

# Pecyn Dogfen Gyhoeddus

**Gareth Owens LL.B Barrister/Bargyfreithiwr**  
Chief Officer (Governance)  
Prif Swyddog (Llywodraethu)



Swyddog Cyswllt:  
Janet Kelly 01352 702301  
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At: Cyng David Healey (Cadeirydd)

Y Cynghorwyr: Janet Axworthy, Sian Braun, Bob Connah, Paul Cunningham,  
Gladys Healey, Joe Johnson, Tudor Jones, Dave Mackie, Ian Smith a Martin White

**Aelodau Cyfetholedig:**

Lynn Bartlett a Wendy White

28 Ionawr 2022

Annwyl Gynghorydd

**HYSBYSIAD O GYFARFOD ANGHYSBELL**  
**PWYLLGOR TROSOLWG A CHRAFFU ADDYSG, IEUENCTID A DIWYLLIANT**  
**DYDD IAU, 3 CHWEFROR, 2022 AM 2.00 PM**

Yn gywir

Gareth Owens  
Prif Swyddog (Llywodraethu)

Sylwch: Bydd hwn yn gyfarfod dros y we a bydd 'presenoldeb' wedi'i gyfyngu i Aelodau'r Pwyllgor a'r Aelodau hynny o'r Cyngor sydd wedi gofyn i Bennaeth y Gwasanaethau Democrataidd am wahoddiad. Y Cadeirydd fydd yn penderfynu a yw'r rhain yn cael siarad ai peidio.

Bydd y cyfarfod yn cael ei ffrydio'n fyw ar wefan y Cyngor. Bydd recordiad o'r cyfarfod ar gael yn fuan ar ôl y cyfarfod ar <https://flintshire.publici.tv/core/portal/home>

Os oes gennych unrhyw ymholiadau, cysylltwch ag aelod o'r Tîm Gwasanaethau Democrataidd ar 01352 702345.

## R H A G L E N

### 1 YMDDIHEURIADAU

**Pwrpas:** I dderbyn unrhyw ymddiheuriadau.

### 2 DATGAN CYSYLLTIAD (GAN GYNNWYS DATGANIADAU CHWIPIO)

**Pwrpas:** I dderbyn unrhyw ddatganiad o gysylltiad a chynghori'r Aelodau yn unol a hynny.

### 3 COFNODION (Tudalennau 5 - 12)

**Pwrpas:** I gadarnhau, fel cofnod cywir gofnodion y cyfarfodydd ar 2 Rhagfyr 2021.

### 4 RHAGLEN GWAITH I'R DYFODOL A OLRHAIN GWEITHRED (Tudalennau 13 - 24)

Adroddiad Hwylusydd Arolygu a Chraffu

**Pwrpas:** I Ystyried y flaenraglen waith Pwyllgor Trosolwg a Chraffu Addysg, Ieuenctid a Diwylliant a rhoi gwybodaeth i'r Pwyllgor o'r cynnydd yn erbyn camau gweithredu o'r cyfarfod blaenorol.

### 5 PROSESAU ASESIAD DEILLIANNAU DYSGWYR AR GYFER 2022 (Tudalennau 25 - 28)

Adroddiad Prif Swyddog (Addysg ac Ieuenctid) - Arweinydd y Cyngor ac Aelod Cabinet Addysg

**Pwrpas:** Darparu trosolwg i'r Aelodau o'r trefniadau arholiadau ac asesiadau ar gyfer Haf 2022.

### 6 CYNYDDU EFFAITH – CYNLLUN CYFLAWNI DARPARIAETH IEUENCTID INTEGREDIG SIR Y FFLINT 2021-2024 (Tudalennau 29 - 94)

Adroddiad Prif Swyddog (Addysg ac Ieuenctid) - Arweinydd y Cyngor ac Aelod Cabinet Addysg

**Pwrpas:** Cyflwyno cynllun cyflawni newydd ar gyfer Darpariaeth Ieuenctid Integredig 2021-2024.

**7 DIWEDDARIAD MODERNEIDDIO YSGOLION (Tudalennau 95 - 102)**

Adroddiad Prif Swyddog (Addysg ac Ieuenctid) - Arweinydd y Cyngor ac Aelod Cabinet Addysg

**Pwrpas:** Rhoi'r wybodaeth ddiweddaraf i Aelodau ar y Rhaglen Moderneiddio Ysgolion.

**8 CYNLLUN Y CYNGOR 2022-23 (Tudalennau 103 - 120)**

Adroddiad Prif Weithredwr - Dirprwy Arweinydd y Cyngor (Llywodraethu) ac Aelod Cabinet dros Reolaeth Gorfforaethol ac Asedau, Arweinydd y Cyngor ac Aelod Cabinet Addysg

**Pwrpas:** Ymgynghori ar Ran 1 o Gynllun y Cyngor 2022/23.

**9 DANGOSYDDION PERFFORMIAD HANNER BLWYDDYN AR GYFER MESURAU ATEBOLRWYDD CYHOEDDUS, PORTFFOLIO AC ADFER (Tudalennau 121 - 152)**

Adroddiad Prif Swyddog (Addysg ac Ieuenctid) - Arweinydd y Cyngor ac Aelod Cabinet Addysg

**Pwrpas:** Dangosyddion Perfformiad Hanner Blwyddyn ar gyfer Mesurau Atebolrwydd Cyhoeddus, Portffolio ac Adfer.

***Sylwch, efallai y bydd egwyl o 10 munud os yw'r cyfarfod yn para'n hirach na dwy awr.***

## **Nodyn Gweithdrefnol ar redeg cyfarfodydd**

Bydd y Cadeirydd yn agor y cyfarfodydd ac yn cyflwyno eu hunain.

