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# An induction pack for the Education Welfare Service in Wales

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# Guidance on using the induction pack

## The aims of the induction pack

This induction pack aims to ensure that all new Education Welfare Service (EWS) staff:

- have the relevant information needed to carry out their role
- understand relevant legislation, policy and procedures and know how they apply to their role
- are enabled to work effectively, ethically and independently.

It is also hoped that the use of this induction pack will help facilitate the sharing of good practice and a continuity of approach across the EWS in Wales.

## An overview of the induction pack

### What is covered

The pack is divided into six sections:

- Section 1: The Education Welfare Service
- Section 2: Working with others
- Section 3: Legal powers to secure regular school attendance
- Section 4: Attendance data
- Section 5: Policy and procedure
- Section 6: Supervision and ongoing development.

The induction pack makes close links to the full content of the All Wales Attendance Framework. It uses the Framework as a knowledge base and seeks to reinforce the learning and embed it into practice through the use of activities.

The induction pack also adds a wide range of information that is additional to the All Wales Attendance Framework, particularly in areas such as ethical practice, working with parents and individual case working.

### What is not covered

This pack does not cover the following topics, which are not EWS specific, but which should be covered through local arrangements:

- Corporate induction and generic local authority policies, procedures and forms e.g. sickness, leave, expenses etc.
- Local authority specific information in relation to information sharing, confidentiality and data protection, health and safety, safeguarding and child protection.

Each EWS will also need to cover its own specific information such as:

- the team and its role
- individual schools
- key people to link with.

It is also assumed that new EWS staff will have the basic skills and knowledge appropriate to their job. In addition, some areas require staff to have certain qualifications, such as a degree or a social work qualification for entry to the EWS. Consequently, the induction pack does not cover generic topics such as engagement and communication or understanding behaviour.

### The icons

A series of icons are used throughout the induction pack to indicate the action needed by the inductee. You may choose to print out this key to remind you as you go through the pack.



Information to read.



Link to the All Wales Attendance Framework – gives the page and the paragraph numbers (e.g. page 1 and 2: 16 to 21). These all refer to section 1 of the framework, *except* where stated otherwise (e.g. section 3, page 2: 1 to 4).



Individual, self-directed activity.



Activity with the support and input of a manager or suitably experienced member of staff. All of these activities would benefit from being planned in advance.



Shadowing activity.



Link to further information online.

## Planned learning

Induction is an entitlement for every new worker coming into an organisation and is the first piece of learning a worker undertakes. Evidence shows that a structured induction process, along with programmes for continuing professional development, play a significant part in the retention of staff. The first task of the manager is to sit down with the worker and plan the induction process. It will be necessary to identify the priority areas to be covered within the first four to six weeks. These will depend on the key tasks which the worker is expected to undertake on starting their job. The manager and worker should plan together.

There are many ways that people learn and managers should use a mix of activities and processes that will best meet the needs of their new workers. This induction pack uses a range of suggested approaches, including:

- guided reading
- structured individual activity
- one-to-one discussions and mentoring by a more experienced colleague
- structured use of supervision
- shadowing.

Exactly what will need to be covered by induction can vary according to the knowledge, skills and experience of the individual and the role they will play. The needs of each inductee will be for managers to assess and then decide how best to use the induction pack to meet those needs.

Those who are new to the EWS are likely to need to complete all elements of the induction pack. However, if they have previous experience in a closely related service, they will be able to undertake the induction more quickly and with lower levels of support than someone with less relevant experience.

Those who have worked in the EWS elsewhere would need to undertake the local corporate induction, but may only need certain elements of this induction pack, with a focus on familiarisation with local policy and procedure. However, they are likely to benefit from most elements of this induction pack, even if only as a reminder of good practice. Whatever pattern of activities the manager decides on to enable new workers to successfully complete induction, he or she has a responsibility to ensure that inductees are given enough time, encouragement and support and truly learn from the process. Regular and frequent supervision will have a significant part to play in this support. Managers may also choose to deliver elements of the induction as a taught programme.

## Using the induction pack

### Using the section summaries

Each section starts with a summary. The summary gives an overview of the section aims, as well as an idea of what is covered and how it is covered. The summary also gives an estimate of the amount of time necessary to cover each element. The section summaries should be helpful to both managers and inductees when planning an individual induction programme.

Of necessity, the time is only an estimate. The actual time a section takes will vary from individual to individual, depending on:

- experience
- how much of the section needs to be covered and in what depth
- the speed at which an individual works.

### Using the pack flexibly

Managers and inductees need to work together to decide on an appropriate individual induction programme. The induction pack, together with the All Wales Attendance Framework, will provide the basis planning an effective induction.

The induction pack can be used by a new member of staff in a self-directed way. This potentially reduces the time pressure on managers and other staff. However, there are activities throughout the pack which require input and support from a more experienced member of staff and/or a manager. These activities should be planned in advance wherever possible. The more input from others that can be arranged, especially in the first few weeks, the stronger and more effective the induction is likely to be.

### Record keeping

The induction pack does not specify how or where notes from activities should be kept. However, it is important that all inductees record fully all induction activities and outcomes in a way that works for them. This will allow inductees to embed their learning as well as being able to evidence it, both for induction sign-off and potentially for future accreditation. Records might include:

- written notes
- a reflective log
- electronic notes/logs
- photographs
- video



- audio recordings
- signed witness testimony.

**Other materials that will be needed**

All inductees will also need access to the following:

- The All Wales Attendance Framework
- Inclusion and Pupil Support guidance
- The All Wales Child Protection Procedures
- All local policies, procedures and forms which you may choose to add to this induction pack as appendices.

## Section 1: The Education Welfare Service







### Section 1 overview






#### Aims of section 1

By the end of this section, you should:

- understand what the EWS is and know your role within it
- be able to articulate professional values and beliefs as an Education Welfare Officer (EWO)
- understand and be able to explain some of the reasons behind absence
- be aware of the context within which the EWS operates

#### Elements of section 1

Topic	Method	Time estimate
1.a: An introduction to the EWS		10 minutes
		1 hour
1.b: Values and principles of the EWS		10 minutes
		1 hour
1.c: The importance of reflective practice		10 minutes
		30 minutes

1.d: Values and beliefs in relation to attendance		10 minutes
		1 hour
		1 hour
1.e: The context for EWS work		1 hour
		1 hour

## 1.a An introduction to the Education Welfare Service



By law, all children of compulsory school age (between ages 5 and 16) must get a proper full-time education. Parents are responsible for making this happen, either by registering the child at school or by making other arrangements to provide an effective education. If a child is registered at school, parents have the primary responsibility for ensuring that their child attends regularly. Local authorities have a duty to ensure that parents fulfil this responsibility. This duty is usually carried out by the EWS. There is no statutory requirement for a local authority to have an EWS, although most do.

In enforcing attendance EWOs have a variety of powers to help them ensure that children are properly educated. These will be looked at in section 2. However, EWOs work closely with schools and families to resolve attendance issues. They support children and families when pupils are experiencing difficulties in school or welfare issues are disrupting a child's education. EWOs will investigate the reasons behind school absence and can advise families about specialist support services and make referrals to appropriate services. The approach is primarily supportive and directed towards children's educational entitlements.

As well as addressing attendance issues with individual pupils and their families, EWOs have a vital role to play working in partnership with schools to promote whole school attendance and reduce persistent absence. Many EWSs also offer advice to schools on child welfare and

safeguarding in education. Schools will normally have a named EWO who is responsible for supporting the school to address attendance issues and EWOs are expected to develop close relationships with the schools they support.

The overall responsibilities of the EWS and the roles and functions of an EWO may vary to a greater or lesser degree from one local authority to another. There is some variety in practice and each EWO should investigate and fully understand the arrangements and agreements that exist locally. However there are general principles that will apply to the practice of most and activities that will be the core of the day to day practice of the majority of EWOs.

**Terminology** – The Education Welfare Service may be called different things in different local authorities, but the term EWS will be used throughout this induction pack. The EWS is made up of Education Welfare Officers (EWOs), who are sometimes known as Education Social Workers (ESWs). More recently, some local authorities have moved to other terms such as Attendance Officers or Attendance Advisers. For consistency, the term EWO will be used throughout.



Read the All Wales Attendance Framework – pages 1 and 2 and paragraphs 16 to 21 which give an overview of the role of the EWS in Wales.



### Activity 1.1 Finding out more about my role

Undertake a detailed discussion with your manager or a senior colleague during which you need to find out about the details of local arrangements and agreements about the work of EWOs in your area. For example:

- What functions does the EWS carry out?
- What are EWOs referred to locally? Is it consistent across the whole area?
- How is time allocated to schools calculated?
- What are the day to day roles and responsibilities of your job?

### 1.b Values and principles for the Education Welfare Service



All work with children, young people and families must be grounded on firm values and principles. Most professional groupings have some form of agreed principles and values to guide everyday practice.



Read the All Wales Attendance Framework – pages iv to v and 2 to 3: paragraphs 10 to 14 and 21b – which present the mission statement and values and principles for the EWS.



### **Activity 1.2 Values and principles in practice**

Below are a selection of elements from the values and principles for the EWS. For each, consider what you might actually need to do in your day to day work to put that element into practice. Try to be as specific as possible and come up with at least three ideas for each. The first has been completed as an example, but you may like to add others.

Conduct working relationships with children, young people and parents in an open and honest way. To put this into practice you need to:

- always introduce yourself and make sure they are clear who you are and what your role is
- use language that is appropriate to them and always check that they have understood any information you provide
- make sure you always get their views and perspective
- let them know who else you might talk to, for what and what might be the next steps
- reassure them that you will always keep them informed and give them copies of paperwork whenever appropriate
- share challenges and successes and aim to work in partnership provide EWS support on an equitable basis according to need, regardless of race, culture, religion, gender, sexual orientation, disability, social background or additional learning need (ALN)
- confront discrimination whenever it may arise
- recognise the need for objectivity, accuracy and confidentiality, where appropriate
- empower families where they seek to resolve their own difficulties
- assist children and young people in maximising their educational opportunities.

What needs to be done to put each of the above into practice?

### **1.c The importance of reflective practice**



Values are fundamental drivers of professional behaviour. An essential part of person-centred working is keeping the person at the centre of your practice. Reflecting on how you practise is therefore crucial to keeping professional values in focus and avoiding formulaic ways of working. EWOs need to practice with a high degree of self-awareness and ensure that they constantly reflect on their professional practice as well as their values and beliefs.

## What is reflection?

Reflection is the capacity to think about the things we have experienced, evaluate those experiences and learn from them. Reflective practice is where practitioners revisit and review their own commitments, qualities and skills.

Reflective practice involves getting to the roots or essence of:

- what we do
- what we say we do
- the relationship between what we do and what we say we do.

The table below shows Borton's model to guide reflection:

What	So What?	Now what?
This is the <i>description</i> and <i>self awareness</i> level and all questions start with the word what.	This is the level of analysis and evaluation when we look deeper at what was behind the experience.	This is the level of synthesis. Here we build on the previous levels and questions to enable us to consider alternative courses of action and choose what we are going to do next.
<b>Example questions practitioners might use</b>		
<ul style="list-style-type: none"> <li>• What happened?</li> <li>• What did I do?</li> <li>• What did others do?</li> <li>• What was I trying to achieve?</li> <li>• What was good or bad about the experiences?</li> </ul>	<ul style="list-style-type: none"> <li>• So what is the importance of this?</li> <li>• So what more do I need to know about this?</li> <li>• So what have I learnt about this?</li> </ul>	<ul style="list-style-type: none"> <li>• Now what could I do?</li> <li>• Now what do I need to do?</li> <li>• Now what might I do?</li> <li>• Now what might be the consequences of this action?</li> </ul>

The following are some ideas to help you reflect:

- **Keep a diary/practice log.** This is a good way to keep in touch with reflections. Think through the day and keep an account of things. It is a good way of measuring professional development, as EWOs can look back through and read the different types of issues and problems they have dealt with. EWOs may also note any patterns in the way they have dealt with issues or concerns.
- **Observe others.** Observation of fellow EWOs, other professionals and parents/carers is one of the best ways of picking up techniques. Something that works for one EWO won't always work for another, but it may be worth considering and trying out.

- **Ask for feedback.** The ability to give and receive feedback from colleagues and supervisors can be a valuable tool. Giving purposeful and constructive feedback in a non-threatening manner may not be easy. Being receptive to others – the ability to consider and implement suggested alternatives – is not always easily acquired, but it is nevertheless an excellent way of improving practice.
- **Use line management/supervision.** The ability to make good use of line management and supervision is another useful skill. By developing an open and honest relationship with a line manager, peer supervisor or supervisor, EWOs can explore both strengths and weaknesses. Effective supervision will help EWOs get suggestions and support in their efforts to become a more effective practitioner.
- **Be a participant-observer.** EWOs should be aware of what is going on around them. Being aware of the direct and indirect effects of their work and evaluating what went well, as well as areas for development, gives EWOs confidence as they gain experience. Reflecting on action begins to explore the reason behind our actions, the decisions we made, and why the intervention worked the way it did. Co-workers, as observers, may be able to help in understanding which parts of practice need further development and may be able to offer solutions to difficulties.
- **Participate in training.** This is an excellent way to learn new skills and to test out ideas with other practitioners.
- **Listen to children, young people, parents and carers.** Children, young people, parents and carers can offer really useful, honest feedback about their experience of working with EWOs, especially when a positive, open relationship has been established. It is important that children, young people and families know their opinions are valid and valued and will be acted on when appropriate.
- **Be aware of strengths and weaknesses.** Every EWO should be aware of their personal limitations and capabilities – this is a sign of an experienced and reflective practitioner. It is important for the EWO to develop their skills and abilities through experience and training. Being aware of areas which need development and feeling confident enough to ask for support and help where necessary is especially important.



### Activity 1.3 Reflecting on my beliefs and values

- Write a few paragraphs that outline how your own beliefs and values might have an impact on your professional practice. Consider both potential positives and potential negatives.
- Explain what you need to do to ensure your personal beliefs and values do not clash with the values and principles of the EWS.

- It would add value if you could discuss this reflection with your manager or a senior colleague.

**As noted above, there are strong links between reflection and supervision. Supervision is covered in section 6.**

## 1.d Values and beliefs in relation to attendance



### The importance of regular attendance

Children only get one chance at school and success is likely to be affected negatively by poor attendance. Those who do not attend regularly may not be able to keep up with the work and in a busy school day it is difficult for schools to find the extra time to help a child catch up. Attendance is a key whole-school improvement issue and has a strong, direct relationship with the attainment of individuals and groups of students and the standards thereby achieved by the school. Missing out on the social side of school life – especially at primary school – can also affect children’s ability to make and keep friendships – a vital part of growing up.

In addition, there are links between pupils with persistent absence and street crime and anti-social behaviour. Research shows that children who are not in school are most vulnerable and are easily drawn into crime and anti-social behaviour and more likely to be unemployed after leaving school. Young people who do not attend are also more likely to become victims of crime. Employers want to recruit people who are reliable. So children who have a poor school attendance record may have less chance of getting a job.

Improving school attendance and reducing persistent absence is a key component in the Welsh Government’s strategy to raise educational standards.

### Different perspectives on reasons for absence

Most authorised absence will be unavoidable, e.g. genuine illness, and there is limited, if any, opportunity for this to be influenced by the EWS or schools. Issues such as family holidays in term time and visits to relatives abroad for cultural and religious reasons will all be measurable. Whilst some of these may be authorised by the school, EWOs and schools will need to do all they can to reduce them.

In some instances parents may condone absence where it is not justified or necessary, e.g. keeping a child at home to go shopping whilst saying they are ill. In these cases schools and EWOs need to be challenging parents on the absence. For a minority, a pattern of high absence over a period of time can develop. Those who are absent more than 20% of the time may be deemed persistent absentees.



A piece of research has looked at the reasons for absence without a legitimate reason from the perspective of children, practitioners and parents. Some of the key points are outlined below.

**Children and young people** see the following as the main reasons behind absence without a legitimate reason:

- The influence of friends and peers, who are seen to be encouraging absence as a status-seeking activity or as a way of joining in or blending in.
- Relationships with teachers seen as lacking respect or fairness.
- The content and delivery of the curriculum seen as lacking in relevance and stimulus.
- Family factors, either parental attitudes or family problems.
- Bullying.
- The classroom context, either because of teachers who struggle to control the class, or problems arising from the child's own personality or learning abilities.

The views of **parents** include:

- peer pressure and bullying
- boredom at school
- teacher relationships
- lack of school discipline
- parental influence.

The views of **EWOs and school staff** include the following factors amongst the causes of absence without a legitimate reason:

- Individual factors – lack of self-esteem/social skills/confidence; poor peer relations; lack of academic ability; special needs; and lack of concentration/self-management skills.
- Family and community factors – parentally condoned absence; not valuing education; domestic problems; inadequate or inconsistent parenting; economic deprivation; and a community lack of self-esteem.
- School factors – The ability of pupils to slip away unnoticed if school systems do not deter them; relationships with teachers and peers; problems relating to the relevance of school.

*(Edwards S. and Malcolm H. (2002) The Causes and Effects of Truancy. DfES)*

A 2013 consultation with groups of children and young people in Wales on their views relating to attendance raised the following points:

- The most common reasons given for non-attendance were bullying and a lack of desire to attend school – either not wanting to attend or wanting to do other things with friends.
- The next most common theme related to lessons and schoolwork – some pupils found lessons boring and said that the work was too difficult. A few groups suggested that failure to complete homework was also a reason for non-attendance.
- Several groups highlighted issues to do with parents and home-life. These included parents not ensuring attendance, having a difficult home-life and having caring responsibilities.
- A number of the groups suggested issues relating to teachers – pupils may not like individual teachers, there could be tensions between them and pupils, a lack of trust or a feeling of a lack of interest by teachers.
- Some groups identified issues relating to ALN. These included feelings of isolation and a lack of understanding of ALN.
- Other reasons identified by individual groups included drugs, a need to go to work and the early start of the school day.
- In response to what would encourage better attendance, the greatest number of responses related to lessons being more fun, with more variety, more free time and extra-curricular activity. There were also a number of responses relating to teachers and teaching styles. A few groups also suggested that there should be more equal treatment and that there should be recognition of pupils as individuals with more empathy and understanding needed, more dialogue and more consultation with pupils.

