions that are not the responsibility of the Cabinet

2. Members were asked to respond to an online question regarding their top five priorities from the list of possible items provided in advance prior to the workshop. The main priorities that emerged from the responses to the question, were:
 1. Additional Learning Needs in the mainstream and special schools
= Gwynedd Economy Plan
 2. Pupils' attendance and behaviour in Gwynedd schools
= Education Transport
= Education Language Policy
= School Revenue Budgets
= Gwynedd and Eryri Sustainable Visitor Economy Plan
3. Members discussed the top priorities as well as what else from the list should be scrutinised during 2024/25. When identifying their priorities members were asked to consider:

- ❖ *Does the matter affect a vast proportion of the population?*
- ❖ *Can scrutiny make a difference / have an influence? (People / service / performance)*
- ❖ *Is it timely to scrutinise the matter?*
- ❖ *Is the matter a priority for the Council?*
- ❖ *Are we clear about what we are trying to improve?*

4. Items to scrutinise were prioritised and the relevant Heads of Department and Cabinet Members were invited to note any additional matters that needed consideration in terms of the items prioritised by Members of the Committee as well as provide observations on the timing of the scrutiny.
5. An effort was made to prioritise a maximum of three items per meeting in order to ensure that due attention was given to matters and that scrutiny would add value. All members are expected to ensure their attendance for the morning and afternoon session.
6. 'North Wales Economic Ambition Board' was identified as a reserve item due to the changes underway with the North Wales Corporate Joint Committee. Written updates are requested, with the matter prioritised for scrutiny if a concern arises during the year.
7. No conclusion was reached at the workshop whether the Supporting Community / Social Enterprises Scrutiny Investigation should be prioritised.
8. The scrutiny forward programme is a live programme which will be reviewed regularly during the year to ensure that the correct matters are addressed. Consideration will be given to prioritise matters that will arise during the year e.g., matters from performance challenge meetings and items on the Cabinet's forward programme.
9. A request was received following the workshop to scrutinise 'Safeguarding Arrangements in Schools'. The item was added to be considered at this meeting in order for the Committee to receive assurance regarding the arrangements.
10. See attached as an appendix to the report the Committee's draft work programme.
11. **The Education and Economy Scrutiny Committee is asked to adopt the work programme for 2024/25.**

EDUCATION AND ECONOMY SCRUTINY COMMITTEE DRAFT FORWARD PROGRAMME 2024/25

Date	Items	Reason for scrutiny
18/7/24	<ul style="list-style-type: none"> • GwE Annual Report • Middle Tier Review - Schools Improvement Service • Safeguarding Arrangements in schools • Gwynedd and Eryri Sustainable Visitor Economy Plan 2035 	Annual Item / Assurance
		Input to the future direction
		Assurance in terms of the arrangements
		Council Plan 2023-28 - A Prosperous Gwynedd
17/10/24	<ul style="list-style-type: none"> • Progress report on response to Estyn recommendations • Transform education for children in their early years • Staff Well-being Strategy 	External Auditor's Report
		Council Plan 2023-28 – Tomorrow's Gwynedd
		Scrutiny of staff well-being support
12/12/24	<ul style="list-style-type: none"> • School Revenue Budgets • Education Transport • Immersion Education System 	The Impact on Gwynedd Schools
		Overspending in the field
		Council Plan 2023-28 - A Welsh Gwynedd
13/2/25	<ul style="list-style-type: none"> • Education Language Policy • Gwynedd Economy Plan 	Council Plan 2023-28 - A Welsh Gwynedd
		Strategic Plan
10/4/25	<ul style="list-style-type: none"> • Youth Service • Additional Learning Needs in the mainstream and special schools 	Council Plan 2023-28 – Tomorrow's Gwynedd
		Scrutinise the additional learning needs education provision

Reserve Item - North Wales Economic Ambition Board



MEETING	EDUCATION AND ECONOMY SCRUTINY COMMITTEE
DATE	18 July 2024
TITLE	Finance Performance Challenge Meetings
PURPOSE OF THE REPORT	To nominate a representative to attend the Finance Department Performance Challenge meetings
AUTHOR	Bethan Adams, Scrutiny Advisor

1. The performance challenge meetings are held every other month (apart from April and August), per work field of the Council's departments. An update on the priority projects included in the Council Plan, the day-to-day performance measures as well as the risk register are considered.
2. An invitation is extended for representatives of the scrutiny committees to attend the meetings twice a year.
3. The Scrutiny Committees representatives are invited in order to:
 - Have a flavour of what grasp the individual departments have of performance matters.
 - Identify, if required, any performance matters which could merit the attention of a formal scrutiny committee in due course.
4. Representatives are expected to report back to the first informal meeting of the relevant scrutiny committee following these meetings.
5. Councillor Beth Lawton represents the Committee at Finance Performance Challenge meetings. Councillor Paul Rowlinson also represented the Committee at the meetings. Following his appointment as Cabinet Member for Finance he is no longer a member of the Committee. Therefore, it is necessary to nominate a member to represent the committee in his place.
6. **The Education and Economy Scrutiny Committee is asked to nominate a member to represent the committee at the Finance Performance Challenge meetings.**