Bydd nifer o Gynghorwyr yn mynychu cyfarfodydd. Bydd swyddogion hefyd yn mynychu cyfarfodydd i gyflwyno adroddiadau, gyda swyddogion Gwasanaethau Democrataidd yn trefnu a chynnal y cyfarfodydd.

Gofynnir i bawb sy'n mynychu i sicrhau bod eu ffonau symudol wedi diffodd a bod unrhyw sain gefndirol yn cael ei gadw mor dawel â phosib.

Dylai'r holl feicroffonau gael eu rhoi "ar miwt" yn ystod y cyfarfod a dim ond pan fyddwch yn cael eich gwahodd i siarad gan y Cadeirydd y dylid eu rhoi ymlaen. Pan fydd gwahoddedigion wedi gorffen siarad dylen nhw roi eu hunain yn ôl "ar miwt".

Er mwyn mynegi eu bod nhw eisiau siarad bydd Cynghorwyr yn defnyddio'r cyfleuster 'chat' neu yn defnyddio'r swyddogaeth 'raise hand' sy'n dangos eicon codi llaw electronig. Mae'r swyddogaeth 'chat' hefyd yn gallu cael ei ddefnyddio i ofyn cwestiynau, i wneud sylwadau perthnasol ac yn gyfle i'r swyddog gynghori neu ddiweddarau'r cynghorwyr.

Bydd y Cadeirydd yn galw ar y siaradwyr, gan gyfeirio at aelod etholedig fel 'Cynghorydd' a swyddogion yn ôl eu teitl swydd h.y. Prif Weithredwr neu enw. O bryd i'w gilydd mae'r swyddog sy'n cynghori'r Cadeirydd yn egluro pwyntiau gweithdrefnol neu'n awgrymu geiriad arall ar gyfer cynigion er mwyn cynorthwyo'r Pwyllgor.

Os, a phan y cynhelir pleidlais, mi fydd y Cadeirydd yn egluro mai dim ond y rheiny sy'n gwrthwynebu'r cynnig/cynigion, neu sy'n dymuno ymatal a fydd angen mynegi hynny drwy ddefnyddio'r swyddogaeth 'chat'. Bydd y swyddog sy'n cynghori'r Cadeirydd yn mynegi os bydd y cynigion yn cael eu derbyn.

Os oes angen pleidlais fwy ffurfiol, bydd hynny yn ôl galwad enwau – lle gofynnir i bob Cynghorydd yn ei dro (yn nhrefn yr wyddor) sut mae ef / hi yn dymuno pleidleisio.

Yng nghyfarfodydd Pwyllgorau Cynllunio a Chyngor Sir mae amseroedd siaradwyr yn gyfyngedig. Bydd cloch yn cael ei chanu i roi gwybod i'r siaradwyr bod ganddyn nhw funud ar ôl.

Bydd y cyfarfod yn cael ei ffrydio'n fyw ar wefan y Cyngor. Bydd recordiad o'r cyfarfod ar gael yn fuan ar ôl y cyfarfod ar <https://flintshire.publici.tv/core/portal/home>

# Eitem ar gyfer y Rhaglen 3

## **EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE** **2 DECEMBER 2021**

Minutes of the virtual meeting of the Education, Youth & Culture Overview & Scrutiny Committee of Flintshire County Council held on Thursday 2 December 2021.

### **PRESENT: Councillor David Healey (Chair)**

Councillors: Janet Axworthy, Bob Connah, Paul Cunningham, Patrick Heesom  
Joe Johnson, Tudor Jones, Dave Mackie and Martin White

### **CO-OPTED MEMBER:**

Lynn Bartlett

### **SUBSTITUTIONS**

Councillor Sean Bibby (for Councillor Ian Smith)

### **APOLOGIES:**

Councillor Gladys Healey and Mrs Wendy White

### **CONTRIBUTORS:**

Councillor Ian Roberts, Leader of the Council and Cabinet Member for Education  
Chief Officer (Education & Youth); Senior Manager for School Improvement (for  
agenda items 5 and 6) and Peter Hawley (CQ High School) (for agenda item for 5)

### **IN ATTENDANCE:**

Education Youth & Culture Overview & Scrutiny Facilitator and Democratic Services  
Officer

## **30. DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)**

There were no declarations of interest.

## **31. MINUTES**

The minutes of the meeting held on 21 October 2021 were received.

### **Matters arising:**

On page 9 the Chair referred to a recent joint statement released by the Association of Directors of Education and the Directors of Social Services in Wales on elective home education. He said that this was a robust statement urging Welsh Government (WG) to take action on the registration of home educated children. This has been pressed by the Children's Commissioner for Wales and the Chair said the Committee looked forward to this progressing.

Mrs. Lynne Bartlett referred to the first sentence in the sixth paragraph on page 10 of the minutes and asked if the word classroom could be changed to school. This was agreed.

Subject to the amendment listed above, the minutes were moved as a correct record by Councillor Janet Axworthy and seconded by Councillor Martin White.

**RESOLVED:**

That, subject to the amendment listed above, the minutes be approved as a correct record and signed by the Chairman.

**32. FORWARD WORK PROGRAMME AND ACTION TRACKING**

The Overview & Scrutiny Facilitator presented the report confirming the amendments made to the Forward Work Programme since the last meeting. As there were a number items listed for the February meeting, the School Modernisation update had been moved to the June meeting. The Facilitator added that further changes to the Forward Work Programme may be required due to the Local Government Elections in May. She would be liaising with the Chair and Chief Officer on this and would report back to the Committee.

Referring to the Action Tracking Report the Facilitator confirmed that the Workshop on the “#Be Kind Pledge and Social Media” was in the process of being organised and once confirmed the date would be circulated to all Members. The Facilitator confirmed that the majority of the actions outlined were completed, with letters being sent to Mr. Jeremy Miles AM, the Minister for Education, on Elective Home Education and the School Enrichment Programmes and a copy of these would be circulated to Members for information.