*(National Assembly for Wales, Children and Young People Committee, Inquiry into Attendance and Behaviour, August 2013: p3 – available from [www.assemblywales.org/report-2.pdf](http://www.assemblywales.org/report-2.pdf))*

When considering reasons for absence and patterns of absence across a school or LA area, EWOs will need to consider the nature of the area they work in. There are likely to be differences between urban and rural areas, as well as between different areas of the country. EWOs should also consider if there are any traditional holiday issues which may impact on attendance e.g. areas that have traditionally had holidays at times of year related to local industry, that do not necessarily coincide with school holidays.

### **The importance of understanding reasons behind absence**

It is important that EWOs have a clear understanding of the reasons behind absence, because these reasons will influence the choice of strategies to improve attendance. It is also important to consider the impact of perceptions, such as a child seeing the curriculum as not relevant to them, as well as more direct reasons such as the impact on attendance of a child

experiencing difficulty following a family breakdown. The quality of teaching and learning in a school is also likely to be a factor in attendance. EWOs need to recognise that each child may experience a unique pattern of causal factors and, as such, each child may need a different approach to supporting and improving their attendance.

Understanding how different factors impact on absence and what factors are likely to be most influential, especially in cases of the persistent attendance, will help EWOs address the issues by targeting responses and support appropriately.

Avoidable absence, for whatever reason and whether at the instigation of either parent, child or the setting concerned, is heavily associated with other indicators of social exclusion. What goes on at school cannot be addressed in isolation from the wider life of the child. It follows that, not only will the causes of absence need to be understood holistically, but the responses and potential solutions will also require a 'joined up' approach.

The more that is known and understood about why pupils are absent, the more effective the action in response can be and the greater the chance of making a significant difference to the overall wellbeing of the individual.



## Activity 1.4 The reasons behind absence

### Part 1

- Working with a colleague, make two lists – One being *Reasons behind good attendance* and the other being *Reasons behind avoidable absence*.
- Come up with as many reasons as you can for each.
- Go back through your lists and put a tick next to any reasons you think you, the EWS and the school can have a significant influence on. Put a cross next to any reasons you think you, the EWS and the school cannot influence.
- Select two from each column that you have ticked.
- For the reasons behind good attendance, say what you can do in your role, working with the school, to promote that reason.
- For the reasons behind avoidable absence, say what you can do in your role, working with the school, to minimise or remove that reason.

## Part 2

- Consider one child or young person that you (or a colleague if you do not yet have a case load) work with who has persistent absence.
- Discuss and record the impact that you think their poor attendance is having on them socially, emotionally and in terms of attainment.
- Investigate the possible reasons behind the absence for this individual. Discuss your outcomes with a colleague or manager and decide how the reasons behind the absence might help inform your actions. Record the outcomes of your discussion.



### Activity 1.5 Exploring absence – case studies

#### Annie Thomas

A comprehensive school made a referral for Annie Thomas, a Year 7 pupil, who did not attend school during the first week in September. The primary school gave a pen picture of the family dynamics:

- Mother and child live together.
- Mother does not work and has a history of alcohol misuse and mental health issues.
- The child had previously refused to attend primary school at times, but the school had always managed to re-engage her.
- The child does not have contact with her father and extended family support is limited.

The case has been allocated to you.

- What actions would you expect the school to have taken before referring to the EWS?
- What may be the reasons for Annie's non-attendance at secondary school?
- You visit the home. It is 2.30pm. Mrs Thomas answers the door and says she was in bed. She becomes very agitated and tearful and tells you it is inconvenient for you to come in. What would you do?

#### Brandon Williams

The school refers Brandon to the EWS as his attendance has dropped to 75%. He is in Year 8 and lives in a household with his mum and an older brother (19). Mum leaves early for work and so does the brother. The father left three months ago and has little contact with Brandon. Mrs Williams is struggling to get him into school as he is beginning to get quite aggressive with her. He plays his computer games all day when he is home and into the early hours. Mum is concerned that he is isolating himself from his friends and his personal hygiene is deteriorating.

- What may be the reasons for Brandon's non-attendance?
- What support could be provided to Brandon and his family?

### **Dane Parker**

The school made a referral as Dane, a Year 3 pupil has not been in school for two weeks. The family are Welsh Travellers now living in a house. The family consists of seven children, mother and father. Dane is the youngest. He has an older sister at the same school whose attendance is good. The eldest two children left school as soon as they could and work with their father collecting and selling scrap metal. The middle three children are enrolled at the secondary school but all have a history of poor attendance.

- What actions would you expect the school to have carried out prior to referral?
- What may be the reasons for Dane's non-attendance?
- What may be the barriers in engaging with this family and how would you try to overcome them?

### **Sara Jenkins**

Sara is in Year 10 and is refusing to attend school. Her parents have spoken to the school stating that a group of girls have been bullying her. The school feels it has been resolved but the parents don't feel it has been, leading to a breakdown in communication and the relationship between parents and school. Sara has not attended for 10 days and when the school has telephoned the home, Sara's parents have said that she will not return until things have been resolved.

- What can you do to facilitate communication between the home and school?
- How can you support Sara to return to school?

### **Sophie Jones**

Sophie Jones is in Year 6 and enrolled at the local mainstream primary school. Sophie is happy, confident and well-presented. She is meeting her expected milestones and has the potential to achieve well. Sophie attends school regularly and on time for a few weeks, but is then absent for several weeks at a time. Mrs Jones (the mother) is sometimes vague about the reasons for Sophie's attendance, which has now dropped to 54%. The school's head teacher refers Sophie to the EWS for reasons of non-attendance.

What may be the reasons for:

- Sophie's non-attendance?
- Mrs Jones's reluctance to engage with the school regarding Sophie's attendance?

You visit Mrs Jones at home, three miles from the school. Her elderly mother invites you in. Sophie is at home and is well. Mrs Jones is in bed. You speak with Mrs Jones and her mother and it transpires that Mrs Jones suffers from a degenerative neurological disorder which means that for weeks she is well and mobile, but when she suffers a relapse, she is immobile, bedbound and requires high levels of personal care until she recovers. Mrs Jones's mother is 83 years old and the main carer, as Sophie's father left the family home when she was a baby and has no contact. The grandmother cannot drive and due to severe arthritis, Sophie also helps with her mother's care. There are no support services in place because Mrs Jones states that if 'the services' knew she was unable to look after her child, Sophie would be 'taken away from her'.

- How would you ensure that the family receives the support they require to meet their needs and support Sophie's attendance at school?

*(These case studies are adapted from examples kindly provided by Carmarthen EWS)*

## 1.e The context for EWS work



The EWS works within a particular context. **Appendix A** provides an overview of a wide range of legislation, policy and guidance from the UK and specific to Wales, relevant to work with children, young people and their families. It is not an exhaustive list and you will need to make sure you keep up to date with legislation, policy and guidance as it changes – as the context for EWS work is constantly changing. The information in **Appendix A** should give you a good overview of the context, together with links to further information should you be interested in more detail.



### Activity 1.6 The context we work in

- For each of the elements outlined in Appendix A, consider how it might impact on your role and the work you do.

## Education regional consortia

From September 2012 local authorities across Wales joined together to form four regional education consortia focusing on school improvement. The purpose of regional consortia is to support schools and local authorities to improve learner outcomes for all young people, ensure the delivery of high quality teaching and learning, and support and empower school leaders to better lead their schools.

In 2013 the Welsh Government co-constructed the National Model for Regional Working with schools, local authorities and regional consortia. The model has been progressively implemented since April 2014 and clarifies and strengthens regional consortia working. It ensures a more consistent approach across the four consortia and clarifies the way local

authorities commission the services of regional education consortia to achieve whole school improvement.

The EWS will work as part of these regional consortia and there is an increased drive to achieve consistency in terms of forms, policies and practices. Consequently, it is important that you are fully aware of, and understand, your regional consortia arrangements and where the EWS sits within it.

The four regions are:

- North Wales (GWE) – Flintshire, Conwy, Wrexham, Gwynedd, Isle of Anglesey, Denbighshire.
- South West and Mid Wales (ERW) – Swansea, Neath Port Talbot, Carmarthenshire, Pembrokeshire, Powys, Ceredigion.
- Central South Wales (Central South Consortium) – Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff, Vale of Glamorgan.
- South East Wales (EAS) – Caerphilly, Monmouthshire, Newport, Blaenau Gwent, Torfaen.

## Section 2: Working with others







### Section 2 overview

#### Aims of section 2













By the end of this section, you should:










- understand the EWO role in working with schools to support attendance
- understand the importance of working with parents and with other services to promote and support attendance
- understand and be able to apply a structured approach to case working
- consider how to keep yourself safe.

#### Elements of section 2

Topic	Method	Time estimate
2.a: Working with schools		15 minutes
		A few days
2.b: Service level agreements and record keeping		5 minutes
		3 hours
2.c: Referral to an EWO		10 minutes
		1 day



Topic	Method	Time estimate
2.d: Working with families to promote and support regular attendance		10 minutes
		1 hour
		15 minutes
		1 hour
		10 minutes
	 or 	1 day
	 or 	1 hour
2.e: Making referrals to and working with other services		10 minutes
2.f: Services that can support the work of the EWS		1 hour
		4 hours

Topic	Method	Time estimate
2.g: Intensive support and case-working by an EWO		15 minutes
	 x 2	1 hour
	 or 	3 hours
2.h: Keeping yourself safe when lone working and home visiting	 	10 minutes
	 or 	2 hours
		Half a day

## 2.a Working with schools



There is no one set way to work with schools to support attendance and the process is likely to vary from area to area. EWOs must find out about and understand the attendance strategy of the local authority they work within and how it applies in their schools. However, the following is likely to apply in all areas. EWOs should work with their allocated schools to:

- build an effective working relationship and work with schools on attendance issues
- ensure a clear definition of their role and responsibilities surrounding school attendance, including how much time they will devote to the school
- agree arrangements for referral, regular review, monitoring and evaluation
- agree arrangements for closing cases and passing them back to the school (including reintegration of and support for the pupil)
- agree procedures for resolving enquiries



Read the All Wales Attendance Framework – pages 4 to 6: paragraphs 25 to 31 – which present an introduction to working with schools. Register codes, analysis of attendance data and attendance policies will be looked at in more detail in section 4 of this induction pack.



### Activity 2.1 Getting to know my schools

It is extremely important that you get to know each school you will work with as quickly as possible. Set up visits to each school and work with colleagues to find out as much as you can. Some questions to investigate might include the following:

- What time does the register close?
- Who is responsible for the first day response?
- How often does the school operate late gates?
- What are the school's late procedures?
- Who are the head of years/senior staff with responsibility for attendance?
- What is the schools attendance rate and target, performance over the last three years?
- What is the schools attendance software package/information management system?
- How do they monitor attendance and respond to concerns?
- How is their attendance policy shared with pupils/parents/staff?

### 2.b Service level agreements and record keeping



Read the All Wales Attendance Framework – page 7: paragraphs 38 to 41 – which introduce service level agreements and record keeping.



### Activity 2.2 Service level agreements and record keeping

Working with an experienced colleague or your manager, access and examine copies of all relevant local service level agreements and standardised forms. Examples can be found in the exemplar materials of the All Wales Attendance Framework, but it is important you are familiar with and know how to use specific local versions.

- Summarise your role as laid out within relevant service level agreements.
- Summarise the roles of others as laid out within relevant service level agreements.
- List all relevant local standardised forms, each with a short summary of their purpose and when and how you would use them.
- Summarise how you will use local record keeping procedures, including the use of any electronic systems.

## 2.c Referral to an Education Welfare Officer



Read the All Wales Attendance Framework – pages 8 to 10: paragraphs 43 to 55 – which cover the process of schools making a referral to an EWO.

Before accepting a referral for more intensive work, an EWO should check it meets local referral criteria, such as:

- Is there evidence that the school itself has made an effort to address the attendance issue?
- Is the referral supported by suitable information to allow the EWO to proceed effectively?

Any referral that seems inappropriate or is unsupported by information should be investigated and, if necessary, challenged appropriately.



### Shadowing activity 2.3: Referral

- Identify a colleague who is about to accept a new referral.
- Shadow them through the process of receiving and responding to that referral.
- Make notes on how they ensure that the guidance as laid out on pages 8 to 10 of the All Wales Attendance Framework is followed.
- What are the local referral criteria/thresholds for referral and how did they ensure they were met?
- What did they do that enabled the process to be successful?
- Could you suggest any improvement to the process?

## 2.d Working with families to promote and support regular attendance



Read the All Wales Attendance Framework – pages 6 and 7: paragraphs 32 to 37 – which look at engaging and working with parents.



### Activity 2.4 Supporting and encouraging parents

- Paragraph 37 on pages 6 and 7 of the All Wales Attendance Framework presents a series of things that the EWS should work on with parents to support and encourage them to do.
- For each item, come up with at least one practical thing that you can do in your role to support and encourage parents to do this, e.g. 'To help parents take an active interest in their child's school life and work, I will make sure they can get access to information they understand which outlines what their child is currently doing at school'.
- Share your completed list with your manager.



### Different types of interactions with families

Working with parents is a vital part of the drive to promote and support attendance. EWOs will need to work with parents to:

- gain their support and co-operation
- understand their attitude towards attendance
- explore the reasons behind absence
- challenge them appropriately where they condone unnecessary absence
- develop strategies they can use themselves to support their children's attendance
- supervise parenting contracts in relation to attendance
- enforce attendance, using legal measure where necessary and appropriate
- monitor compliance with relevant orders where necessary.

EWOs will undertake a wide range of very different interactions, from purely supportive, to statutory enforcement. Each type of interaction will need the EWO to think carefully about how to engage in the most effective way and at the most appropriate level.

## Factors that underpin effective engagement with parents

Whatever the type of interaction used, effective engagement is the foundation on which all work with parents is built. Engagement must be underpinned by:

- values and principles that guide the work of EWOs
- respect for parents rights and support for them in meeting their responsibilities
- recognising parents' expertise in their own lives and emphasising the need to work in partnership with them.

Parents respond well to confident, well-informed practitioners, but need themselves to feel:

- they are not being judged or compared to others
- what they already do with their child is valued
- their views are listened to
- they are treated as individuals and their knowledge of their child is respected and valued
- they know most about their own lives and the lives of their children.

Parents would like:

- their own views and knowledge about their child to be taken into account
- to be in an equal relationship with practitioners
- to be considered as active partners in all parts of the process
- to not feel indebted or obligated to practitioners
- to keep a sense of control in dealing with any support provided
- to not feel stigmatised by asking for support.

Structure the engagement process. All engagement with parents should:

- have a clear purpose and focus that is agreed and understood by all involved
- be a two-way process
- be based on a climate of trust, honesty and objectivity.

Work to make engagement easier for parents might include:

- ensuring that all parents are comfortable and at ease
- communicating in a way most appropriate to parents
- checking that parents understand the purpose of the engagement
- checking that the parent understands the role of the EWO

- identifying what the parent wants and needs from the interaction
- discussing issues of, and limits to, confidentiality
- establishing acceptable working rules
- making access easier (consider childcare, transport, location, time, marketing)
- not asking too many probing or challenging questions too early on.

Factors that can impact on engagement with parents

EWOs will not engage and communicate in the same way with every parent. There is a range of factors that may impact on the EWOs engagement with a parent.

Some of the key factors include:

<ul style="list-style-type: none"> <li>• Literacy levels (including learning difficulties and disabilities)</li> <li>• Language (including communication with deaf and visually impaired people)</li> <li>• Education level and confidence</li> <li>• Culture</li> <li>• Religion</li> <li>• Physical and mental health</li> <li>• Gender</li> <li>• Economic and social factors</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experiences (recent and past)</li> <li>• Personal beliefs and attitudes</li> <li>• Work and time pressures</li> <li>• Family size and structure, including child care needs</li> <li>• Family stress (including break ups, bereavements, substance misuse and violence)</li> <li>• The meeting environment</li> </ul>
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These factors can apply to both the EWO and the parent.

### The role of home visits when engaging with parents



Read the All Wales Attendance Framework – page 9: paragraphs 46 to 49 – which consider home visits.



A significant part of the EWO role will be home visiting to address issues of irregular school attendance. It is important for EWOs to understand that they are in the family's home and what is said and how it is said will have a significant effect on the visit.

Home visits should:

- be pre-arranged with the parents/carer wherever possible
- start with appropriate introductions (EWOs should carry identification) and an explanation of the purpose of the visit
- be undertaken using the most appropriate and polite language
- be non-judgemental
- treat the home with due respect, e.g. ask permission to sit
- take full consideration of personal safety
- empower the parents to do for themselves what they are able to do to address the irregular school attendance, i.e. visiting the school – or seeking medical advice – or placing ground rules and boundaries on their children
- be purposeful, leaving the home with a plan of action, including parents, pupil and school, and a review date.

In order to keep yourself safe, you must follow the local procedures to set up all home visits and ensure that health and safety guidance has been met. This is covered in more detail in Section 2.h 'Keeping yourself safe when lone working and home visiting'.

### **Helping families understand the important role they play**

Most parents want their child to do well. However, not all fully understand the role they have to play in helping their child attend and achieve at school.