In relation to the one outstanding action, the Facilitator confirmed that the Senior Manager for School Improvement had provided Councillor Dave Mackie with the requested information, therefore this action was now completed.

The recommendations, as outlined within the report, were moved and seconded by Councillor David Mackie and Councillor Janet Axworthy.

**RESOLVED:**

- (a) That the Forward Work Programme be noted;
- (b) That the Facilitator, in consultation with the Chair of the Committee, be authorised to vary the Forward Work Programme between meetings, as the need arises; and
- (c) That the progress made in completing the outstanding actions be noted.

**33. SUPPORTING SERVICE CHILDREN IN EDUCATION UPDATE**

Prior to the introduction of the report, the Chief Officer (Education & Youth) welcomed Mr. Peter Hawley from Connah’s Quay High School to the meeting who had been invited to provide information on his role in supporting Service children at the School.

The Senior Manager for School Improvement introduced a report to provide the Committee with an overview of how the Education and Youth Portfolio was supporting schools who had pupils who identified as Service children. The report also outlined how funding for Council had been allocated across Flintshire Schools and work carried out alongside Supporting Service Children in Education (SSCE) Cymru to collect data on the number and location of Service children in Wales.

The Senior Manager explained that since the commencement of the programme in 2014 the SSCE Cymru had worked as part of the Welsh Local Government Association (WLGA) to support and provide a resource base for all Local Authorities and independent schools in Wales. Talking to Service children to gain an understanding of their experiences had enabled better support to be provided to help them and the Senior Manager confirmed that that she sat on the Flintshire Armed Forces Forum and outlined areas where Flintshire was represented which enabled the best support and guidance to be provided to schools moving forward.

Councillor Dave Mackie thanked the Senior Manager for the report. He referred to the SSCE Cymru website and asked if Flintshire was involved with the Armed Forces Friendly Schools programme. In response, the Senior Manager explained that there were many organisations and committed professionals trying to move this forward and that being recognised for best practice was something Schools were aiming for. She suggested that a further report to outline the priority actions of Schools following an audit be presented to the Committee in the spring 2022.

Councillor Tudor Jones commented on the way funding was allocated and disbursed to individual Schools and suggested that additional funding would be required in the case of a major conflict. The Senior Manager agreed to feedback this suggestion to SSCE Cymru following the meeting.

The Chairman invited Mr. Peter Hawley to address the Committee. Mr. Hawley provided an overview of his military service as a Sergeant Major with the Yorkshire Regiment retiring after 25 years in 2012. He had toured all over the world with Iraq and Afghanistan his most recent tours. He explained that during his time in the military he had 60 men under his command and he had worked to ensure that their lives ran as smoothly as possible as many had young families at home whilst they were away in combat. He spoke about the impact on his own family whilst he was in the military and the impact on his children whilst being taught about wars in School. Mr. Hawley also spoke of his time at Connah's Quay High School explaining that he had worked as a technician within the Engineering Department. He explained that during his time supporting Service children, he had spoken often with the children and had encouraged their parents to contact him. He had organised breakfast clubs where soldiers had been invited to speak to the children about their similar experiences. He also commented on his volunteering work within the community for homeless Soldiers and raising money for the charity Minds at War.

The Chief Officer thanked Mr. Hawley for his attendance and presentation and said that you could not fail to be moved by his experiences, especially the impacts his military service had had on his family. She said that this demonstrated why the

work in Schools was important to ensure the necessary skills were available to support Service children. She was grateful to Mr. Hawley for the support he was providing to the children at Connah's Quay.

The Leader of the Council said that it was a great pleasure to welcome Mr. Hawley to the meeting and commented that he had met Mr. Hawley during a visit to the School Holiday Enrichment Programme at Connah's Quay High School. He commented on the important work being carried out by Mr. Hawley and thanked him for his courtesy and time during the visit to the School.

A number of Members echoed the comments made by the Chief Officer and Leader of the Council and thanked Mr. Hawley for the support he was providing. The Chairman welcomed the opportunity to consider the topic, which had not been presented to the Committee previously and praised the Education and Youth Portfolio officers for presenting the report and raising the profile of support for Service children.

The Leader of the Council suggested, if permitted, that the Committee visit the School Holiday Enrichment Programme as he had learnt a great deal about the support provided to Service children whilst visiting the Programme. The Facilitator suggested that this be added to the Forward Work Programme with a note to say that, if allowed, next year that some Members of the Committee attend the School Holiday Enrichment Programme.

It was suggested that the Chairman, on behalf of the Committee, write to Mr. Peter Hawley and Connah's Quay High School to thank him for his presentation and for the work being undertaken to support Service children In Education and also that the Chairman of the Council also be asked to write to Mr. Peter Hawley and Connah's Quay High School to thank him for his presentation. This suggestion was supported by the Committee.

The Chairman thanked Mr. Peter Hawley for his attendance.

The recommendation, as outlined within the report, including the additional recommendation to write to Mr. Peter Hawley, were moved and seconded by Councillor Janet Axworthy and Councillor Joe Johnson.

**RESOLVED:**

- (a) That the Committee note and commend the progress of the work of the Education and Youth Portfolio in supporting schools to meet the needs of Service children in Education;
- (b) That the Chairman, on behalf of the Committee, write to Mr. Peter Hawley and Connah's Quay High School to thank him for his presentation and for the work being undertaken to support Service children In Education; and
- (c) That the Chairman of the Council be asked to write to Mr. Peter Hawley and Connah's Quay High School to thank him for his presentation and for the work



being undertaken to support Service children In Education, on behalf of the Council.