EWOs may need to work with parents to help them fully understand that:

- poor attendance will impact on a child's ability to keep up with school work and take a full part in the social side of school life and make friends
- parents have a vital role to play in setting good attendance patterns from an early age
- employers want to recruit people who are reliable, so children who have a poor school attendance record may have less chance of getting a good job
- children who do not attend have a dramatically lower chance of achieving good exam results
- many young people who become involved in offending behaviour have a history of poor attendance
- every lesson in school matters and children who have time off find it difficult to catch up.



There are many things that parents can do to help:

- Parents who suspect their child may be missing school or is unhappy at school, should contact the school or the EWS as soon as possible so that work can be done together to resolve the difficulties.
- Parents can ensure their child understands that they do not approve of them missing school, but should be on the alert for any particular reasons for non-attendance, such as bullying or problems with school work and discuss these with the school.
- Parents should contact the school on the first day of absence, following local procedures.
- Parents should help ensure children turn up on time for morning and afternoon sessions.
- Parents should take an interest in their child's education.
- Parents should co-operate with any support, such as a parenting contract offered by the school or EWS.

*(Edited from Is your child missing out? School Attendance: Information for Parents, Revised Edition 2007 – DCSF)*

### **Boundaries to the EWO relationship with parents**

It is important that all EWOs are clear where they should draw the line between personal and professional relationships.



#### **Activity 2.5 Boundaries in EWO work with parents**

Discuss each of the questions below with a colleague and make a decision together. For each question answer either *Always* or *Never* or *It depends*. Next explain your decision, including if you said *It depends*, what does it depend on?

1. Do parents call you by your first name?
2. Do you call parents by their first name?
3. Would you accept a service from a parent, e.g. a deal on fixing your car?
4. On a home visit, would you accept a cup of tea?
5. On a home visit, would you accept an alcoholic drink?
6. On a home visit, would you accept a meal?
7. At a meeting in the school would you make a cup of tea for the parent?
8. Do you let parents know how you feel about their circumstances?

9. Do you let parents know what sort of week you've had?
10. Do you talk about your work with other parents?
11. Do you share personal good news with your parents, e.g. your partner has been promoted or your daughter has had a baby?
12. Do you share personal bad news with parents, e.g. your father has been diagnosed with cancer or your partner has been made redundant?
13. Would you give your home address or phone number to a parent?
14. Would you accept a social invitation from a parent?
15. Would you avoid going to a place where a parent worked?
16. Would you avoid going to a place where a parent socialised?
17. Do you lend money to parents?
18. Do you shake hands with a parent when you meet for the first time?
19. Would you put your arm around a parent who was upset?
20. Do you ignore activities such as claiming benefit they do not seem to be entitled to?
21. Do you ignore activities such as the presence of illegal drugs in their home?



### **Partnership working**

In order to achieve the best outcomes for families, EWOs need to form a partnership with parents, ensuring parents are at the centre of the decision making process, with the EWO acting in the role of enabler, sharing expertise and empowering parents for the future.

Partnership involves recognising that both the EWO and the parent need to contribute their expertise to achieve the best outcomes. Parents are likely to have more knowledge of their own child and their everyday circumstances and experiences. By sharing complementary information, there is a greater chance of supporting children to achieve good outcomes.

EWOs who build effective working relationships with parents will be more successful in establishing and maintaining communication and working together to promote and maintain good attendance. Relationships need to be built on a value base where there is trust and respect for each other's contributions. This can only be achieved by working in partnership with parents. The more parents are involved in the process or supporting their child, as true partners, the higher the chance of achieving and sustaining positive outcomes. In addition, through partnership, parents become more confident and more able to sustain progress

without EWO input. Partnership also enables EWOs to work with parents to recognise and build on existing abilities, allowing the development of strength-based assessments and interventions rather than deficit-based approaches. Many areas have approaches that encourage and support working in partnership with families, such as:

- TAC – Team around the child
- TAF – Team around the family
- JAFF – Joint Assessment Family Framework

### **Engagement in challenging circumstances**

When working with parents experiencing multiple stresses, it is likely that at some stage EWOs will find themselves in a challenging situation. It is likely that in the early part of an engagement many parents will 'test' the EWO.

Parents may test an EWO's:

- Genuineness – Does this EWO mean what s/he says? Can s/he be trusted?
- Commitment – Will this EWO actually do what s/he says? Will s/he come back next week?
- Resilience – Can this EWO cope with what I have to throw at them? Does s/he have the strength to support me in getting my child to attend?
- Knowledge – Does this EWO know what the community is like? Do they understand the challenges families here face?

Parents may be extremely skilled and practised at 'testing' practitioners. They may have worked with many practitioners in the past who have 'failed their tests'. It is important that EWOs do not see the 'tests' as a personal attack and can maintain a professional approach throughout. Remember that many parents feel that they are tested on a daily basis, in one way or another and judged on the outcome. Some parents may therefore see it as only fair that practitioners should be tested and judged in a similar way.

When trying to establish and maintain an engagement in challenging circumstances, EWOs should bear the following points in mind:

- Consider if there is something they can do differently to make the situation less challenging for everyone involved.
- Stay calm and have calm/ordered behaviour.
- Avoid contributing to the challenge with your own behaviour.
- Know and work within with your own personal and professional boundaries.
- Get priorities right.
- Attempt to see the situation from the other person's point of view.

- Maintain control of communication style and physical presence.
- Maintain a no blame position i.e. whatever the problem might be, attributing fault or blame is unlikely to help in finding a solution. It may be useful to think in terms of the situation being 'stuck' and that through working together, the problem or difficulty can be resolved.
- Acknowledge that there is not always an answer.

### Family stress

Many families under great stress manage to bring up their children in a warm, loving and supportive environment in which the children's needs are met and they are safe from harm. However, there are many sources of stress which may have a negative impact on a family and this can, in turn, impact on attendance. Some significant sources of stress include:

- social exclusion
- family dispute and domestic violence
- parental separation
- illness of a parent
- substance misuse.



### Activity 2.6 Reflecting on your work with parents

#### Part 1

Consider your work with two different parents (or work with parents that you have observed a colleague undertaking). How was the engagement and communication managed in each case?

- What factors impacted on the engagement?
- Was the engagement adjusted to take into account the factors mentioned above?
- Was the communication adjusted to meet the needs of each parent? If so how?
- What was done to build a partnership and working relationship with each parent?
- What more could have been done to ensure effective engagement with each parent?

## Part 2

Research the community you work within.

- What are the issues and challenges in the community?
- What are its strengths?
- What is its economic, ethnic and demographic make-up?
- How might the community impact on attendance issues in the area – both positively and negatively?



or



### Activity 2.7 Understanding and promoting attendance – a case study

Read the case study below and decide Kimberley's age (whatever is most relevant to your work – select from school Years 5, 6, 7 or 8), then answer the following questions:

- What might be the reasons behind her absence?
- What else would you want to find out? How would you go about finding this out?
- What factors might inform the way you communicate and engage with Kimberley?
- How will you try to ensure effective communication and engagement with her?
- What actions might you take in response to her absence? Who might you involve?
- How did the reasons behind her absence inform the actions you would take?
- Would changing Kimberley's race, gender or other factor make any difference to the way you would communicate and engage and the actions you would take? If so why?
- It will add value if you discuss this with a colleague.

Kimberley is a girl of mixed race who lives with her white mother. Most other children in the school are white. Her attendance is down to 45% this term, and not much better last term. Her older brother was also a poor attender. Some of Kimberley's absences are covered by notes, mostly for routine, if rather extended illnesses, but not all of them. These have been left unauthorised (about 30 sessions). Staff suspect that some of the notes may not have been written by her mother.

Kimberley's mum rarely responds to any invitation to visit the school, doesn't answer letters and often doesn't turn up for meetings. She has never been to a parents' evening. Her mobile phone number is often unobtainable. She did once come in to sign a parenting contract but there has been little or no improvement since. The EWO has tried to make home visits, but there is usually no answer during the day.

## 2.e Making referrals to and working with other services

While the parent is primarily responsible for ensuring their school-registered child attends regularly, where school attendance problems occur, the key to successfully resolving these problems is engaging the child through effective case management and collaborative working between the pupil, parent, school and local authority.

The issues behind the non-attendance may be complex and the type of intervention required will depend on each individual case. The involvement of other services may be appropriate.

Poor attendance and behaviour in school are likely to be linked to a range of other issues outside school and only a coordinated approach between all relevant services, working with the family, will achieve a long term solution. This will involve EWOs working with not only school staff but other practitioners as well.

There will be times when children, young people and parents will benefit from support from other, sometimes specialist services. This will usually involve following specified referral processes, which differ between local areas and between different services. Information on referral should be contained in local service level agreements.

It is vital that effective referral processes are established between all relevant services and EWOs are aware of, and fully involved in, these processes. EWOs may need to seek the support of their manager if they have made a referral that is not accepted and they believe needs to be challenged.

Regardless of differences in local systems, there are some common factors inherent in all good referrals to other services.

Good referrals between services:

- are based on the needs of the child, young person and/or parent
- state clearly who the referral is from and how they can be contacted
- provide basic details about the child, young person and/or parent
- are written in accessible language
- identify the child, young person and/or parent's strengths and achievements, as well as any issues and concerns
- report previous work and the outcomes of this work
- report any other service involvement
- set out the type of support being sought
- offer further information if required
- are comprehensive, complete, accurate and up-to-date.

It is important that EWOs can explain clearly to the child, young person and/or parent how the referral process works and why referrals to other services are made. Referrals to other services for support should be with the informed consent of the family. If they understand and agree to what is happening, including what will be shared, with whom, how and the next steps, then they are far more likely to be engaged with the process in an effective way.

## 2.f Services which can support the work of the Education Welfare Service



**Appendix B** contains an overview of a range of services that the EWS may work with.

Professional titles and service deliverables can be difficult to find out about, particularly if you are new to the EWS. **Appendix B** explains what different services offer and what different professionals within those services do. The definitions offered are intended to provide a simple introduction only. If you would like to find out more, the end of the **Appendix B** provides some ideas of where to look.

It will be important for you to find out what is available locally, because not all of the professionals and services listed in **Appendix B** will be offered in your locality. Each local authority has a family information service and website, both of which could be useful in finding out local availability of national roles and services. It is important you know exactly what is available locally and begin to build a list of contacts who can support your work.



### Activity 2.8 Investigating local services

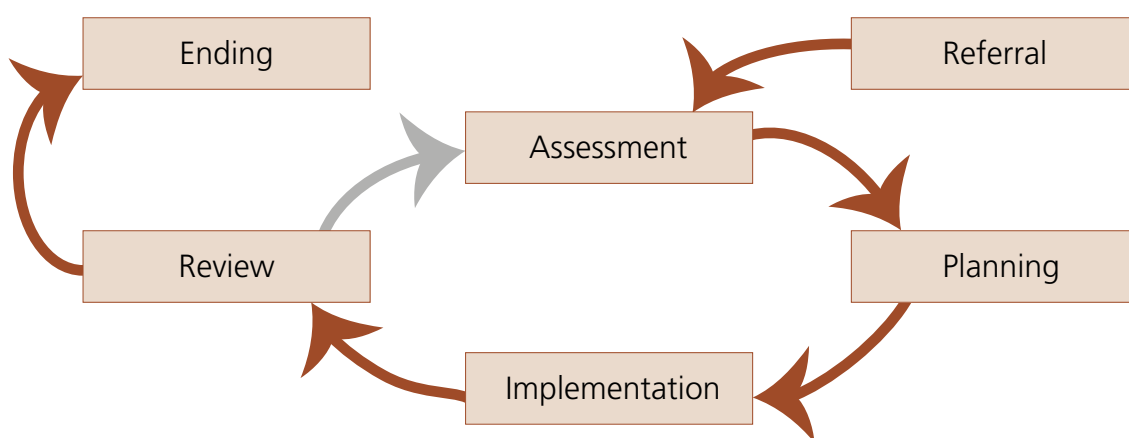
- Find out all you can about the full range of services that might help you to promote and support attendance in your area. Use **Appendix B** as a starting point.
- Your local service directory and the local family Information service are likely to be good sources of information, along with talking to colleagues.
- For each relevant service find out:
  - what they do
  - how you access or refer to them
  - who and what they support.
- Are there additional services you could access in the local areas or community that are not in the service directory?

## 2.g Intensive support and case working by an Education Welfare Officer



Even where effective policy and procedures are in place and the EWO has supported the school with attendance at the whole school level, there will be times when more intensive work by the EWO will be necessary. This intensive support should follow a cycle of assessment, planning, implementation and review.

### A cycle of assessment, planning, implementation and review



### Assessment

After a case has been referred to the EWO, an assessment should be made. This should consider:

- the level of authorised and unauthorised absence
- analysis of the pattern of attendance
- the possible reasons that lie behind attendance issues

Assessment should be a positive experience for the child or young person and their family. However, assessment in itself is only the first stage. In order to be of value to the child or young person, the assessment must feed into and form the basis for the planning stage.

Assessment is the key to safe and effective practice. It can provide a baseline of information against which any work is built. It also provides information against which future development can be measured. Assessment which leads to positive outcomes follows the 'non-deficit' or strengths/needs model, where the focus is on a young person's strengths and needs, rather than on their weaknesses or difficulties.





## Activity 2.9 Referral and assessment with Liam

Read the case study of Liam below and then answer the following questions:

- If Liam had been referred to you by the school, what information would you expect to receive as part of the referral?
- Who would you want to speak to in order to assess Liam's strengths and needs?
- What information would you try to gather?
- What do you think might be the possible reasons behind the attendance issues?

**Case study – Liam** (Liam can be either in the last year of primary or the first year of secondary)

Liam is a child of average ability who usually mixes well in class. He has a small group of close friends. Neither Liam nor his group usually present any behavioural difficulties apart from the odd over-boisterous episode. He is interested in sports, especially football, and he and his friends can generally be found playing a game at break or lunchtimes.

Attendance and punctuality – Liam's attendance is normally pretty good (92+%) and apart from a three-week illness-related absence last year there have been no absences of note. This term, he has started to have a number of days of absence and his attendance has dropped to 76%. Analysis of the data shows a pattern of absences developing, on Mondays in particular. Most absences are covered by parental notes which say that he has 'been ill', but some absences are unexplained and have been recorded as unauthorised. Liam's teacher has raised the issue with the school attendance lead, who has phoned mum asking for an explanation of absence. The call was met with a terse and defensive reply that Liam was 'genuinely ill'. A written request for an explanation about these unexplained absences has not yet received a response.

Although he is usually punctual, in the last two weeks Liam has regularly started to arrive late. He says only that he 'got up late'. There is no discernible pattern to this lateness.

In class he sometimes looks tired and seems easily distracted. Although he still plays football, these sessions have become fractious on several occasions and staff have twice had to intervene to prevent arguments escalating into full-scale fights.

Background – Liam lives with his mum and 3 younger sisters on the estate close to the school. He lives close enough to walk to school. Liam’s mum is a single parent who looks after her children full-time. Liam’s dad and mum split up almost three years ago – his dad is now in another relationship and has a baby. Initially there was contact between Liam and his father via intermittent access visits, but these have ceased since the arrival of the new baby. Records show contact between Liam’s mother and school was at its height in the period following the marital split, but is now minimal.



## Planning

Action planning is a process. Like assessment, it is important to distinguish the process from the product (the piece of paper on which the action plan is written). Right from the beginning of the relationship, thinking about planning must be introduced, though the formal plan may not be written until goals, targets and strategies have been agreed. Action planning is a step-by-step process to achieve a goal that is essential to successful EWO practice and helps to keep the working relationship focused. The lack of an effective plan can lead to practice that is unfocused, lacking in direction and ultimately unhelpful to the child or young person.

The advantages of action planning include:

- helping children, young people and their parents bring order to their thinking
- helping children, young people and their parents from feeling overwhelmed by prioritising targets and goals into manageable and achievable steps
- creating a plan helps children, young people and their parents search for more useful ways of achieving goals
- providing an opportunity to assess the realism and accuracy of goals
- helping to make children, young people and their parents aware of the personal resources they have – and the resources they will need – to get what they want or need.

*(Adapted from Egan, G. (2002) The Skilled Helper: a problem-management, opportunity development approach to helping)*

There are no formulas in writing action plans – these general principles will be helpful to EWOs. Written action plans should:

- record needs statements, goals and targets
- set how the child and parent will be supported to achieve their goal, e.g. your support, any programmes that you or other practitioners will use, any other practitioners or services involved in supporting the child, any support that the parent or carer will offer
- state what will be done, how, by whom and by when
- state the date on which progress will be reviewed.

It can be useful to write SMART targets. These are:

- **S**pecific: clear about what, where, when and how the situation/behaviour will be changed
- **M**easurable: able to quantify the targets and benefits to the child or young person or others
- **A**greed: the child, young person and or parent has agreed the targets with you and has a part in achieving them
- **R**ealistic: able to obtain the level of change required
- **T**ime bound: stating the time period in which each will be accomplished.

There should be targets and actions agreed for the child, young person and parents, as well as for the EWO. In some circumstances it may also be appropriate to negotiate and agree targets and actions with other people to support the child or young person, e.g. other practitioners, friends, family, volunteers.



### Activity 2.10 Planning with Liam

#### Part 1 – Needs statements

- The next step in the process is to work out a plan to help Liam get back to full attendance as quickly as possible. This involves helping meet his needs as well as building on his strengths. Start by reading the additional information about Liam that follows. This is information gathered during the assessment process.
- Building on what you know about Liam, come up with three 'needs statements'. Each should begin with the words 'Liam needs ...' and must focus on what he needs in order to help him sort out the attendance issues (You may feel there are more than three needs, but you should prioritise the most important three).

- Remember to look for opportunities to develop Liam's strengths, as well as meeting his needs, and then fully consider the things that may lie behind the attendance issues.

### **Additional information about Liam**

Liam's mother has many pressures to deal with as a single parent. There is no close family support for her, finances are difficult and the many competing demands present a daily challenge. Recently she has been diagnosed as suffering from depression and has been prescribed medication. She was having a particularly bad time the morning that the school rang. She felt the school were criticising her and when asked why he was off school, she replied 'If I say he's ill then he is and I'll keep him off whenever I see fit'.

Liam's younger sisters take up a lot of Mum's time, so he has been given an increasing level of independence, including being allowed to stay out much later in the evenings. Liam also has additional responsibilities around the house.

Liam has become increasingly difficult for his mother to manage at home. This has shown itself in difficult and defiant behaviours such as not coming in at a reasonable time at night.

Liam has found it difficult to get up in the mornings and has claimed to be suffering from a variety of unspecified ailments in an effort to get his mother to agree to let him stay off school. His mum has begun to go along with him as she finds it less stressful than challenging him. On other occasions, though he is sent out to school on time, he is meeting up with a group of older lads. This has been confirmed by friends and relatives who have seen Liam in town.

When he does go to school, Liam has become a target for bullying from a group of boys in his year group. This began with taunting and teasing after his father left home. The bullying primarily takes the form of verbal taunts (some of it about his mum), a level of exclusion from the group and also sometimes physical threats. These boys now pick Liam out in school during breaks. Though Liam has tried to stand up to the group he has found this very difficult and has become increasingly unhappy and worried.

## **Part 2 – Goals**

- Now it is time to set some goals with Liam and his mum related to the needs statements.
- Look back to the needs statements you came up with and use them as the basis for writing goals for Liam.
- When writing goals, you should write statements that describe what you will see Liam and his mum doing differently, not what you will do. You should also write statements that specify an outcome or result rather than a process. Try to come up with at least three goals.

### Part 3 – Action planning

- Now that you have goals in mind, it is important to break each goal down into manageable steps or targets.
- For each of the goals you have identified, set targets to help achieve that goal.
- Make sure that each target is SMART. You will need to consider what actions Liam needs to take as well as what action needs to be taken by his mum, you and others, to support him.



#### Implementation

- EWOs must work together with the child and family and all others involved to implement the plan.
- The EWO should consider and attempt to resolve any possible factors that may be contributing to school attendance problems.
- Implementation may involve making home visits and securing a problem-solving dialogue between home and school.
- The EWOs may need to be a broker of services and possibly support the coordination of the delivery of services agreed by a number of agencies.
- Documentary evidence should be kept to prove that the EWO has undertaken casework to address possible reasons for non-attendance.

#### Review

After a set period of time (which should be agreed in the action plan), the EWO and all others involved need to review the progress. The review should focus on successes, building on those successes as well as addressing goals that have not been achieved. It is important to respond to any emerging issues and to sustain momentum. The review will also involve sharing information appropriately with other service providers on progress. The review does not always entail a formal meeting, but if possible and appropriate, all those involved in the plan should be involved in the review.

Following review, if there is still work to be done together, a new action plan and possibly additional assessment needs to be undertaken. However, if sufficient progress has been made, the EWO will begin an 'ending' process.

If casework or other intervention strategies have been unsuccessful in securing regular school attendance and/or the EWO considers that prosecution may bring about an improvement in the child's school attendance then the local authority may choose to prosecute or issue a

fixed penalty notice. Any legal action will need to be approved by management, followed by liaison with legal section or EWS prosecution officer. Each local authority will have an agreed code of conduct in place to issue a fixed penalty notice. This process needs to be followed.

The legal aspects of attendance are looked at in Section 3 of this induction pack.

## Endings

As the relationship between EWOs and children and families is a professional one, endings are inevitable, so they should be discussed and prepared for. They should be managed carefully and effectively to ensure any successes are owned by the child and family and can be maintained.

The way that the end of an engagement is managed can make the difference between success and failure. Children and families need to feel that it is their journey that they have completed and that they are empowered to carry on. If they feel that the EWO was the person directing their journey then they will be less likely to be able to cope after the contact has ended.

In practice, when an engagement is ended may be influenced by a range of factors, including local protocols and caseload practicalities. EWOs may not always be in a position to make an impartial decision on when is the ideal point to exit from an engagement. However, the management of this element in an engagement is very important and can often be critical in ensuring any success is sustained.



### Activity 2.11 Case working in your area

Working on your own or with the support of a colleague, investigate and find out all you can about the following in your area:

- The range of assessments used and the processes to support them.
- The approach to planning and any formats used.
- How cases are monitored and reviewed.

## 2.h Keeping yourself safe when lone working and home visiting



Read the All Wales Attendance Framework – exemplar materials items 4.1 and 4.2 (contained on the CD Rom that accompanies the file).

- Exemplar 4.1 provides guidance on personal safety and lone working, including:
  - Rationale for visit
  - Home visit procedure
  - Management of risk
  - Pre visit check
  - Personal safety check
- Exemplar 4.2 provides a format for a basic individual risk assessment.



Additional practical advice is outlined below (adapted from Rhondda Cynon Taff's EWS handbook).

Circumstances can change and visiting a private home one-day can appear perfectly safe, visiting another day may be very different. Therefore, all staff must remain constantly vigilant and follow some basic precautionary procedures when visiting private homes.

### **Pre-visit**

- Use all available information to inform yourself, including the referral (any known history of family violence or aggression is expected to be made clear upon referral).
- An individual risk assessment should be considered before making any home visits, particularly for initial visits.
- Make arrangements to 'pair up' when making potentially high-risk home-visits, or alternatively a meeting could be arranged at another location, such as the school.
- Ensure that your mobile phone is fully charged, has a signal and is on, and someone knows when you are entering and when you leave.
- Ensure that you have adequate travel arrangements to and from the visit.

### **Before entering the property**

- Ensure that you have adequate two-way communication between you and your team. Text the office mobile phone with the address of the property you are about to enter.
- Dress appropriately, including sensible shoes.
- Park your car facing your way out of the street.
- Try not to burden yourself with bags and baggage.
- Introduce yourself, explain the intention of your visit and display your ID.

- If you are uneasy (regarding the client, the situation, evidence of violence, drugs, alcohol, animals etc.) **do not enter**. You can arrange a visit accompanied by a colleague or at another venue.
- **Do not** enter a home when a pupil is alone. If you feel that the pupil is at risk, e.g. too young to be left alone, please contact your team leader for advice or make a call to the local police station/social service office.
- If unconnected parties are present when calling, offer to visit when the relevant person/s is/are available.

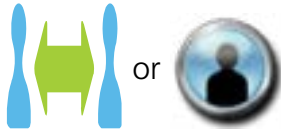
### Once entered a property

- If there is verbal abuse and the situation is making you feel uncomfortable, make an excuse and leave.
- Try to remain close to your nearest safe exit in case of an emergency.
- Be prepared for a 'bad reaction' and be aware of your response.
- Put your client at ease – enabling problems to be discussed openly truthfully.
- Listen carefully. Avoid leading questions.
- Do not pretend to have knowledge of a subject that you know little or nothing about. If asked questions that you don't have an accurate/reliable answer for, offer to make enquiries to obtain the correct answer or refer to a person/agency with specialist knowledge.
- Show respect for people and property. Leave premises as found when entered – close gates behind you etc.
- Remember, if you make a visit to a family "out of hours" you must notify your line manager or another colleague before your visit and when you leave.

### Post-visit/End of the working day

- Follow local procedures to inform the appropriate person when you are out of the property.
- Should you have an unpleasant experience e.g. receive verbal abuse or aggressive behaviour from a parent during your visit, you must report the matter immediately to your line manager and complete the appropriate incident form.





### **Activity 2.12 Investigating local procedures**

Working on your own or with the support of a colleague, investigate and find out all you can about:

- local checklists and procedures for lone working
- local checklists and procedures for home visiting
- local checklists and procedures health and safety risk assessments
- the information that schools can share about the risks of visiting families they know
- any other sources of information from other departments in the council about risks e.g. some areas keep a 'potentially hazardous contacts' list that can inform home visits if the family is already known to other services.



### **Shadowing activity 2.13 Home visits**

- Identify a colleague who is about to undertake a home visit.
- Ask them to talk you through any specific local guidance and procedures for home visits.
- Shadow them through the process of planning, risk assessing, undertaking writing up the home visit.
- Make notes on how they ensure the visit is both safe and effective.

## Section 3: Legal powers to secure regular school attendance








### Section 3 overview

#### Aims of section 3

By the end of this section, you should:

- know the key legislation and guidance that applies to school attendance
- understand your role in using legislation to support regular school attendance

#### Elements of section 3

Topic	Method	Time estimate
3.a: Understanding legal powers to secure regular school attendance		1 hour
		30 minutes
		30 minutes
		4 hours
		At least a day
3.b: Fixed penalty notices		1 hour
		1 hour

### 3.a Understanding legal powers to secure regular school attendance



Read the All Wales Attendance Framework – pages 13 to 40: paragraphs 56 to 219 – which look at legal powers to secure regular school attendance in Wales.



#### Activity 3.1 Legal powers to secure regular attendance 'quiz'

Having read the legal section of the All Wales Attendance Framework, try to answer each of the following questions, without looking them up. Check your answers at the end. Alternatively, you could do this with a colleague to see who gets the most correct answers first time around.

1. If a child lives with, and is looked after, by someone who is not a relative, are they considered to be a parent in education law?
2. Section 436A of the Education and Inspections Act 2006 (commenced in 2009) requires local authorities to do what?
3. Which Sections of which Act provide the legislative basis for School Attendance Orders?
4. How many days do parents have to comply with a School Attendance Order?
5. Which Order makes the local authority responsible for advising, supporting and giving directions to parents to ensure their child is properly educated?
6. What are the main differences between Section 444(1) and Section 444(1A) of the Education Act 1996?
7. Can a parent be compelled to enter into a parenting contract?
8. Can a parent be compelled to enter into a parenting order?
9. Which service provides general guidance on and when a prosecution is likely to be appropriate?
10. Which 1984 Act should you make sure you comply with before asking any questions in an interview relating to a potential prosecution?



### Activity 3.2 Short scenarios on legal powers

Use the following case studies as the basis for a discussion with a colleague or manager about the use of legal powers in your area.

#### Hayley

Hayley's parents applied for a place at their preferred secondary school, but were not successful. The school is very popular and Hayley did not attend one of the feeder primary schools. Hayley has been offered a place at another local school where most of her friends will go, but the family are refusing to accept this place. They have said that the school they have been offered is not academic enough for Hayley and they are concerned she will be bullied. They have been to appeal and lost. It is mid-September and Hayley is still not registered at any secondary school.

#### Michael

Michael is nine and has unauthorised absence levels of 30% for the last term. You have been working with the school to try to improve this but have so far been unsuccessful and the situation has worsened recently. His dad has not been co-operative to date and says there is nothing he can do to get Michael to school if he doesn't want to go. Michael's mum died 3 years ago and dad works shifts. There are two older brothers.

#### Sian

Sian is 7 and lives with her gran. Her gran has recently been prosecuted under Section 444(1) for failing to ensure Sian attends school regularly. This prosecution followed a long process of working closely with gran and Sian to try to improve the situation, without success.



### Activity 3.3 Exploring paperwork and reporting relating to legal proceedings

Working with a more experienced colleague:

- access and discuss your role within the LA prosecution policy
- explore examples of all relevant paperwork and reporting with regard to legal proceedings and clarify your role in any process
- explore completed examples of paperwork and reports and discuss their strengths, as well as how they could be improved. Try to cover examples that relate to as many of the following as possible:

- School Attendance Orders
- Education Supervision Orders
- Section 444(1) and or 444(1A)
- Parenting Contracts
- Parenting Orders



### Shadowing activity 3.4 Legal duties

- Identify a colleague who is about to be a part of legal proceeding.
- Firstly ask them to familiarise you with your local prosecution protocol and the format for your EWS witness statements.
- Shadow them through the proceedings.
- Try to include the following – as appropriate to your role:
  - Direct work with the parents
  - Reporting
  - Working with other officials
  - Attendance at court

### 3.b Fixed penalty notices



The Education (Penalty Notices) (Wales) Regulations came into force from September 2013. Penalty notices are one option among a number of different interventions available to promote better school attendance. The penalty notice measures aim to support local authorities and schools in ensuring parents/carers fulfil their responsibilities of making sure their children regularly attend school.

*'Guidance on penalty notices for regular non-attendance at school'* (Welsh Government Guidance document no: 116/2013, issued September 2013) covers the use of fixed penalty notices for regular non-attendance at school.

In summary:

- Local authorities are required to implement a local code of conduct for the use of penalty notices.
- Once a code of conduct is in place schools will be required to update their appropriate attendance policies.



The guidance document can be accessed from [www.wales.gov.uk/topics/educationandskills/schoolhome/pupilsupport/inclusionpupilsupportguidance/penalty-notice-for-regular-non-attendance/?lang=en](http://www.wales.gov.uk/topics/educationandskills/schoolhome/pupilsupport/inclusionpupilsupportguidance/penalty-notice-for-regular-non-attendance/?lang=en)



### **Activity 3.5 Fixed penalty notices**

- Read '*Guidance on penalty notices for regular non-attendance at school*'.
- Discuss with your manager and clarify how this is implemented in your EWS and what your role will be.

## Section 4: Attendance data









### Section 4 overview

#### Aims of section 4

By the end of this section, you should:

- understand the requirements relating to registration and attendance monitoring
- know how to analyse attendance data
- know your role in analysing attendance data and using it to promote attendance

#### Elements of section 4

Topic	Method	Time estimate
4.a: Registration and attendance monitoring		30 minutes
		At least a day
4.b: Attendance data analysis		30 minutes
		1 hour
		30 minutes
		3 hours
		30 minutes
		2 hours

## 4.a Registration and attendance monitoring



Read the All Wales Attendance Framework – page 4: paragraphs 27 to 30 – which present an introduction to the schools attendance register.



Every member of the school community has a part to play in securing full attendance. First and foremost, they should create a climate in which all pupils are welcomed, feel safe and are supported when they attend school. EWOs have an important strategic role to play in supporting schools to promote whole school attendance, and recording and monitoring attendance play a big part in this. There are set regulations that govern attendance registers which all schools must keep.

**The schools role** – Registration and attendance monitoring is the responsibility of the school, but some key points are pulled out below:

- A register must be taken at the start of every morning session and during every afternoon session that they are open to pupils, not at the end of the morning session or during the break between the morning and afternoon sessions.
- If there is an absence, the register must show if the absence was authorised or unauthorised. Authorised absence is where the school has either given approval in advance or has accepted an explanation offered afterwards as satisfactory justification for absence. Parents cannot authorise absence.
- Schools must have procedures that are consistently applied for authorising, chasing up explanations and absence.
- Information from registers should be used to help reduce unnecessary absence.
- Registers may be manual or electronic.
- Schools must notify the local authority if a pupil attends irregularly or is continuously absent without authorisation for ten or more days.

Absence should be addressed early through discussion between the pupil and the teacher responsible for their registration. Schools can undertake a range of actions to overcome attendance problems. These will depend on the child and their circumstances and will involve working closely with the parents.

Where intervention at the school-level fails to bring about an improvement in school attendance, a referral to the EWS must be made. The types of actions to be taken at the school-level and the trigger for referral to the EWS should be set through negotiation between the school and the EWS.



**The EWO's role** – EWOs will need to work with their schools to ensure effective registration processes are in place and that staff understand and can use registration coding effectively.

There is a statutory responsibility for schools to make registers available to LAs to inspect (the Education (Pupil Registration) (Wales) Regulations 2010). EWOs will be asked to check registers on a regular basis and work with the school to build a picture of emerging patterns and put actions in place to make improvements.



Read the All Wales Attendance Framework – Section 3, pages 4 to 10: paragraphs 15 to 35 – which look at how schools might use registration procedures and the data it generates to improve attendance.



#### **Shadowing activity 4.1 Registration procedures**

- Shadow a colleague(s) when they are working with schools to inspect their register
- Familiarise yourself with the registration procedures of two schools, preferably a primary and a secondary school, and including a school which uses electronic registration.
- For each school, identify the two greatest strengths of its registration procedure, as well as identifying one way in which the procedure could be improved.
- For the two schools, investigate how they undertake each of the following and then suggest three improvements that could be made to their procedures:
  - Ensuring staff follow the registration procedure consistently
  - Making use of the data from registration
  - Implementing a first day contact system
  - Raising the profile of attendance
  - Involving parents
  - Targeting support.
- After this, undertake a supervised register inspection of your own.

## 4.b Attendance data analysis



Read the All Wales Attendance Framework – Section 1, pages 41 to 52: paragraphs 220 to 241 – which cover attendance data analysis.



### Activity 4.2 Familiarising yourself with register codes

Investigate and then answer the following questions:

- When would code R be used?
- Give examples of when it would be appropriate to use code C?
- What advice would you give a school around the use of code N?
- When would the Y code be used?
- If a pupil is known to be dual registered and present at another school (out of area) how should this be recorded in the register?
- If a young person receives a custodial sentence from the courts whilst still at school, when can they be deleted from the register?



In 2012/13, the Welsh Government developed the 'Attendance Analysis Framework' for use by local authorities. The framework sets out a standardised approach to attendance and behaviour data analysis and is intended to identify systematic problems in schools and local authorities. The analysis provided to local authorities contains a 'traffic light' assessment of their performance, when compared with other schools and authorities in Wales. The framework was developed in consultation with local authority data, the EWS and school improvement officers, and is intended to identify systematic problems in schools and local authorities and ways in which these might be addressed.

### Types of Absence

All (or 'overall') absences comprise of those which are authorised and unauthorised:

- An **authorised absence** is an absence with permission from a teacher or other authorised representative of the school. This includes instances of absence for which a satisfactory explanation has been provided, e.g. illness, family bereavement or religious observance.
- An **unauthorised absence** is an absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences.