#### **34. WELSH IN EDUCATION STRATEGIC 10 YEAR PLAN 2022 – 2032**

Prior to the introduction of the report, Councillor Tudor Jones commented on the Council's commitment to increase the number of fluent Welsh speakers within its schools and extending those Welsh language skills into the wider community. He suggested that the word 'fluent' be removed as he felt that by removing the need for fluent Welsh speakers this would ensure greater participation. He felt that conversational level would be sufficient. Councillor Jones also thanked all Members and officers who had conversed with him in Welsh, regardless of their ability and also thanked the Leader of the Council who he said had been a beacon for Welsh learners in Flintshire.

In response, the Senior Manager for School Improvement thanked Councillor Jones for his suggestion and agreed to feedback this suggestion as part of the consultation process. Both the Leader of the Council and Chief Officer (Education & Youth) spoke in support of the suggestion made by Councillor Jones. The Facilitator said that the suggestion made by Councillor Jones would be picked up as an action from the meeting.

The Senior Manager presented the report which provided the Committee with an overview of the draft plan for the next Welsh in Education Strategic Plan (WESP) which would run from September 2022 until 2032. The first ten year plan would commence on 1 September 2022 and expire on 31 August 2032 and the Plan would have to include a target outlining the expected increase in the number of Year 1 learners taught through the medium of Welsh in the local authority area during the lifespan of the Plan. During the COVID-19 pandemic the Welsh in Education Strategic Plans (Wales) Regulations 2019 were amended, therefore, the current Flintshire WESP cycle was extended by one year and would conclude by September 2022.

The Senior Manager provided information on the well-established and effective Welsh Strategic Forum, which met termly with work programmes developed. The remit of the Forum was outlined within the report.

Councillor Martin White thanked the Senior Manager for the report. He referred to a recent visit to Connah's Quay High School where during a tour of the classroom, all introductions were firstly made in Welsh. He welcomed this and said it had been pleasing to hear an increase in Welsh being spoken across the School.

The Chief Officer thanked the Senior Manager for her hard work as the Strategic lead for the Flintshire Welsh in Education Strategy. She outlined the work of Ms. Sian Hilton, a former Head Teacher in Denbighshire in galvanising the Forum to ensure all the documentation was in place to create a pathway for the plan and said that it would not have been possible to meet the deadline for consultation set by WG without the hard work of Ms. Hilton and the Senior Manager. The Senior Manager thanked the Chief Officer for her comments and said that there had been a team effort within the Forum. She thanked Councillor White for his comments and

advised the Committee that this was replicated in Schools across Flintshire, with a dedicated team of Welsh Advisory Teachers supporting Schools.

The Leader of the Council thanked all who had contributed to the WESP and outlined the importance of the Council in increasing the number of Welsh speakers across Flintshire. He explained that his interest in the Welsh language had stemmed from his first visit to the Urdd Eisteddfod as a child and said that all children across Flintshire should be encouraged to attend future Eisteddfodau in the area.

The recommendation, as outlined within the report, was moved and seconded by Councillor Tudor Jones and Councillor Martin White.

### **RESOLVED:**

That the Education, Youth & Culture Overview & Scrutiny Committee note the draft consultation for the Welsh in Education Strategic Plan 2022-2032

## **35. FLINTSHIRE SUMMER OF FUN AND SUMMER PLAYSCHEMES**

The Chief Officer (Education & Youth) presented the report which provided details of how both the Summer Playschemes and Summer of Fun were delivered in Flintshire. This year was the 26<sup>th</sup> year that the Council had delivered the Flintshire Summer Playscheme programme and the Chief Officer thanked Mrs. Janet Roberts (Play Development Officer) and team of play workers who had ensured that the programmes were well supported again in 2021.

The Chief Officer explained that in June 2021 the Welsh Government (WG) launched its 'Summer of Fun' programme which had been jointly developed with the Children's Commissioner for Wales (CCfW) and the Welsh Local Government Association (WLGA). WG had made £5m available across Wales with Flintshire receiving an allocation of £218,000 to deliver a 'Summer of Fun' for children and young people to help to alleviate some of the negative impacts of the necessary restrictions of COVID-19. WG had stipulated who should be targeted by this programme and she provided information on the list of activities provided which included activities for older teenage children. The commitment from the team had been excellent and officers were in the process of providing feedback to WG who would be preparing an evaluation report. Due to the success of the Summer of Fun programme WG had continued to fund this and were now planning the Winter of Well-being Programme to run from November to March with a particular focus on the on the February half term.

The Chief Officer reported that the Play Development Officer was currently collating feedback from parents and children on the Programme and suggested that once feedback had been received, that this be circulated to the Committee.

The Chairman thanked the Chief Officer for the report and commended the work carried out to provide the opportunity to children and welcomed the commitment given to provide a Winter of Well-being Programme. The Leader of the Council echoed the comments made by the Chairman and also thanked the Town

and Community Councils for their continued contribution to ensure the Programmes continued to be provided.

Councillor Tudor Jones queried the number of welsh first language sites as the number of sites differed within the report. The Chief Officer agreed to check this and report back to Councillor Jones following the meeting.

The recommendations, as outlined within the report, were moved and seconded by Councillor David Mackie and Councillor Joe Johnson.

**RESOLVED:**

- (a) That the Committee is reassured that children and young people in Flintshire had the opportunity to access and benefit from a range of valuable activities over the summer holidays through the Flintshire Playschemes and Summer of Fun Programme; and
- (b) That the Committee commend the significant effort by Council Officers and Officers in key partner organisations in delivering the successful programmes quickly and safely, particularly within challenging timescales.

**36. MEMBERS OF THE PRESS IN ATTENDANCE**

There were no members of the press in attendance.

(The meeting started at 2.00 pm and ended at 3.39 pm)

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**Chairman**

Mae'r dudalen hon yn wag yn bwrpasol

# Eitem ar gyfer y Rhaglen 4



## EDUCATION YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday, 3 <sup>rd</sup> February 2022
<b>Report Subject</b>	Forward Work Programme and Action Tracking
<b>Report Author</b>	Overview & Scrutiny Facilitator
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

Overview & Scrutiny presents a unique opportunity for Members to determine the Forward Work programme of the Committee of which they are Members. By reviewing and prioritising the Forward Work Programme Members are able to ensure it is Member-led and includes the right issues. A copy of the Forward Work Programme is attached at Appendix 1 for Members' consideration which has been updated following the last meeting.

The Committee is asked to consider, and amend where necessary, the Forward Work Programme for the Education Youth & Culture Overview & Scrutiny Committee.

The report also shows actions arising from previous meetings of the Education Youth & Culture Overview & Scrutiny Committee and the progress made in completing them. Any outstanding actions will be continued to be reported to the Committee as shown in Appendix 2.

### RECOMMENDATION

1	That the Committee considers the draft Forward Work Programme and approve/amend as necessary.
2	That the Facilitator, in consultation with the Chair of the Committee be authorised to vary the Forward Work Programme between meetings, as the need arises.
3	That the Committee notes the progress made in completing the outstanding actions.

## **REPORT DETAILS**

<b>1.00</b>	<b>EXPLAINING THE FORWARD WORK PROGRAMME AND ACTION TRACKING</b>
1.01	Items feed into a Committee's Forward Work Programme from a number of sources. Members can suggest topics for review by Overview & Scrutiny Committees, members of the public can suggest topics, items can be referred by the Cabinet for consultation purposes, or by County Council or Chief Officers. Other possible items are identified from the Cabinet Work Programme and the Improvement Plan.
1.02	<p>In identifying topics for future consideration, it is useful for a 'test of significance' to be applied. This can be achieved by asking a range of questions as follows:</p> <ol style="list-style-type: none"><li>1. Will the review contribute to the Council's priorities and/or objectives?</li><li>2. Is it an area of major change or risk?</li><li>3. Are there issues of concern in performance?</li><li>4. Is there new Government guidance of legislation?</li><li>5. Is it prompted by the work carried out by Regulators/Internal Audit?</li><li>6. Is the issue of Public or Member concern?</li></ol>
1.03	In previous meetings, requests for information, reports or actions have been made. These have been summarised as action points. Following a meeting of the Corporate Resources Overview & Scrutiny Committee in July 2018, it was recognised that there was a need to formalise such reporting back to Overview & Scrutiny Committees, as 'Matters Arising' was not an item which can feature on an agenda.
1.04	It was suggested that the 'Action tracking' approach be trialled for the Corporate Resources Overview & Scrutiny Committee. Following a successful trial, it was agreed to extend the approach to all Overview & Scrutiny Committees.
1.05	The Action Tracking details including an update on progress is attached at Appendix 2.

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	None as a result of this report.

<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	In some cases, action owners have been contacted to provide an update on their actions.

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	None as a result of this report.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 – Draft Forward Work Programme Appendix 2 – Action Tracking for the Education Youth & Culture OSC.

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	Minutes of previous meetings of the Committee as identified in Appendix 2.  <b>Contact Officer:</b> Ceri Shotton Overview & Scrutiny Facilitator <b>Telephone:</b> 01352 702305 <b>E-mail:</b> <a href="mailto:ceri.shotton@flintshire.gov.uk">ceri.shotton@flintshire.gov.uk</a>

<b>7.00</b>	<b>GLOSSARY OF TERMS</b>
7.01	<b>Improvement Plan:</b> the document which sets out the annual priorities of the Council. It is a requirement of the Local Government (Wales) Measure 2009 to set Improvement Objectives and publish an Improvement Plan.

Mae'r dudalen hon yn wag yn bwrpasol



**CURRENT FWP**

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
<p>Thursday 24<sup>th</sup> March, 2022 2.00pm</p>	<p><b>MEETING CANCELLED</b></p>				
<p>Thursday 16<sup>th</sup> June, 2022 2.00pm</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 17</p>	<p><b>Self Evaluation of Education Services (2021-22) including Learner Outcomes 2021</b></p> <p><b>School Attendance &amp; Exclusions</b></p> <p><b>Additional Learning Needs</b></p> <p><b>Community Asset Transfer Update</b></p>	<p>To update Members on overall service performance 21-22 and Learner Outcomes from 2021</p> <p>To provide the Committee with an update on learner attendance and exclusions in Flintshire Schools &amp; support provided by Inclusion Services</p> <p>To provide Members with information on the Additional Learning Needs provision across schools, where there was a greater demand and how this impacted school budgets.</p> <p>To provide an annual update on the Business Plan for Holywell Leisure Centre and Cambrian Aquatics</p>	<p>Assurance Monitoring</p> <p>Assurance Monitoring</p> <p>Assurance Monitoring</p> <p>Assurance Monitoring</p>	<p>Chief Officer (Education &amp; Youth)</p> <p>Chief Officer (Education &amp; Youth)</p> <p>Chief Officer (Education &amp; Youth)</p> <p>Chief Executive</p>	

Tudalen 18	<p><b>Thursday 30<sup>th</sup> June, 2022</b></p> <p><b>Joint meeting with S&amp;HC OSC - 2.00pm</b></p>	<p><b>Welsh Government (WG) Programmes Summer of Fun and Winter of Well-being</b></p>	<p>To provide Members with an update on the Welsh Government (WG) Programmes - Summer of Fun and Winter of Well-being</p>	<p>Information Sharing</p>	<p>Chief Officer (Education &amp; Youth)</p>	
	<p><b>Thursday 14<sup>th</sup> July, 2022</b></p> <p><b>2.00pm</b></p>	<p><b>Annual Report from Regional School Improvement Service, GwE</b></p> <p><b>Social Media and Internet Safety</b></p>	<p>To receive an update on the support provided by the regional school effectiveness and improvement service, GWE and its impact on schools</p> <p>To provide Members with an update on the Portfolio's Social Media and Internet Safety policy and provision</p>	<p>Assurance Monitoring</p> <p>Assurance Monitoring</p>	<p>Chief Officer (Education &amp; Youth) and Managing Director of GwE</p> <p>Chief Officer (Education &amp; Youth)</p>	