**Persistent absentees** are the pupils who have been absent for at least 20% of the possible sessions for the year. A session is half a school day.

### Absence figures for Wales – 2012/13

**Note: These figures are provided as an example but will need to be updated on a regular basis. Use the links below to access the most up to date statistics.**

The statistical releases 'Absenteeism from Primary Schools, 2012/13' (published December 2013) and 'Absenteeism from Secondary Schools, 2012/13' (published September 2013) showed the following figures:

- The rate of overall absence from maintained primary, special and independent schools was 6.3 per cent in 2012/13. This was an increase of 0.2 percentage points from the previous year. The rate of unauthorised absence was 0.9 per cent.
- Illness accounted for 56.9 per cent of absence from maintained primary schools in 2012/13.
- The rate of overall absence from maintained secondary, special and independent schools was 7.4 per cent in 2012/13. This was a decrease of 0.5 percentage points from the previous year. The rate of unauthorised absence was 1.3 per cent.
- Illness accounted for 59.0 per cent of absence from maintained secondary schools in 2012/13.
- 2.4 per cent of pupils in maintained primary schools were persistent absentees in 2012/13, a decrease of 0.2 percentage points from the previous year. They were responsible for 10.6 per cent of half-day sessions missed.
- 6.2 per cent of pupils in maintained secondary schools were persistent absentees in 2012/13, a decrease of 1.0 percentage points from the previous year. They were responsible for 26.8 per cent of half-day sessions missed.
- Overall absence was the same for boys and girls in maintained primary, special and independent schools in 2012/13. Unauthorised absence was slightly lower for girls than for boys.
- Overall absence was 0.3 percentage points higher for girls than for boys at maintained secondary, special and independent schools in 2012/13. Unauthorised absence was the same for boys and girls.
- Data received from schools suggest that there may be a relationship between the proportion of pupils entitled to free school meals and the rate of overall absence. In general, schools with a higher proportion of pupils entitled to free school meals have higher absenteeism rates. Free school meals are provided to pupils in low income households which suggests there may be a correlation between deprivation and pupil absence.

- Pupils in Year 11 in maintained secondary schools had a higher rate of overall absenteeism in 2012/13 than other year groups.
- In maintained primary schools in 2012/13, pupils with statements of special educational need had a higher rate of authorised absence than pupils with any other special educational need status. In maintained secondary schools pupils with School Action Plus had the highest rate of authorised absence.
- Traveller and Gypsy/Roma pupils had the highest rates of overall absenteeism in both maintained primary and secondary schools in 2012/13.



Schools statistics, including attendance, can be accessed from [www.wales.gov.uk/topics/statistics/theme/schools/?lang=en](http://www.wales.gov.uk/topics/statistics/theme/schools/?lang=en)

The Welsh Government's 'My Local School' site provides a wide range of data, including attendance data, on individual schools across Wales: [www.mylocalschool.wales.gov.uk/index.html?lang=eng](http://www.mylocalschool.wales.gov.uk/index.html?lang=eng)

The All Wales Core Data Sets provide schools and local authorities with sets of comparative performance and contextual analyses. They enable a consistent approach towards the evaluation of performance in Wales and support schools and local authorities in driving school improvement. These can be accessed, with a suitable log in, via the schools' portal at [www.schoolportalwales.org.uk/Default.aspx](http://www.schoolportalwales.org.uk/Default.aspx)

Examples of the kind of data contained within the All Wales Core Data Sets can be accessed from Learning Wales. This website has a range of information relating to understanding and appreciating school data. It is written from a teacher's perspective but has information that is of use for education welfare staff as well. [www.learning.wales.gov.uk/learningpacks/mep/module1/schooldata/?lang=en](http://www.learning.wales.gov.uk/learningpacks/mep/module1/schooldata/?lang=en)



### **Activity 4.3 Analysing attendance data and using it to promote whole school attendance**

- Working with a colleague or manager, access a set of attendance data for a school you work/will work with, across a whole year, and preferably a school that needs to make improvement in its attendance.
- Analyse the data and come up with what you think are the three most important things that the data tells you about attendance at this school.
- What are the patterns and trends within the school i.e. from one year group to another/from one teacher or subject to another/different points in the term etc?

- For each of your three issues, come up with a plan of action (covering one term) which details what you could do as an EWO to support this school to improve its attendance.
- Summarise what the data has taught you.
- Discuss what you would share, with whom and how you would make sure the sharing was effective in supporting improvements.



#### **Activity 4.4 Analysing individual attendance**

- Look at the attendance summary for an individual pupil given on the next page.
- Describe what this summary tells you about the attendance of this pupil.
- What actions might you take to make improvements?



#### **Activity 4.5 Self-evaluation framework**

- With your manager, discuss the self-evaluation framework on pages 48 to 52 of the All Wales Attendance Framework.
- Work through each of the 5 sections and discuss, realistically, where your LA is with each.
- What evidence is there to support your decision?
- What can the EWS do to help the LA make improvements?

**Attendance Summary Prepared on 3 DEC 2013**

(Approved Ed. Activity counts as Present)

Name		Address										Telephone : Not Known	
Year Group	:2	Class : Class 3											
Date of Birth													
Week Commencing	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total Absence	% Absence	Auth Absence	% Absence	Unauth Absence	Total Late
02 Sep 2013	#	G	G	G	G	G	#	8	0.00	0.00	100.00	0	
09 Sep 2013	/	U	/	/	/	/	#	1	90.00	0.00	10.00	1	
16 Sep 2013	/	U	/	/	/	/	#	1	90.00	0.00	10.00	1	
23 Sep 2013	U	U	/	/	/	/	#	2	80.00	0.00	20.00	2	
30 Sep 2013	/	O	O	/	/	/	#	4	60.00	0.00	40.00	0	
07 Oct 2013	/	/	/	/	/	/	#	0	100.00	0.00	0.00	0	
14 Oct 2013	/	/	/	/	/	/	#	0	100.00	0.00	0.00	0	
21 Oct 2013	/	/	/	/	/	/	#	0	100.00	0.00	0.00	0	
28 Oct 2013	#	#	#	#	#	#	#	0	HOLIDAY	0.00	0.00	0	
04 Nov 2013	/	/	/	O	O	O	#	4	60.00	0.00	40.00	0	
11 Nov 2013	/	I	/	/	/	/	#	2	80.00	20.00	0.00	0	
18 Nov 2013	I	I	I	U	/	/	#	7	30.00	60.00	10.00	1	
25 Nov 2013	/	/	O	O	O	O	#	6	40.00	0.00	60.00	0	
02 Dec 2013	O	O	N	*	*	*	#	3	0.00	0.00	100.00	0	
<b>Sessions</b>								38	81	8	30	5	
<b>%</b>								31.93	68.07	6.72	25.21	4.20	

Action to be taken by --- Date ---

Absence codes recorded as Authorised are : C, E, F, H, I, M, R, S, T  
 Absence codes recorded as Unauthorised are : G, N, O, U

## Section 5: Policy and procedure








### Section 5 overview

#### Aims of section 5

By the end of this section, you should:

- understand the content of key local policies and procedures
- know your role in implementing key local policies and procedures
- understand aspects of the wider role of education welfare

#### Elements of section 5

Topic 	Method	Time estimate
5.a: School attendance policy		10 minutes
		30 minutes
		2 hours
		5 minutes
5.b: Procedures for non-attendance		5 minutes
		2 hours

5.c: Safeguarding and child protection procedures	 	2 hours
		2 hours
5.d: Employment and performance		30 minutes
		30 minutes
5.e: Truancy sweeps		15 minutes
		1 hour
5.f: Other topics to consider		20 minutes
		1 day

## 5.a School attendance policy



Read the All Wales Attendance Framework – page 5: paragraph 31 – which presents an introduction to the school attendance policy. Also read section 3, page 2 and 3: paragraphs 6 to 14, which look at key components of an attendance policy.





Look at section 3 and 4 (including the annexes) of Inclusion and Pupil Support guidance which focus on attendance. Inclusion and Pupil Support guidance can be accessed from [www.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance/?lang=en](http://www.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance/?lang=en)



### Activity 5.1 Exploring a school attendance policy

- Access an attendance policy from one of your local schools – preferably a school that you already/will work with.
- Scrutinise the policy using the ‘schools attendance policy’ bullet points given in the All Wales Attendance Framework, page 5: paragraph 31.
- For each bullet point ‘score’ the attendance policy using the following scale
  - 1 = The policy does this very well
  - 2 = The policy does this to some extent but could be improved
  - 3 = The policy does not really do this at all
- For example, the first bullet point says, the policy should ‘*give a high priority to attendance and punctuality*’. If you think there is good evidence that the policy you are looking at gives high priority to attendance and punctuality then score that bullet as a 1. If the policy does not mention the importance of attendance and punctuality score it a 3, etc.
- Come up with four ways in which improvements could be made to the attendance policy you are looking at. Points made in the All Wales Attendance Framework, Section 3, page 2, 3 and 6 to 14 may give you some ideas.
- How might you approach and work with the school to implement your suggested improvements?



### Roles and responsibilities relating to attendance policy

- EWOs will need to be fully conversant in the attendance policy of all schools they work with (in some cases there are common policies across a LA area).
- The head teacher is responsible for the operational management of the attendance policy. Senior management and all teaching staff should work to raise the level of enjoyment and commitment to learning among pupils.

- Pastoral or support staff should follow up individual pupils and analyse attendance data to identify trends for individual pupils, classes or year groups which can then enable the school, working with their EWO, to target their efforts.
- Action should be taken by the school to improve a pupil's attendance before a referral is made to an EWO for additional support.
- Schools should work closely with the EWS to establish a clear protocol for referral.

## 5.b Procedures for non-attendance



Read the All Wales Attendance Framework – page 11 – which presents a procedure for non-attendance.



### Activity 5.2 Procedures for non-attendance

- Ask an experienced colleague to talk through a selection of their previous and/or current cases that illustrate how the procedure for non-attendance has been followed.
- Ask them to share examples that illustrate different levels, and issues i.e. a case that:
  - involved medical reasons
  - was resolved by just EWO strategies
  - required the EWO to work with pastoral support
  - needed a warning letter
  - led to legal action

## 5.c Safeguarding and child protection procedures

**Note: It is important that all new staff have access to child protection training appropriate to their role as soon as possible. Child protection is not covered in any detail in this induction pack as it will need to be delivered by suitably qualified people on a local basis.**



Read the All Wales Attendance Framework – page 53: paragraphs 243 to 247 – which provide an introduction to safeguarding and child protection.



The All Wales Child Protection Procedures can be accessed from [www.awcpp.org.uk](http://www.awcpp.org.uk)

Revised guidance on Safeguarding Children in Education in Wales is being developed and is expected to be published in 2015. For details see: [www.wales.gov.uk/consultations/education/revised-guidance-on-safeguarding-children-in-education/?lang=en](http://www.wales.gov.uk/consultations/education/revised-guidance-on-safeguarding-children-in-education/?lang=en)



### Activity 5.3 Child protection procedures

Remember – you will also need to access specific safeguarding/child protection training in your area to fully understand your roles and responsibilities.

Access a copy of the child protection procedures for your local authority as well as any specific procedures for the schools you will work with. Familiarise yourself fully with the procedures. The questions below might help you to think about what you need to do.

- What is your role within the procedures, at the LA level and school level?
- Who is the designated lead member of staff in each school?
- Who do you need to refer to if making a referral yourself?
- Who can you go to for advice and support in relation to safeguarding and child protection?

## 5.d Employment and performance



Read the All Wales Attendance Framework – pages 54 to 59: paragraphs 248 to 253 – which provide details covering regulations on employment and performance licences for children and young people.



### Activity 5.4 Employment and performance 'quiz'

Having read the appropriate section of the All Wales Attendance Framework, try to answer each of the following questions without looking them up. Check your answers at the end. Alternatively, you could undertake this with a colleague to see who gets the most correct answers first time around.

1. What is the minimum age to work part time?
2. Can children of compulsory school age be employed to work in a commercial kitchen?
3. How many hours in total can a 15 year old work on a school day?
4. Which Act contains the main provisions governing children's employment?
5. From what age does the minimum wage apply?
6. Which Regulations cover children who take part in performances?
7. How many hours of educational input must an 8 year old receive, per school day, when involved in a broadcast performance?
8. Can children of compulsory school age be employed to work in riding stables?
9. What is the earliest time of day from which children can be involved in a non-broadcast performance?
10. How many hours can a 14 year old work on a Saturday?

### 5.e Truancy sweeps



Read the All Wales Attendance Framework – pages 61 to 71: paragraphs 267 to 303 – which provide details covering truancy sweeps.



#### Activity 5.5 Procedures for truancy sweeps

- Ask an experienced colleague to talk through local procedures for the set up and running of a truancy sweep.
- Find out what were the main issues and things learnt from the last truancy sweep.
- Find out when the next truancy sweep is likely to be and what your role would be.

## 5.f Other topics to consider



Read the All Wales Attendance Framework – pages 60 and 61: paragraphs 254 to 266 and pages 72 to 82: paragraphs 304 to 356 – which provide information relating to the following topics:

- Children missing education
- Gypsy Traveller children
- Child and Adolescent Mental Health Services
- Pupils with ALN
- Youth Offending Service
- Family holiday during term time (see The Education (Pupil Registration) (Wales) Regulations 2010 Section 7)
- Extended overseas trips
- Absence for medical reasons
- Looked After Children
- Elective Home Education
- Advocacy
- Unlawful exclusions
- Confidentiality and complaints



### Activity 5.6 Other topics to consider

- Working with an experienced colleague, find out all you can about the topics listed above, as they relate to your local authority and the schools in which you work.
- Write a summary of your role in relation to each of the topics.

## Section 6: Supervision and ongoing development





### Section 6 overview

#### Aims of section 6

By the end of this section, you should:

- understand what is meant by supervision
- have planned for your ongoing development

#### Elements of section 6

Topic	Method	Time estimate
6.a: Supervision		30 minutes
		2 hours
6.b: Planning for your ongoing development		30 minutes
		2 hours

### 6.a Supervision



Supervision is an important part of the development, safety, stress management and reflective practice of all staff within the EWS. Each area will have its own specific arrangements with regard to supervision, but it is important for all staff to understand some key elements about supervision.

#### The role of supervision

- Monitoring work tasks and workload.
- Supporting staff through difficulties.
- Promoting staff development.
- Acting as mediator between workers and higher management, where necessary.

- Problem solving.
- Ensuring legal and organisational requirements and policies are adhered to.
- Promoting teamwork and collaboration.

*Neil Thompson, 2007*

### **Features of effective supervision**

- All staff have the right to receive high quality supervision.
- The quality of supervision is critical to the quality of service delivery.
- All staff are responsible for the quality of their own work and, to that end, should prepare for and make a positive contribution to the supervisory process.
- Supervision should be recorded, with decisions about individual cases noted on case records.
- Supervision provides an opportunity to challenge assumptions and judgements about cases and to agree action plans.
- Senior managers have a responsibility to promote good supervision by implementing a supervision policy and ensuring training is provided for those conducting supervision.
- A mechanism for ensuring quality and compliance should be in place to ensure that relevant policy and guidance is followed.
- Your organisation should have a clear policy on supervision.

### **Supervision policy and agreement**

All organisations should have a supervision policy which sets the mandate for supervision to be conducted and states its scope and application in terms of which staff and frequency etc.

A supervision agreement, or contract, should cover the following, as a minimum, as all are clear on expectations:

- Overall purpose
- Equality issues
- Confidentiality
- Timing
- Review
- Cancellation agreement
- Where
- Preparation
- Recording



## Activity 6.1 Supervision

- Working with your manager, prepare for and undertake a supervision session.
- The session might focus on reflecting on your supervision and planning for your next development steps.

### 6.b Planning for your ongoing development



It is important you take your learning from this induction and build on it over the coming months and years. There are many formats available to help you plan for your ongoing development and your local authority may have one that they favour. If so, use the local format. Below is a suggested format you may choose to use if you have not been provided with a format locally.

Remember that whatever format you use, good planning for ongoing development:

- starts from where you are now
- prioritises the actions you and others need to take
- has realistic targets
- focuses on the skills and knowledge needed by your service
- considers how best to help you develop as an individual
- uses a variety of methods, including self-directed research, shadowing and training.

#### A sample personal development plan

**My strengths in my job are:** Areas that you feel you are good at, e.g. building relationships, managing boundaries, analysing data.

**My weaknesses in my job are:** These are the areas you feel less secure about or would like to learn more about. You may identify a weakness as a training need. Again, examples can range from IT skills to issues such as dealing with difficult situations.

**Over the induction period I have become more confident at:** For example, you are now more confident in your legal knowledge.

**Over the induction period I have been particularly helped by:** Any training, reading, meetings.

**Over the next three months I would like to:** What do you intend to learn about in the next three months, e.g. understand more about the law, practice data analysis etc.



**Over the next 12 months I would like to:** As above, but with a longer term focus, e.g. attend an accredited training course.

Examples of a few completed objectives ...

Objective	Action	Resources	When
To be confident in my role in relation to child protection	Attend local child protection training	Local authority training team	Within two months
To deal more effectively with difficult situations	Shadow an experienced colleague	Colleagues	Complete within three months
To be more confident with IT	Undertake reading; set aside time for practice; investigate online courses	Colleagues; online training packages	Within 6 months



### Activity 6.2 Planning for your development

- Working with your manager, discuss and then write your own personal development plan.

A blank personal development plan format is provided on the next page.