**INFORMATION REPORTS TO BE CIRCULATED TO THE COMMITTEE**

Item	Purpose of information report	Month
Health & Safety in Schools	Information report on accidents during the academic year and the actions taken to support schools in achieving healthy and safe environment.	December
Flintshire Summer of Fun and Summer Playschemes	Information on feedback from parents from Flintshire Summer of Fun and Summer Playschemes 2021 to be circulated to the Committee once collated.	When available

**Items to be scheduled**

- Report on the challenges that may be faced by schoolchildren leaving education in Wales with the new qualifications, perhaps into England whether to work or re-enter education, that may be caused by the changes to those new qualifications – **Request from Cllr Richard Jones.**
- Supporting Service Children in Education Update – a further report to outline the priority actions of schools following the audit be presented to the Committee when appropriate – **Request from Cllr David Mackie.**

**REGULAR ITEMS**

Month	Item	Purpose of Report	Responsible / Contact Officer
February/ March	School Modernisation	To update Members on the progress made with School Modernisation	Senior Manager School Planning & Provision
April	Attendance & Exclusions	To provide Members with an overview of school attendance and exclusions and the role of the Portfolio's support services in this area	Chief Officer (Education & Youth)
June	Self-evaluation on education services & learner outcomes	To update Members on overall service performance including Learner Outcomes	Chief Officer (Education & Youth)
	Additional Learning Needs	To update members on the implementation of national ALN reforms in schools and the role of the Portfolio's support services in this area	Senior Manager – Inclusion & Progression
July	Regional School Effectiveness and Improvement Service (GwE)	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Chief Officer (Education & Youth) & GwE Senior Officers
December	School Balances	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year	Finance Manager
Annually	Learning from the School Performance Monitoring Group (SPMG)	To receive the annual report on progress and learning from the SPMG	Senior Manager – School Improvement;
Annually	Social Media & Internet Safety	To receive an annual report assurance/monitoring	Healthy Schools Practitioner
	Class Size Grant	To receive a regular update on how the Class Sizes Grant from Welsh Government was being used and how this aligned to the School Modernisation Programme	Senior Manager School Planning & Provision

Mae'r dudalen hon yn wag yn bwrpasol

**ACTION TRACKING FOR THE EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE**

Meeting Date	Agenda item	Action Required	Action Officer(s)	Action taken	Timescale
01.07.2021	6. Social Media and Internet Safety	Cllr David Healey referred to the Notice of Motion which went to Council in 2019, where all Members signed up to a pledge that they would not themselves engage in social media in ways which denigrates other individuals. He asked how Members could re-affirm this pledge. The Learning Advisor suggested that this and online bullying be promoted to form part of the new academic year and included in schools newsletters, twitter, websites etc. and said the authority's communication team could promote this further to make a stance on cyber bullying which was very important. This suggestion was supported by the Committee.	Claire Sinnott / Ceri Shotton	All Member Briefing Sessions held on 1 <sup>st</sup> and 2 <sup>nd</sup> February. #bekind pledge campaign to launch week commencing 8 <sup>th</sup> February, 2022.	Completed.
02.12.2021	3. Minutes	Lynn Bartlett asked that the word classroom be amended to School in paragraph six of page 10 of the minutes.	Janet Kelly	Minutes amended and sent to translation for publication on the Council's website.	Completed.
02.12.2021	4. Forward Work Programme	That a copy of the letters sent to Mr. Jeremy Miles MS on the School Holiday Enrichment Programme and Elective Home Education be circulated to the Committee.	Ceri Shotton	A copy of the letter was circulated to the Committee via e-mail on 18.01.2022.	Completed.

## ACTION TRACKING

## APPENDIX 2

02.12.2021	5. Supporting Service Children in Education Update	In response to a question from Cllr Dave Mackie, Vicky Barlow suggested that a further report to outline the priority actions of schools following the audit be presented to the Committee.	Vicky Barlow	Item added to FWP as 'item to be scheduled' to be presented to the Committee at a future meeting.	Completed.
02.12.2021	5. Supporting Service Children in Education Update	Cllr Tudor Jones suggested that additional funding would be required in the case of a major conflict. Vicky Barlow agreed to feedback this suggestion to Supporting Service Children in Education (SSCE) Cymru.	Vicky Barlow	Meeting with SSCE Cymru has been scheduled for 10 <sup>th</sup> February where feedback will be provided.	Completed
02.12.2021	5. Supporting Service Children in Education Update	In line with recommendation (b) that a letter be written to Mr. Peter Hawley and Connah's Quay High School.	Ceri Shotton	Letter sent to Mr. Peter Hawley on behalf of the Committee on 28.01.2022.	Completed
02.12.2021	5. Supporting Service Children in Education Update	In line with recommendation (c) that the Chairman of the Council be asked to write to Mr. Peter Hawley and Connah's Quay High School.	Ceri Shotton	Copy of letter sent to Mr. Peter Hawley sent to the Chairman of the Council with a request that he also write to Mr. Hawley.	Completed.
02.12.2021	6. Welsh in Education Strategic 10 Year Plan 2022-2032	Cllr Tudor Jones speaking to the Council's commitment to increase the number of fluent Welsh speakers within its schools and extending those Welsh language skills into the wider community, suggested the removal of the word 'fluent'. He said that by removing the need for fluent Welsh speakers this would ensure greater participation. He felt that conversational level would be	Vicky Barlow	The draft Welsh in Education Strategic 10 Year Plan 2022-2032 has been amended to reflect the suggestion made.	Completed