## A personal development plan

Name: \_\_\_\_\_

Job title: \_\_\_\_\_

Date: \_\_\_\_\_

My strengths in my job are:

My weaknesses in my job are:

Over the induction period I have become more confident at:

Over the induction period I have been particularly helped by:

Over the next three months I would like to:

Over the next 12 months I would like to:

Objective	Action	Resources	When

## Appendix A: Legislation, policy and guidance – UK and Wales

Date	Title	Brief summary and links
1989 & 2004	The Children Act	<p>This covers family proceedings, local authority support, care and supervision, protection of children, community homes, voluntary homes and voluntary organisations, registered children's homes, private arrangements for fostering children, child minding and day care, and the Secretary of State's supervisory functions and responsibilities. A full copy of the 1989 Act can be found at <a href="http://www.legislation.gov.uk/ukpga/1989/41/contents">www.legislation.gov.uk/ukpga/1989/41/contents</a></p> <p>The 2004 Act builds on this, with some elements applying solely to Wales. It makes some provisions relating to the Children's Commissioner for Wales, giving him new powers to enter premises, other than private homes, to interview children in relation to issues connected to his functions of reviewing and monitoring arrangements by the National Assembly for Wales and others.</p> <p>A useful summary of the Act and how it applies in Wales can be found at <a href="http://www.childreninwales.org.uk">www.childreninwales.org.uk</a> and a full copy of the 2004 Act can be found at <a href="http://www.legislation.gov.uk/ukpga/2004/31/contents">www.legislation.gov.uk/ukpga/2004/31/contents</a></p>
1989 (ratified in UK in 1991 and came into force in the UK in 1992)	United Nations Convention on the Rights of the Child (UNCRC)	<p>The basic premise of the UNCRC is that children (all human beings below the age of 18) are born with fundamental freedoms and the inherent rights of all human beings but with specific additional needs because of their vulnerability'. The UNCRC makes children the holders of over 40 fundamental rights while respecting individual traditions and cultures in child care. The UNCRC contains 54 sections or 'Articles'. The Articles provide a complete framework of standards, principles and implementation guidance tailored to the specific needs of childhood. Together these articles provide, for the maximum possible, children's survival and development. For full details of the Articles, see <a href="http://www.uncrcletsgettright.co.uk/documents/UNCRC%20Poster%20(English).pdf">www.uncrcletsgettright.co.uk/documents/UNCRC%20Poster%20(English).pdf</a></p> <p>There is a useful website, funded by the Welsh Government, which is designed to help practitioners, parents, children and young people develop their understanding of children's rights and the UNCRC. The website also includes access to training materials which can lead to a qualification on the UNCRC – <a href="http://www.uncrcletsgettright.co.uk">www.uncrcletsgettright.co.uk</a></p>

<sup>1</sup> Adapted from [www.childrensinwales.org.uk](http://www.childrensinwales.org.uk)

Date	Title	Brief summary and links
2004	Children and young people: Rights to Action (Policy)	<p>This outlines how the National Assembly for Wales has adopted the UN Convention on the Rights of the Child, translating it into seven core aims. This is the core policy for all children and young people's services in Wales, and all other policies and strategies must demonstrate how they contribute to the delivery of one or more of the seven core aims, which are:</p> <ol style="list-style-type: none"> <li>1. A Flying Start in Life – Children 0-3 years to be able to develop to their maximum potential</li> <li>2. A comprehensive range of education, training and learning opportunities</li> <li>3. The best possible health, free from abuse, victimisation and exploitation</li> <li>4. Play, leisure, sporting and cultural activities</li> <li>5. Treated with respect and have their race and cultural identity recognised</li> <li>6. A safe home and community</li> <li>7. Children and young people not disadvantaged by poverty</li> </ol> <p>Part of Rights to Action is an expectation that local agencies (and across LA boundaries) will take a joint approach to plan services together to make them as effective as possible. A full copy can be found at <a href="http://www.wales.gov.uk/docs/caecd/publications/090415rightstoactionen.pdf">www.wales.gov.uk/docs/caecd/publications/090415rightstoactionen.pdf</a></p>

Date	Title	Brief summary and links
2008	All Wales Child Protection Procedures	<p>The All Wales Child Protection Procedures<sup>2</sup> provide common standards to guide and inform child protection practice in each of the 22 LSCBs across Wales. They outline the framework for determining how individual child protection referrals, actions and plans are made and carried out. They are based on the principle that the protection of children from harm is the responsibility of all individuals and agencies working with children and families, and with adults who may pose a risk to children. Partnership working and communication between agencies is identified as key in order to identify vulnerable children and to help keep them safe from harm and abuse.</p> <p>The revised Procedures include four All Wales Protocols for Safeguarding Children in Specific Circumstance:</p> <ol style="list-style-type: none"> <li>1. Handling complaints from families about the functioning of the child protection conference</li> <li>2. Safeguarding children in whom illness is fabricated or induced</li> <li>3. Safeguarding and promoting the welfare of sexually active young people</li> <li>4. The protection of children from abuse via information technology</li> </ol> <p>In line with the Children Act 2004, each LSCB will have a key role and responsibility for ensuring that the revised All Wales Child Protection Procedures are fully implemented in their areas. They will also have to monitor their effectiveness.</p> <p>The procedures can be found at <a href="http://www.awcpp.org.uk">www.awcpp.org.uk</a></p>

<sup>2</sup> Adapted from [www.awcpp.org.uk](http://www.awcpp.org.uk)

Date	Title	Brief summary and links
2008	Safeguarding Children in Education (Guidance)	<p>This guidance sets out the responsibilities of Welsh local authorities, governing bodies of all maintained schools and further education institutions and proprietors of independent schools to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children and young people. It deals with all children and young people up to the age of 18. Its purpose is to help educational institutions to make sure they have effective systems in place to create and maintain a safe learning environment for children, identify where there are child welfare concerns and take action to address them and develop children's understanding, awareness and resilience through the curriculum. A copy of the guidance can be found at <a href="http://www.wales.gov.uk/dcells/publications/publications/circularsindex/2008/safeguardingchildren/safeguardingchildren-e.pdf?skip=1&amp;lang=en">www.wales.gov.uk/dcells/publications/publications/circularsindex/2008/safeguardingchildren/safeguardingchildren-e.pdf?skip=1&amp;lang=en</a>.</p>
2010	The Equality Act	<p>This provides a modern, single legal framework with clear, streamlined law to more effectively tackle disadvantage and discrimination. It simplifies, strengthens and harmonises the current legislation to provide Britain with a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society. A useful summary of the Act can be found at <a href="http://www.equalityhumanrights.com/legal-and-policy/equality-act/what-is-the-equality-act/">www.equalityhumanrights.com/legal-and-policy/equality-act/what-is-the-equality-act/</a> and a full copy can be found at <a href="http://www.legislation.gov.uk/ukpga/2010/15/contents">www.legislation.gov.uk/ukpga/2010/15/contents</a></p>
2010	Children and Families (Wales) Measure	<p>This makes statutory provision to take forward the Welsh Government's commitment to tackle child poverty. It makes statutory provision with regards to play and participation, childminding and daycare regulations and also Integrated Family Support Teams. A full copy can be found at <a href="http://www.legislation.gov.uk/mwa/2010/1/contents">www.legislation.gov.uk/mwa/2010/1/contents</a></p>

Date	Title	Brief summary and links
2011	Education Act	<p>This introduced a number of measures, including removing duties on schools and local authorities to give them greater freedom to decide how to fulfil their functions; extending the Academies Programme by introducing academies for 16 to 19 year olds and alternative provision academies; changing school accountability, with more focused inspections and wider powers to intervene in under-performing schools.</p> <p>In relation to Wales specifically, the Act provided the National Assembly for Wales with additional legislative powers in the following areas:</p> <ul style="list-style-type: none"> <li>• Professional standards – including training, professional development, performance management and qualifications</li> <li>• Professional conduct, recruitment, disciplinary proceedings, registration and the required levels of health and fitness for teachers and the wider education workforce</li> <li>• Accreditation of providers of training for teachers and the wider education workforce</li> <li>• Funding of pre-16 education or training in Wales.</li> </ul> <p>A full copy of the Act can be found at <a href="http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted">www.legislation.gov.uk/ukpga/2011/21/contents/enacted</a></p>
2011	Education (Wales) Measure	<p>This put in place powers and duties to make collaboration commonplace in the education system, to improve school governance and to simplify the planning of school places in Wales. It makes provision to drive collaboration between local authorities, governing bodies of maintained schools and further education institutions (FEIs); gives local authorities a power to establish a federation of schools; train school governors and improve clerking of governing bodies; and prevent schools in the future from changing category so as to become foundation schools. The aim is help to embed collaborative models of service planning and delivery and support performance improvement within the education system in Wales. The Welsh Government suggests that the provisions are in the spirit of the School Effectiveness Framework.</p> <p>A full copy of the Measure can be found at <a href="http://www.legislation.gov.uk/mwa/2011/7/contents/enacted">www.legislation.gov.uk/mwa/2011/7/contents/enacted</a></p>

Date	Title	Brief summary and links
2011	Rights of Children and Young Persons (Wales) Measure	Wales is the first country in the UK to make the United Nations Convention on the Rights of the Child (UNCRC) part of its domestic law. This measure brings in a children's scheme which sets out the arrangements Welsh ministers must have in place to ensure they comply with the UNCRC. A full copy of the Act can be found at <a href="http://www.legislation.gov.uk/mwa/2011/2/contents/enacted">www.legislation.gov.uk/mwa/2011/2/contents/enacted</a>
2011	All Wales Protocol: Missing Children	This guidance applies to all children and young people up to the age of 18, including children who go missing who are living within their families and children who are looked after by the local authority who go missing from their placement (including children on remand). It is based on child-centred, inter-agency working, responsiveness and diversity principles and it sets out a process for responding when a child is considered 'missing', including when they are 'missing' looked after children or when they are 'missing' from home. A full copy of the protocol can be downloaded via <a href="http://www.childreninwales.org.uk">www.childreninwales.org.uk</a>
2011	Families First (Welsh Government Programme)	Introduced as part of the Welsh Government's Child Poverty Strategy, it is a programme designed to ensure better integrated support for families living in poverty. It focuses on changing the way services are delivered and it includes ensuring new ways of working, including a shared framework, across services for referral and assessment, a Team Around the Family (TAF) approach, local identification of need, a strategic approach to commissioning of services and a focus on families with a disabled child. Each local authority has a Families First Action Plan which is outcomes based. More information about Families First can be found at <a href="http://www.wales.gov.uk/topics/childrenyoungpeople/parenting-support-guidance/help/familiesfirst/?lang=en">www.wales.gov.uk/topics/childrenyoungpeople/parenting-support-guidance/help/familiesfirst/?lang=en</a>
2012	The Protection of Freedoms Act	This ended the vetting and barring scheme and created a new disclosure and barring service to oversee a scaled-back barring regime which focuses on roles working closely with vulnerable groups. A full copy of the Act can be found at <a href="http://www.legislation.gov.uk/ukpga/2012/9/contents/enacted">www.legislation.gov.uk/ukpga/2012/9/contents/enacted</a>



Date	Title	Brief summary and links
2012	Child Poverty Strategy for Wales (Policy)	<p>This sets out what the Welsh Government can do to help reduce child poverty. It focuses on three key objectives: To reduce the number of families living in workless households; to improve the skills of people living in low-income households so they can secure well-paid work; to reduce the inequalities in health, education and economic outcomes experienced by the poorest in our communities. The Strategy highlights the links with our Tackling Poverty Action Plan – with the Action Plan being the key mechanism for delivering the objectives we have set for tackling child poverty.</p> <p>A Revised Child Poverty Strategy is currently out to consultation and can be found at: English: <a href="http://www.wales.gov.uk/consultations/people-and-communities/revise-child-poverty-strategy/?lang=en">www.wales.gov.uk/consultations/people-and-communities/revise-child-poverty-strategy/?lang=en</a></p> <p>Welsh: <a href="http://www.wales.gov.uk/consultations/people-and-communities/revise-child-poverty-strategy/?skip=1&amp;lang=cy">www.wales.gov.uk/consultations/people-and-communities/revise-child-poverty-strategy/?skip=1&amp;lang=cy</a></p>
2013	School Standards and Organisation (Wales) Act 2013	<p>The Act legislates for intervening in schools causing concern, school improvement and school organisation. The Act also makes provisions on annual parents meetings, school-based counselling, Welsh in education strategic plans, primary school free breakfast initiatives and flexible charging for school meals.</p> <p>A full copy of the Act can be found at <a href="http://www.legislation.gov.uk/anaw/2013/1/contents/enacted">www.legislation.gov.uk/anaw/2013/1/contents/enacted</a>.</p>
2013	The Education (Wales) Act 2014	<p>This was passed by the National Assembly for Wales and received Royal Assent May 2014. It is a Welsh Government Act making provisions on the registration of teachers and other school staff, and the appointment of education inspectors and the Chief Inspector. This Act also gives ministers powers to standardise school term dates across Wales. It also changes the name of the General Teaching Council (GTC) to the Education Workforce Council. A full copy of the Act and an explanatory memorandum can be found at <a href="http://www.senedd.assemblywales.org/mgIssueHistoryHome.aspx?Ild=7186">www.senedd.assemblywales.org/mgIssueHistoryHome.aspx?Ild=7186</a></p>

Date	Title	Brief summary and links
2014	The Social Services and Well-being Act 2014	<p>The Social Services and Well-being Act strengthens existing safeguarding arrangements for children by placing on relevant partners a new "duty to report" where they have reasonable cause to suspect that a child is at risk. Partners including health, police, probation and youth offending teams will be required to inform the local authority where they have reasonable cause to believe a child to be at risk.</p> <p>Regulations and statutory guidance are being developed with the advice of the Safeguarding Advisory Panel which includes representatives with the relevant expertise, technical knowledge and practical experience to work with us on the detailed policy.</p>
2014	Children and Families Act	<p>This Act came into force in March 2014<sup>3</sup>. It provides the necessary legislation for a number of UK Government commitments relating to certain groups of vulnerable children. While much of the content of the Act relates to England only, some provisions also relate to Wales. These include:</p> <ul style="list-style-type: none"> <li>● Family justice – a number of provisions change the operation of the family justice system, as recommended by the Family Justice Review.</li> <li>● Flexible working and rights to leave and pay – including the legislative commitments made in the Government Response to the Modern Workplaces Consultation.</li> </ul> <p>The Act, Explanatory Notes and its progress through Parliament can be seen at <a href="http://www.services.parliament.uk/bills/2013-14/childrenandfamilies.html">www.services.parliament.uk/bills/2013-14/childrenandfamilies.html</a></p>

<sup>3</sup> Adapted from [www.childreninwales.org.uk](http://www.childreninwales.org.uk)

Date	Title	Brief summary and links
2014	The Anti-Social Behaviour, Crime and Policing Act	<p>The Act came into force on 13 March 2014 and replaces the Anti-Social Behaviour Act 2003. Previously there were 19 powers for dealing with anti-social behaviour – now there are six. These six powers are:</p> <ul style="list-style-type: none"> <li>● Injunction to prevent nuisance or annoyance which is a purely civil order and is available against individuals aged 10 or over.</li> <li>● Criminal Behaviour Order, which replaces the ASBO on conviction and the DBO on conviction and will be available in the Crown Court, magistrates' courts or the youth court.</li> <li>● Dispersal Powers which will enable officers to require a person who has committed, or is likely to commit, ASB to leave a specified area and not return for up to 48 hours.</li> <li>● Community Protection Notices, covering Community Protection Notices, Public Spaces Protection Orders and Closure orders.</li> <li>● Repossession of dwelling houses; and</li> <li>● Community Remedy/Community Trigger – The new Community Remedy will give victims of low-level crime and anti-social behaviour a say in the punishment of the offender out of court, whilst the Community Trigger will give victims of persistent anti-social behaviour the right to demand action where they feel that their problems have not been dealt with.</li> </ul> <p>The powers available in the 2003 Act for dealing with truancy have been removed.</p> <p>The Act can be found here:  <a href="http://www.services.parliament.uk/bills/2013-14/antisocialbehaviourcrimeandpolicingbill.html">www.services.parliament.uk/bills/2013-14/antisocialbehaviourcrimeandpolicingbill.html</a>  Guidance documents to accompany the Act can be found here:  <a href="http://www.gov.uk/government/publications/anti-social-behaviour-crime-and-policing-bill-anti-social-behaviour">www.gov.uk/government/publications/anti-social-behaviour-crime-and-policing-bill-anti-social-behaviour</a></p>

## Appendix B: Other services you may work with

Professional titles and service deliverables can be difficult to find out about, particularly if you're new to the EWS. This appendix explains what different services offer and what different professionals within those services do.

The definitions offered are intended to provide a simple introduction only. If you'd like to find out more, the end of the appendix will give you some ideas of where to look. It will be important for you to find out what is available locally because not all the professionals and services listed in this section will be offered in your locality. Each local authority has a Family Information Service and local authority website, both of which could be useful to find out local availability of national roles and services.

Agency/Service and focus of work	Key professionals <sup>4</sup>
<p><b>Education</b></p> <p><b>Schools</b></p> <p>Each local authority in Wales is responsible for the planning, organisation and funding of maintained schools in its area. This includes primary, infant, junior and secondary schools. For more information on maintained schools see <a href="http://www.wales.gov.uk/topics/educationandskills/?lang=en">www.wales.gov.uk/topics/educationandskills/?lang=en</a></p> <p>There are a number of other kinds of schools – special schools are dealt with separately below, as is education otherwise than at school (EOTAS).</p> <p>Independent (or private) schools are those independent in finances and governance, not dependent upon national or local government for financing its operations. Independent schools are governed by a board of directors and funded by a combination of tuition charges, gifts, and in some cases the investment yield of an endowment. The law requires that independent schools must be registered with the Welsh Government.</p>	<p><b>NOTE:</b> We have not covered the role of class or subject teacher or the school's senior leadership team here, but we have tried to cover other professionals that you may meet in a school.</p> <p><b>Advisory teacher</b> – a teacher, usually with additional training in a particular specialism, who advises schools and families on educational approaches. Some advisory teachers visit families with pre-school age children in their homes.</p> <p><b>Child Protection Officer</b> – a designated teacher or member of the senior leadership team who ensures that there are policies, procedures, systems, structures, resources and personnel in place to promote the welfare and protection of children at the school. They will actively work jointly with parents/carers and other agencies through joint planning, training and monitoring of their arrangements for the protection of children.</p> <p><b>Communication Support Worker (CSW)</b> is a teaching assistant who works alongside teachers and others to provide sign language support for deaf children.</p>

<sup>4</sup> **Note** that not all of the professionals described here will be available in every local area. One of your key tasks will be to find out who is available where and how you access them locally – what are the local referral routes?

Agency/Service and focus of work	Key professionals <sup>4</sup>
<p>It is Welsh Government policy to ensure that every child in Wales who wishes (or whose parents wish) to have their education through the medium of Welsh can have relatively easy access to a Welsh language school.</p> <p>Building on the improvements achieved by banding, the Welsh Government has introduced the new National School Categorisation System for primary and secondary schools. The categorisation system provides a systematic view of a school's performance, based on publicly available data and the school's own self-evaluation in respect of leadership, learning and teaching. The new system assesses schools based on the following intelligence:</p> <ul style="list-style-type: none"> <li>● a range of performance measures provided by the Welsh Government</li> <li>● robust self-evaluation from schools on their ability to improve in relation to leadership, learning and teaching</li> <li>● corroboration of the school's self-evaluation by education consortia Challenge Advisers.</li> </ul> <p>The primary purpose of the categorisation system remains just as it was with banding. It is to identify schools that are most in need of support, to ensure that, in partnership with local authorities and consortia, support and resources are directed most effectively to secure the improvements necessary in our school system. The system triggers a bespoke programme of support, challenge and intervention for each school by consortia and the Welsh Government.</p>	<p><b>Head of Year (HOY)</b> – the role will vary between secondary schools, but generally the HOY will provide leadership in the development and management of pastoral work within the school with particular reference to a single year group. The HOY will also teach pupils within the school.</p> <p><b>Independent Parental Supporter (IPS)</b> is someone trained by the Parent Partnership Service to support parents and help them understand special educational needs, where a local authority is considering issuing a statement of special educational needs. They help by providing information and, sometimes, by going with parents to meetings.</p> <p><b>Intervenor</b> – a specialist learning support assistant who works one-to-one with a child or adult with multi-sensory impairment, providing information which would normally come through sight or hearing. They help children understand, communicate and access the environment.</p> <p><b>Learning support assistant/teaching assistant</b> – someone who works in the school alongside teachers, supporting individual children or small groups to help them learn effectively, participate and fulfil their potential.</p> <p><b>Mobility teacher/mobility officer</b> – someone trained in teaching mobility skills to people with severe visual impairments, encouraging them to move around more independently.</p> <p><b>Music therapist</b> – helps children to learn and express themselves through music.</p>

Agency/Service and focus of work	Key professionals <sup>4</sup>
	<p><b>Pastoral tutor/form tutor</b> – provides support for pupils’ academic, social and emotional needs. They support pupils to meet achievement and progression targets and make informed decisions about their health and wellbeing. They liaise closely with teachers, parents and outside agencies.</p> <p><b>School nurse</b> – a medical nurse, based in a school. School nursing is central to a range of services that promote and support the physical, social and emotional health of children and young people and contributes to a healthy school culture. A key part of the school nurse’s role is to contribute either directly or indirectly to a range of educational and health outcomes, which includes positive mental health and wellbeing.</p> <p><b>Special educational needs co-ordinator (SENCO)</b> – a teacher who has responsibility for identifying children with special educational needs and making sure they receive appropriate support. This may involve working directly with the child, supporting mainstream staff in assessing a child’s needs or a combination of both of these.</p> <p><b>Teacher of children with multi-sensory impairments</b>  – a teacher who has received specialist training and holds an additional qualification to work with children with multi-sensory impairments. They support children, their family, and other teachers. Some teachers of children with multi-sensory impairments are based in schools – others are known as visiting or peripatetic teachers.</p>

Agency/Service and focus of work	Key professionals <sup>4</sup>
<p><b>Education otherwise than at school (EOTAS)</b></p> <p>EOTAS refers to all forms of education which takes place outside of the formal school environment. We have covered some of the EOTAS approaches and settings, but this will not be exhaustive, e.g. we have not covered hospital tuition or home schooling. EOTAS includes the following – pupil referral units, further education colleges, individual tuition and tuition at pupils’ homes or in hospital, Youth Gateway, work related education, training providers, voluntary organisations and tailor-made packages which might include a mixture of any EOTAS provision.</p> <p>Pupils who are out of school are still entitled to suitable education – Section 19 of the Education Act 1996 (as amended by Section 47 of the Education Act, 1997) provides that: <i>‘Each local education authority shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.’</i></p>	<p><b>Teacher of the deaf (ToD)/Teacher of the hearing impaired/Teacher of the visually impaired</b> – a teacher, who has received specialist training and holds an additional qualification to work with deaf or visually impaired children. They support deaf/visually impaired children, their families, and other professionals who are involved with a child’s education. Some are based in schools – others are known as visiting or peripatetic teachers.</p>
<p><b>In PRUs</b></p> <p><b>Management committee</b> – In October 2014 the Welsh Government introduced legislation to make management committees of PRUs a statutory requirement.</p> <p>From February 2015 all PRUs will have to have a management committee which represents the multi-agency nature of the provision. For example, management committees should include the teacher in charge of the PRU, staff from the PRU, members of the community, parents and officers from the local authority committed to the effective running of the PRU.</p> <p><b>Teacher in charge/PRU manager</b> – the teacher in charge is responsible for the day-to-day management and organisation of the PRU and establish a clear shared understanding of the importance of the role of the PRU in contributing to pupils’ spiritual, moral, cultural, mental and physical development. It is their responsibility to prepare pupils for the opportunities and responsibilities of returning to mainstream education.</p>	<p><b>In PRUs</b></p> <p><b>Management committee</b> – In October 2014 the Welsh Government introduced legislation to make management committees of PRUs a statutory requirement.</p> <p>From February 2015 all PRUs will have to have a management committee which represents the multi-agency nature of the provision. For example, management committees should include the teacher in charge of the PRU, staff from the PRU, members of the community, parents and officers from the local authority committed to the effective running of the PRU.</p> <p><b>Teacher in charge/PRU manager</b> – the teacher in charge is responsible for the day-to-day management and organisation of the PRU and establish a clear shared understanding of the importance of the role of the PRU in contributing to pupils’ spiritual, moral, cultural, mental and physical development. It is their responsibility to prepare pupils for the opportunities and responsibilities of returning to mainstream education.</p>

<b>Agency/Service and focus of work</b>	<b>Key professionals<sup>4</sup></b>
<p>Provision for education outside the school setting tends to be highly variable<sup>5</sup> between authorities, with provision ranging across local authorities from two hours per day through to a full 25 hours per week, although most authorities are moving to offering 25 hours per week for longer fixed term exclusions, permanent exclusion and in EOTAS generally.</p> <p>The Welsh Government states<sup>6</sup> that “The majority of pupils educated outside school have behavioural problems and are likely to have been excluded on a fixed-term or permanent basis”. The aim is to provide full-time education to all excluded pupils after 15 days of them being excluded, on a permanent or fixed-term basis, though it is acknowledged that this is not always possible.</p> <p><b>Pupil referral units</b></p> <p>A PRU is not a mainstream school or special school, but is legally both a type of school and education otherwise than at school (EOTAS). PRUs are diverse in terms of the number and type of pupils catered for, the typical length of the stay, arrangements for admission and transfer of other education, and the nature of the curriculum and length of the school day. They are intended to provide short-term placements with a view to reintegrating pupils, as soon as practicable, to a primary, secondary or special school or to prepare pupils for transition to further education, training or employment. You will need to find out about the structure and approach used from your local PRU.</p>	<p>PRUs may also have additional teachers and teaching assistants, but the provision of staffing will depend on the size of the PRU. In addition, PRUs will work with multi-agency practitioners, such as social workers, educational psychologists, schools nurses and any other relevant practitioner who can support the child to access mainstream education and fulfil their potential.</p>

<sup>5</sup> This is according to the June 2013 report for the Welsh Government: Evaluation of education provision for children and young people educated outside the school setting, Dr Gilleen McCluskey, Dr Gwynedd Lloyd, Professor Sheila Riddell, Dr Elisabet Weedon and Dr Mariela Fordyce.

<sup>6</sup> Inclusion and Pupil Support Guidance Circular No: 47/2006, National Assembly for Wales 2006 – [www.wales.gov.uk/dcells/publications/publications/circularsindex/2006/inclusionandpupilsupport/inclusionpupilsupport-e.pdf?lang=en](http://www.wales.gov.uk/dcells/publications/publications/circularsindex/2006/inclusionandpupilsupport/inclusionpupilsupport-e.pdf?lang=en)



Agency/Service and focus of work	Key professionals <sup>4</sup>
<p><b>Further education colleges</b></p> <p>Many schools have established very effective links with FE colleges for part-time provision for pupils who are disaffected. This provision is mainly for year 11 pupils but the approach has also been adopted by some schools for year 10 pupils. This has been found to be valuable in helping young people to mature and come to terms with their particular circumstances, allowing them to become more motivated to learn.</p> <p><b>Managed moves<sup>7</sup></b></p> <p>Not a service, but a way of working that can help when a pupil is at risk of being excluded or is disaffected. A number of authorities in Wales have established authority-wide protocols with all schools to avoid the majority of exclusions, by moving pupils to other schools. These 'managed moves' avoid the stigma of exclusion and can allow a more positive relationship to continue with parents and pupils who may otherwise not wish to engage in further discussions. The Welsh Government says that "managed moves must be operated within an environment of collaboration between all parties and undue pressure must not be put on parents to move their children to other schools against their wishes".</p>	

<sup>7</sup> See Inclusion and Pupil Support Guidance [www.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/?lang=en](http://www.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/?lang=en)

<b>Agency/Service and focus of work</b>	<b>Key professionals<sup>4</sup></b>
<p><b>Special schools</b></p> <p>These schools are designed to cater for children and young people who have special educational needs which cannot be supported in a mainstream setting. These special needs could be severe learning, physical, psychological or behavioural. Some special schools are designed for a particular special educational need, such as schools for learners who are deaf or on the autistic spectrum. Other special schools cater for a wide range of special educational needs.</p> <p>Special schools aim to promote the learning, self-esteem and confidence of children and young people. They tend to be person-centred in their approach and tailor their curriculum to individual requirements. This is partly because they have smaller pupil to staff ratios than mainstream schools.</p> <p>Children and young people who attend special schools should be offered the same opportunities for involvement and participation as their peers in mainstream schools. They may need additional support or time to practice expressing their views.</p>	<p>Special schools will have staffing similar to mainstream schools, but teachers and others will specialise in supporting children and young people with special educational needs, who need additional support to access learning and other elements of development. Many special schools will have additional staff such as physiotherapists, speech and language therapists, occupational therapists, clinical and educational psychologists, teachers of the deaf, teachers of the visually impaired and other specialists located at the school, some full-time.</p>
<p><b>Educational psychology service</b></p> <p>This service aims to promote child development and learning through the application of psychology by working with individuals and groups of children, teachers and other adults in schools, families, other local authority officers, health and social services and other agencies. They aim to apply psychology to promote the attainment and healthy emotional development of all children and young people from 0-19 years.</p>	<p><b>Educational psychologist (EP)</b> has a doctorate in educational psychology as well as a degree in psychology. Educational psychologists tackle the problems encountered by children and young people in education, which may involve learning difficulties and social or emotional problems. They carry out a wide range of tasks with the aim of enhancing children's learning and enabling teachers to become more aware of the social factors affecting teaching and learning.</p>

<b>Agency/Service and focus of work</b>	<b>Key professionals<sup>4</sup></b>
<p>Education psychology services should be linked to local authority strategies to meet local and national priorities for raising standards in schools and supporting inclusion. Education psychology services are delivered in school settings as well as in local authority and family settings. They focus on assessment, intervention and partnership working with families, the school and other professionals to support schools, children, young people and parents.</p>	<p><b>Principal educational psychologist</b> – manages the service and is, in most cases, accountable to an officer within the local authority management structure</p> <p><b>Senior educational psychologist</b> – the role varies depending on the service and the local authority, but they will usually have managerial responsibility for main grade educational psychologists. Sometimes Senior EPs have a specialist role which is sometimes jointly funded, for example, they might have a role jointly with social services for looked after children.</p>
<p><b>Local authority – education</b></p> <p><b>Local authority</b></p> <p>Local authorities in Wales have a number of functions – they ensure sufficient school places are available by building or extending schools; get rid of surplus places by closing or reorganising schools; assess and provide home to school transport; provide support services for schools; assist the Welsh Government in implementing initiatives and legislation relating to schools, children and families; allocate finance to education.</p> <p>From September 2012 local authorities across Wales joined together to form four regional education consortia focusing on school improvement. The purpose of regional consortia is to support schools and local authorities to improve learner outcomes for all young people, ensure the delivery of high quality teaching and learning, and support and empower school leaders to better lead their schools.</p>	<p><b>Named officer</b> – a family’s contact person at the local authority if the local authority is considering issuing a statement of special educational needs. They deal with a child’s statutory assessment and draw up the statement.</p> <p><b>Housing officer</b> – Local authorities are obliged to assist people who apply to them for help because they are homeless, or about to become homeless. Where people applying for assistance have become homeless through no fault of their own and fall within a ‘priority need’ group, the authority must either help them to obtain suitable accommodation from a private landlord in the area or, if this is not available, secure other suitable accommodation for them. Housing officers supervise the day-to-day maintenance and management of rented properties that belong to local authorities (or housing associations).</p>

Agency/Service and focus of work	Key professionals <sup>4</sup>
<p>In 2013 the Welsh Government co-constructed the National Model for Regional Working with schools, local authorities and regional consortia. The model has been progressively implemented since April 2014 and clarifies and strengthens regional consortia working. It ensures a more consistent approach across the four consortia and clarifies the way local authorities commission the services of regional education consortia to achieve whole school improvement.</p> <p>The EWS will work as part of these regional consortia and there is an increased drive to achieve consistency in terms of forms, policies and practices. Consequently, it is important that you are fully aware of, and understand, your regional consortia arrangements and where the EWS sits within it.</p> <p>The four regions are:</p> <ul style="list-style-type: none"> <li>● North Wales (GWE) – Flintshire, Conwy, Wrexham, Gwynedd, Isle of Anglesey, Denbighshire</li> <li>● South West and Mid Wales (ERW) – Swansea, Neath Port Talbot, Carmarthenshire, Pembrokeshire, Powys, Ceredigion</li> <li>● Central South Wales (Central South Consortium) – Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff, Vale of Glamorgan</li> <li>● South East Wales (EAS) – Caerphilly, Monmouthshire, Newport, Blaenau Gwent, Torfaen.</li> </ul>	<p><b>Behaviour support team</b> – Not all local authorities will have a behaviour support team (BST). This function is often commissioned out to voluntary or private sector organisations. However, if there is a BST in the local authority, they will intervene when a pupil is known to be behaving in a way which places them in danger of being permanently excluded. They offer a range of effective support mechanisms, which might include a short-term placement away from the school at a pupil referral unit (PRU) or similar provision.</p>

Agency/Service and focus of work	Key professionals <sup>4</sup>
<p><b>Local authority – social care</b></p> <p><b>Social services</b></p> <p>In general, social services provide care and support to a wide variety of people, helping them to live better and more fulfilling lives. The decision about what services and support children and families may receive will be based on a number of things, for example, the needs and views of children, young people and families; the views of other important people (a teacher, or a doctor, for example); the law – there is a legal responsibility to provide some services directly. Other legal responsibilities to provide services are shared with other agencies</p>	<p><b>Care staff</b> – help families take short breaks, on an occasional or regular basis, by providing care for the child of the family.</p> <p><b>Duty worker/duty social worker/duty officer</b> – A duty worker is a person who answers the phone and takes details when you ring to make contact with social services. Most teams of social workers operate a duty system, which means that each team member is responsible in turn for answering the phones, making home visits and dealing with families who do not yet have an allocated or named social worker.</p> <p><b>Social worker</b> – a professional who supports children and families by advising on appropriate services and introducing families to some of the services they need. They are normally employed by a local authority. Social workers provide practical help and advice about counselling, transport, home helps, and other services. They are also a key element of children’s safeguarding systems and processes</p> <p><b>Social work assistant</b> – help qualified social workers. They work with a range of people, in the community, in hospitals and in other settings such as residential care homes.</p>

Agency/Service and focus of work	Key professionals <sup>4</sup>
<p><b>Justice</b></p> <p><b>Police services</b></p> <p>The guiding principles of the police service are that police officers should carry out their functions with integrity, treating everyone fairly regardless of their ethnic origin, gender, disability, religious belief, sexual orientation or social background and that they should do so in partnership, in ways which reflect local priorities and are acceptable to local communities and partners. The objectives of the police service are to keep order (and restore it where necessary) and reduce anti-social behaviour, reconcile conflicting rights and freedoms of the public, improve safety and reassurance of the public, especially those at risk of harm, and contribute to improving road safety and reducing casualties. In addition, they are tasked to disrupt organised and international crime, prevent terrorism, reduce crime and the fear of crime, deal with suspects fairly and help to meet the needs of victims and witnesses.</p>	<p><b>Police officers</b> – responsible for maintaining law and order and making sure that the public and their property are protected. They investigate crimes and are concerned with crime prevention. There are various specialist police officers, including traffic police, detectives, dog handlers, crime prevention and mounted police.</p> <p><b>British Transport Police officers</b> – have specific responsibilities for providing a policing service for the national rail network. The service helps to protect rail operators, staff and passengers.</p> <p><b>Special constable</b> – give up some of their free time to be part-time police officers as a way of helping the community. Specials have the same responsibilities and authority as regular officers. They are not normally paid, but receive expenses and a free uniform and equipment.</p> <p><b>Community support officers/Police and community support officers</b> don't have powers to arrest but are visible in their communities, engaging with people, providing reassurance and tackling anti-social behaviour.</p>