Tudalen 22

## ACTION TRACKING

## APPENDIX 2

		sufficient. Vicky Barlow said that she would feedback this suggestion as part of the consultation process.			
02.12.2021	7. Flintshire Summer of Fun and Summer Playschemes	Claire Homard suggested that once the feedback from parents and children had been collated, that this be circulated to the Committee.	Claire Homard	Evaluation reports on Summer of Fun circulated to Members of the Committee via e-mail on 25.01.2022.	Completed.
02.12.2021	7. Flintshire Summer of Fun and Summer Playschemes	Cllr Tudor Jones queried the number of welsh first language sites as it referred to 2 on page 47 of the report and 3 on pages 76 and 77. Claire Homard agreed to check this following the meeting.	Claire Homard	Information to confirm that there were 3 welsh language first sites at: <ul style="list-style-type: none"> <li>• Ysgol Maes Garmon</li> <li>• Ysgol Croes Atti</li> <li>• Ysgol Treuddyn</li> </ul> Circulated to Members of the Committee via e-mail on 25.01.2022.	Completed.

Mae'r dudalen hon yn wag yn bwrpasol



# Eitem ar gyfer y Rhaglen 5



## EDUCATION, YOUTH AND CULTURE OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday, 3 <sup>rd</sup> February 2022
<b>Report Subject</b>	Learner Outcomes Assessment Process 2022
<b>Cabinet Member</b>	Leader of the Council and Cabinet Member for Education
<b>Report Author</b>	Chief Officer (Education and Youth)
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

This report has been developed to provide Members with an overview of the current national position regarding arrangements for GCSE and A Level assessments in 2022.

The report also outlines the high level contingency arrangements that have been provided for examination centres, should any national decision need to be made to cancel the summer 2022 examination series.

### RECOMMENDATIONS

1	That the Education, Youth & Culture Overview & Scrutiny Committee note the arrangements currently in place for assessments in 2022 and recognise the hard work of secondary schools in Flintshire in supporting their examination year groups.
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### REPORT DETAILS

<b>1.00</b>	<b>EXPLAINING ASSESSMENT ARRANGEMENTS FOR 2022</b>
1.01	In 2021, examinations were cancelled for the second year in a row.  In March 2021, it was announced that there would be examinations in summer 2022, and that the assessment requirements for Welsh Joint

	<p>Education Committee (WJEC) GCSE, AS and A level qualifications would be adapted to reduce the impact of disruption to face-to-face teaching and learning time during the pandemic.</p> <p>Decisions related to qualifications and assessment for 2022 are complex in light of the ongoing challenges of Covid-19. All examinations planned to take place in 2022 are currently set to go ahead and the January examination series has recently been undertaken. Welsh Government made provision for all schools in Wales to have two planning days at the start of the new spring term. As well as allowing time for schools to revisit their whole school contingency plans and risk assessments for the spring term, this was also to allow secondary school leaders time to plan for learners to sit their January exams safely.</p>
1.02	<p><b>Contingency Arrangements</b></p> <p>If further substantial disruption leads to a decision by Welsh Government to cancel the summer 2022 exam series, the contingency arrangements already outlined to examination centres will be implemented. Qualifications Wales published guidance on contingency assessment arrangements for approved GCSEs, AS and A levels in November 2021. This document gives centres the high level overview of what the requirements will be should a decision be made by Welsh Government to cancel the summer 2022 exam series. It would be updated with additional information and with WJEC's detailed operational guidance as soon as possible after any decision to implement the contingency assessment arrangements was made.</p> <p>As is the case for general qualifications, contingency arrangements will also be implemented for vocational qualifications if required. Qualifications Wales have been working closely with awarding bodies on these contingency arrangements.</p> <p>Examination centres have been advised that they should prepare for the possible implementation of the contingency arrangements by planning what assessments they will use to inform Centre Determined Grades (CDGs), should they be needed, so that the collection of assessment evidence starts as soon as possible and as appropriate for each centre. For this to be manageable alongside preparation for the examination series in summer 2022, centres were advised to aim to integrate these assessments into their usual teaching and learning and existing assessment plans.</p> <p>Overall centre determined grading decisions should only be made if exams are cancelled and only once the appropriate supporting information has been provided for centres to be able to do this as effectively as possible.</p>
1.03	<p>As a consequence of the disruption caused by the pandemic over the last two years, we know that there are learners in the current examination years who have already missed out on a significant portion of their learning and teaching time. Schools are placing a particular focus on minimising disruption and supporting those learners in examination classes. They are working very hard to support their learners, including looking to address some of the anxieties the changing picture of examinations and assessments over the last two years has led to for many young people.</p>

1.04	<p>The Welsh Government has provided funding for schools through the <b>Recruit, Recover, Raise Standards: Accelerating Learning Programme</b> during the pandemic. Schools have received funding from this grant to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure.</p> <p>All pupils are eligible for additional help, although the scope of the help needed will vary significantly depending on individual circumstances. Given that resources are limited, schools have been asked to prioritise when planning the allocation of resources and this includes support for learners in examination classes.</p>
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<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	<p>If examinations are cancelled, centres will be required by WJEC to implement internal quality assurance processes to promote consistency of the centre determined grade approach across the centre (within subjects and across subjects).</p> <p>Centres have been asked to prepare for the possible implementation of the contingency arrangements. Schools are having to manage this work alongside preparation for the exam series in summer 2022.</p>