Agency/Service and focus of work	Key professionals <sup>4</sup>
<p><b>Probation Service</b></p> <p>The Probation Service's remit is to protect the public, operate and enforce court orders and prison licences, and to rehabilitate offenders to law-abiding lives. The service deals with offenders before, during and after their cases come to court.</p>	<p><b>Probation officer (PO)/Probation service officer (PSO)</b> – POs and PSOs have a supervisory role, but also offer guidance to help offenders to redirect their lives. Other community justice workers are employed by a wide range of statutory and voluntary organisations. POs work with high risk offenders. Their main duty is to help offenders change their ways. POs can also work with victims of crime, perhaps informing victims about the progress of the offender's sentence, or consulting them about the prisoner's conditions of release. The work of PSOs may include supervising offenders who are undertaking community sentences, supporting offenders while in prison, writing court reports, providing victim support and involvement in rehabilitation programmes. PSOs also undertake administrative work, such as keeping case files up to date and maintaining contact with other agencies, such as voluntary organisations, housing associations and so on.</p>
<p><b>Youth justice</b></p> <p>The youth justice system is made up of a number of organisations working together. Some focus on the needs of children and young people (under the age of 18) in the youth justice system by looking after their welfare and services like health, social care, education and housing. Others, such as the police and the courts, enforce the law to punish them for their offence. The Welsh Government looks after their welfare, which is devolved, while the UK Government is responsible for enforcement, which is non-devolved. Reducing offending and safeguarding these children and young people in Wales is achieved by devolved and non-devolved services working together. As the youth justice system in Wales is provided by devolved and non devolved organisations, the Youth Justice Board and Welsh Government work together to ensure the system works effectively.</p>	<p><b>Youth offending teams (YOTs)</b> – multidisciplinary teams made up of health, social services, education, police and probation working together. YOTs include at least one of each of the following:</p> <ul style="list-style-type: none"> <li>● an officer of a local probation board or an officer of a provider of probation services</li> <li>● a social worker of a local authority</li> <li>● a police officer</li> <li>● a person nominated by a local health board, any part of whose area lies within the local authority's area</li> <li>● a person nominated by the chief education officer appointed by the local authority.</li> </ul>

Agency/Service and focus of work	Key professionals <sup>4</sup>
	<p>YOTs are part of the local authority and have a statutory responsibility for managing children and young people who are on community sentences. Local authorities are required to have a YOT either on an individual or partnership basis. There are 18 YOTs in Wales, four of which cover two local authorities each.</p>
<p><b>Health</b></p> <p>Health services are wide-ranging and diverse. Health is organised in regionally based health boards, made up of local people and health professionals, who are responsible for assessing the health needs of local people and making arrangements for services to be provided. The services within Health covered here and the key professionals are not exhaustive and there may be a range of professionals you could encounter that are not included here.</p>	
<p><b>Audiological services</b></p> <p>Healthcare science staff specialising in audiology, work with patients of all ages as part of a multidisciplinary team of professionals. They identify and assess hearing and balance function and their associated disorders, recommending and providing appropriate therapeutic rehabilitation and management.</p>	<p><b>Audiologist</b> – carries out hearing tests and explains the results of those tests.</p> <p><b>Educational audiologist</b> – qualified teacher of the deaf, who has an additional recognised qualification in audiology including hearing assessment. They give guidance about hearing assessments, hearing aids and hearing support.</p> <p><b>Newborn hearing screeners</b> – work in neonatal units, postnatal wards, hospitals and clinics. They are involved in identifying which newborn babies need to undergo a hearing assessment and undertake this using screening equipment.</p>



Agency/Service and focus of work	Key professionals <sup>4</sup>
<p><b>Child and Adult Mental Health Services (CAMHS)</b></p> <p>These are run on a local basis. Therefore, the main useful contacts can be found locally. They aim to help children, young people and their families or carers where the child or young person is suffering significantly with emotional or behavioural problems or other mental health problems. Children and young people and their families can be referred to CAMHS if children are finding it hard to cope with family life, school or the wider world. In some areas there are fully-staffed specialist child and adolescent mental health teams, who are able to offer a range of supports and help for individual children, their families and schools. However, not every area will have a fully-staffed CAMHS team.</p>	<p>Many different types of professionals work together in CAMHS and the constitution of local CAMHS is likely to vary. The professionals outlined below are examples of those who may work in a CAMHS team. You will need to investigate your local CAMHS team to find out which professionals work within it.</p> <p><b>Clinical psychologist</b> – helps people with a range of difficulties – they can help children with specific problems with learning or with overcoming behaviour difficulties.</p> <p><b>Psychotherapists and Family therapists</b></p> <p>Psychotherapists work with individuals or families to talk through their difficulties and help them understand what might be causing them. With younger children this could involve play. Family therapists also do this but with the whole family, helping them to understand each other's experiences and views, appreciate each other's needs, build on family strengths and make useful changes in their relationships and lives.</p> <p><b>Child and adolescent psychiatrists</b></p> <p>Psychiatrists are medically trained and as well as working with children and families to think about what might be causing difficulties, they can diagnose mental illness and prescribe medication.</p> <p><b>Nurses</b></p> <p>Nurses working in CAMHS are trained to care for and support children and young people.</p> <p><b>Social workers</b></p> <p>Social workers in CAMHS teams help support therapeutic work with families.</p>

Agency/Service and focus of work	Key professionals <sup>4</sup>
<p><b>Nursing</b></p> <p>Nurses form the largest group of staff in health and are a crucial part of the healthcare team. Nurses work in every sort of health care setting, from accident and emergency units to patients' homes, with people of all ages and backgrounds.</p>	<p><b>Health visitor</b> – a qualified nurse or midwife with additional special training and experience in child health. They visit family homes in the early years to check on children's health and development. Some areas have specialist health visitors who have particular experience and expertise supporting families with children with an identified condition or disability or who need extra help.</p> <p><b>Learning disability nurses</b> – specialist nurses who work with children and adults with a learning disability and with their families. They can help find services for children and support for parents.</p> <p><b>Mental health nurses</b> – work with GPs, psychiatrists, psychologists and others to help care for patients with mental illnesses.</p> <p><b>School nurses</b> – see Schools section, above.</p>
<p><b>Doctors</b></p> <p>Cover a wide range of medicine and are usually part of a team of professionals and non-medical staff delivering care to patients. They treat illness, provide advice and reassurance and consider a range of possible diagnoses. They test diagnoses, decide on the best course of treatment and monitor progress. There are a wide range of different kinds of doctors and only a few are covered here. For more information see <a href="http://www.nhscareers.nhs.uk/explore-by-career/doctors/">www.nhscareers.nhs.uk/explore-by-career/doctors/</a></p>	<p><b>Ear, nose and throat consultant</b> (ENT consultant) specialises in the diagnosis and treatment of ear, nose and throat conditions.</p> <p><b>General practitioners</b> (GPs) – work in primary care and are the first point of contact for most patients. The bulk of their work is carried out during consultations in the surgery and during home visits. GPs provide a complete spectrum of care within the local community dealing with problems that often combine physical, psychological and social components. They increasingly work in teams with other professions, helping patients to take responsibility for their own health.</p>

Agency/Service and focus of work	Key professionals <sup>4</sup>
<p><b>Allied health professionals</b></p> <p>There are a wide range of roles that are covered by allied health professionals, including a range of therapies such as occupational, physiotherapy and speech and language therapy.</p>	<p><b>Paediatrician</b> – a doctor who specialises in working with children. They are often the first point of contact for families who find out their child has an impairment or disability and they can offer advice, information and support about any medical condition(s) a child has. Paediatricians sometimes work in hospitals and sometimes within community health.</p> <p><b>Paediatric neurologist</b> – specialises in how the brain works in children.</p> <p><b>Occupational therapist (OT)</b> – helps children improve their developmental function by therapeutic techniques, environmental adaptations and the use of specialist equipment. OTs are concerned with difficulties that children have in carrying out the activities of everyday life. This could include sitting in a chair, holding a spoon and fork or drinking from a cup. OTs work for both the health service and social services. You will need to find out where your local OT service is based.</p> <p><b>Physiotherapist</b> – a health professional specialising in physical and motor development. They are concerned with maximising children’s potential. They work closely with families, with other healthcare professionals and anyone else involved in caring for children.</p> <p><b>Speech and language therapist</b> – specialises in speech, language and communication problems. They assess, diagnose and develop programmes of care to help children develop communication skills. They offer support and advice to parents and to other professionals about developing communication that may be verbal (i.e. using speech) or non-verbal, using signs, symbols or communication aids.</p>

Agency/Service and focus of work	Key professionals <sup>4</sup>
<b>Other services</b>	
<p><b>Youth Service</b><sup>8</sup></p> <p>Youth work involves the education and development, both social and personal, of young people aged between 11 and 25 years (particularly those aged 13 to 19 years) and is delivered in a variety of settings including youth clubs, residential settings, in information, advice and counselling centres, on the streets and in various public locations where young people meet and through special issue-based projects etc.</p>	
<p><b>Careers Service</b></p> <p>Aims to help children and young people get the advice they need for future skills, careers, work and life choices. They help develop career options and support individuals through their career planning journey. They provide information about a wide range of careers and job market options, as well as education courses and training.</p>	
<p><b>Key worker/link worker/care co-ordinator</b></p> <p>Provide disabled children and young people and their families with a system whereby services from different agencies are co-ordinated. A key working professional is a source of support. They will maintain regular contact with a family and take responsibility for checking that they have all the information they need, that services are well coordinated and that information about a child is shared efficiently with everyone who is working with the family. Key working is not available in all areas.</p>	
<p><b>Voluntary and community sector</b></p> <p>This consists of a wide range of diverse organisations that are not-for-profit and non-governmental. Registered charities are probably the largest single category of this sector and include some of the best known voluntary organisations in Wales. But the sector also includes small informal community groups, for example, a number of local residents getting together to clear litter from public spaces; not-for-profit community business or community interest companies and credit unions. Most voluntary organisations of any size will also have a paid staff of permanent employees. Useful websites for a range of these organisations is provided below.</p>	

<sup>8</sup> Information adapted from [www.wlga.gov.uk/youth-service](http://www.wlga.gov.uk/youth-service)

## How to find out more

The definitions of professionals listed in this section provide a starting point to help you in the early days, when you may be meeting a lot of new people with different professional titles. Ask the people you see on a regular basis to explain what they do and tell you a bit about their training, if you'd like to know more.

For more detail about the training these professionals have and the kinds of work these professionals do, visit the websites for the professional associations and unions that the people working with you may belong to. These are often good places to start looking for more information. If you want to know more about different services and what they do then visit the Welsh Government and other relevant websites. Some useful websites are provided below, but bear in mind that this list is not exhaustive.

## Useful websites

### Education

- Achievement for All – [www.afa3as.org.uk](http://www.afa3as.org.uk)
- Association of Teachers and Lecturers – [www.atl.org.uk](http://www.atl.org.uk)
- Association for Education Welfare Management – [www.aewmweb.com](http://www.aewmweb.com)
- Association of Educational Psychologists – [www.aep.org.uk](http://www.aep.org.uk)
- British Association of Teachers of the Deaf (BATOD) – [www.batod.org.uk](http://www.batod.org.uk)
- British Psychological Society – [www.bps.org.uk](http://www.bps.org.uk)
- Careers – [www.careerswales.com/en/](http://www.careerswales.com/en/)
- Education and Schools – [www.wales.gov.uk/topics/educationandskills/?lang=en](http://www.wales.gov.uk/topics/educationandskills/?lang=en)
- Information for parents about special educational needs in Wales – [www.cafamily.org.uk/media/380068/senwales.pdf](http://www.cafamily.org.uk/media/380068/senwales.pdf)
- National College for Teaching and Leadership – [www.nationalcollege.org.uk](http://www.nationalcollege.org.uk)
- National Union of Teachers – [www.teachers.org.uk](http://www.teachers.org.uk)
- National Association of Schoolmasters Union of Women Teachers – [www.nasuwat.org.uk](http://www.nasuwat.org.uk)
- Pupil Referral Unit Guidance – [www.wales.gov.uk/topics/educationandskills/schoolhome/pupilsupport/inclusionpupilsupportguidance/section5/?lang=en](http://www.wales.gov.uk/topics/educationandskills/schoolhome/pupilsupport/inclusionpupilsupportguidance/section5/?lang=en)  
[www.wales.gov.uk/topics/educationandskills/schoolhome/schoolsandpru/management-committees/?lang=en](http://www.wales.gov.uk/topics/educationandskills/schoolhome/schoolsandpru/management-committees/?lang=en)

## Local authority

- Housing – [www.wales.gov.uk/topics/housingandcommunity/housing/?lang=en](http://www.wales.gov.uk/topics/housingandcommunity/housing/?lang=en) and the All Wales Chief Housing Officers' Panel – [www.whnb.org.uk/index.php?id=29&L=0](http://www.whnb.org.uk/index.php?id=29&L=0)
- Welsh Local Government Association – [www.wlga.gov.uk/about-us](http://www.wlga.gov.uk/about-us)
- Family Information Services – [www.childreninwales.org.uk](http://www.childreninwales.org.uk)
- Information about youth services – [www.wlga.gov.uk/youth-service](http://www.wlga.gov.uk/youth-service)

## Social Services

- Association of Directors of Social Services (ADSS) – [www.adss.org.uk](http://www.adss.org.uk)
- Community Care – [www.communitycare.co.uk](http://www.communitycare.co.uk)
- The College of Social Work – [www.tcsw.org.uk/](http://www.tcsw.org.uk/)
- National Association of Social Workers in Education – [www.naswe.org.uk](http://www.naswe.org.uk)
- Social Care Institute for Excellence – [www.scie.org.uk/topic/developingskillsservices/socialwork](http://www.scie.org.uk/topic/developingskillsservices/socialwork)
- Children's Social Work Matters – [www.childrensocialworkmatters.org](http://www.childrensocialworkmatters.org)
- Community Care Inform – [www.ccinform.co.uk](http://www.ccinform.co.uk)

## Justice

- Welsh Government Youth Justice information – [www.wales.gov.uk/topics/housingandcommunity/safety/youthjustice/?lang=en](http://www.wales.gov.uk/topics/housingandcommunity/safety/youthjustice/?lang=en)
- Youth Justice Board for England and Wales – [www.justice.gov.uk/about/yjb](http://www.justice.gov.uk/about/yjb)

## Health

- Further information about CAMHS [www.youngminds.org.uk/training\\_services/policy/policy\\_in\\_the\\_uk/camhs\\_policy\\_in\\_wales](http://www.youngminds.org.uk/training_services/policy/policy_in_the_uk/camhs_policy_in_wales)
- College of Occupational Therapists Specialist Section Children, Young People & Families [www.cot.org.uk](http://www.cot.org.uk)
- Community Practitioners' and Health Visitors' Association (CPHVA) – [www.unitetheunion.org](http://www.unitetheunion.org)
- NHS Direct Wales – [www.nhsdirect.wales.nhs.uk](http://www.nhsdirect.wales.nhs.uk)
- Royal College of Nurses – [www.rcn.org.uk](http://www.rcn.org.uk)
- Royal College of Paediatrics and Child Health – [www.rcpch.ac.uk](http://www.rcpch.ac.uk)
- Royal College of Speech and Language Therapists (RCSLT) – [www.rcslt.org](http://www.rcslt.org)

## Voluntary and Community Sector

- Association of Speech and Language Therapists in Independent Practice – [www.helpwithtalking.com](http://www.helpwithtalking.com)
- Barnardo's Cymru – [www.barnardos.org.uk/who\\_we\\_are/in\\_your\\_region/wales.htm](http://www.barnardos.org.uk/who_we_are/in_your_region/wales.htm)
- British Association for Counselling and Psychotherapy – [www.bacp.co.uk](http://www.bacp.co.uk)
- Children and Young People Now – [www.cypnow.co.uk](http://www.cypnow.co.uk)
- Children in Wales – [www.childreninwales.org.uk](http://www.childreninwales.org.uk)
- Citizens Advice Bureau – [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)
- Contact a Family Cymru – [www.cafamily.org.uk](http://www.cafamily.org.uk)
- Disability Wales – [www.disabilitywales.org](http://www.disabilitywales.org)
- Family Lives – [www.familylives.org.uk](http://www.familylives.org.uk)
- Independent Panel for Special Education Advice (IPSEA) – [www.ipsea.org.uk](http://www.ipsea.org.uk)
- Kidscape – [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Learning Disability Wales – [www.learningdisabilitywales.org.uk/](http://www.learningdisabilitywales.org.uk/)
- National Autistic Society Wales – [www.nascymru.autism.org.uk](http://www.nascymru.autism.org.uk)
- National Society for the Prevention of Cruelty to Children (NSPCC) – [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Sibs – [www.sibs.org.uk](http://www.sibs.org.uk)
- SNAP Cymru – [www.snapcymru.org](http://www.snapcymru.org)
- Working Families – [www.workingfamilies.org.uk](http://www.workingfamilies.org.uk)
- Young Minds – [www.youngminds.org.uk](http://www.youngminds.org.uk)