<b>3.00</b>	<b>IMPACT ASSESSMENT AND RISK MANAGEMENT</b>
3.01	<p>Examination centres are required to comply with the Public Sector Equality Duty (PSED) at all times, including in the production of centre determined grades. There are also specific duties for Wales which set out the steps that must be taken to demonstrate due regard for the general duty. This means that centres need to communicate with learners, and parents/carers in a clear, transparent, and accessible way, and take into consideration the needs of those who share protected characteristics.</p> <p>The Equalities and Human Rights Commission (EHRC) produced guidance on complying with the PSED for summer 2021 which was made available on Hwb. WJEC and Diverse Cymru also provided training on avoiding unconscious bias. This guidance and training is relevant for summer 2022 if the contingency assessment arrangements are implemented.</p>

<b>4.00</b>	<b>CONSULTATIONS REQUIRED/CARRIED OUT</b>
4.01	<p>Regular discussions are held between Education Officers and the Flintshire Secondary Headteachers Federation to ensure that all stakeholders are kept updated as to the current situation in schools and any ongoing challenges for examination cohorts arising from the pandemic. This information is used to update the GwE Management</p>

	Board which comprises of the Senior Management Team of GwE and the six Chief Education Officers of the North Wales authorities.
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<b>5.00</b>	<b>APPENDICES</b>
5.01	There are no appendices to this report.

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<p><b>Qualifications Wales assessment arrangements 2022</b></p> <p><a href="https://qualificationswales.org/english/assessment-arrangements-20212022/">https://qualificationswales.org/english/assessment-arrangements-20212022/</a></p> <p><b>WJEC assessment arrangements 2022</b></p> <p><a href="https://www.wjec.co.uk/home/2022-everything-you-need-to-know/">https://www.wjec.co.uk/home/2022-everything-you-need-to-know/</a></p>

<b>7.00</b>	<b>CONTACT OFFICER DETAILS</b>
7.01	<p><b>Contact Officer:</b> Vicky Barlow, Senior Manager for School Improvement</p> <p><b>Telephone:</b> 01352 704019</p> <p><b>E-mail:</b> <a href="mailto:vicky.barlow@flintshire.gov.uk">vicky.barlow@flintshire.gov.uk</a></p>

<b>8.00</b>	<b>GLOSSARY OF TERMS</b>
8.01	<p><b>Qualifications Wales:</b> the independent organisation responsible for regulating general and vocational qualifications in Wales.</p> <p><b>WJEC:</b> Wales’ largest awarding body, providing bilingual qualifications, specialist support, and assessment to schools and colleges.</p> <p><b>Centre determined grades:</b> overall qualification grades that are produced through a holistic judgment that is underpinned by a number of pieces of evidence of demonstrated attainment.</p> <p><b>Recruit, Recover, Raise Standards: Accelerating Learning Programme:</b> Welsh Government funding to schools and early years childcare settings to provide additional support to children and young people, whose education and development have been most disrupted by the COVID-19 pandemic.</p>

# Eitem ar gyfer y Rhaglen 6



## EDUCATION, YOUTH AND CULTURE OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday, 3 <sup>rd</sup> February 2022
<b>Report Subject</b>	Multiplying Impact – Flintshire Integrated Youth Provision Delivery Plan 2021-2024
<b>Cabinet Member</b>	Leader of the Council and Cabinet Member for Education
<b>Report Author</b>	Chief Officer (Education & Youth)
<b>Type of Report</b>	Strategic

### EXECUTIVE SUMMARY

This report provides details of the new plan that has been developed for the delivery of the Council's youth services, known as the Integrated Youth Provision, for the period 2021-2024.

This plan has been prepared following consultation with young people, with staff in the Integrated Youth Provision Team and with our key partners who support us in our delivery of services to young people aged 11 to 25 in Flintshire.

It has also been developed within the context of the ongoing COVID-19 pandemic which is widely acknowledged to have had a significant impact on the emotional, mental and physical health of young people.

Aspects of the delivery plan are already being actioned as the service has continued its support for children and young people throughout the pandemic. This has often been in different ways from traditional youth work activities due to the COVID-19 restrictions that have been in place at different times.

The title of the plan, **Multiplying Impact**, is deliberate in order to demonstrate how lessons learned about service delivery during the pandemic are embedded in our youth work going forward and also how effective partnership working between the Council and its key partners in this arena positively benefits our young people and maximises its impact.

The plan outlines the national and local context for youth work, references the feedback from the consultation process on which the plan has been built and sets out ambitious priorities for the future development of the service.

## RECOMMENDATIONS

1	Members positively acknowledge the vital work of the Integrated Youth Provision during the COVID-19 pandemic in supporting Flintshire's children and young people.
2	Members endorse 'Multiplying Impact - Flintshire Integrated Youth Provision Delivery Plan 2021-2024'.

## REPORT DETAILS

<b>1.00</b>	<b>EXPLAINING 'MULTIPLYING IMPACT – FLINTSHIRE INTEGRATED YOUTH PROVISION DELIVERY PLAN 2021-2024'</b>
1.01	Flintshire Integrated Youth Provision (FIYP) aspires for all young people in the county to have access to quality support that contributes to their personal development, emotional health and wellbeing, physical health and personal safety. The aim is that young people can reach their potential and live free from disadvantage and the harmful impacts of inequality and disadvantage.
1.02	The service recognises that the COVID-19 pandemic, which is still ongoing after nearly two years, has had a variety of impacts on young people – some positive but many are negative. It is acknowledged that at a time when young people and families needed support the most, many of the protective factors which normally help them to cope were inaccessible because of the national restrictions e.g. schools and workplaces closed, leisure centres, gyms, sports clubs, youth clubs and social venues closed and for significant periods of time, limitations on meeting with family and friends. Many young people and families have also experienced increasing financial hardship and have increased stress around employment and poverty.
1.03	As pandemic restrictions have been eased, although not yet completely removed, some of our youth services have begun to operate again, alongside the reopening of schools but what is already emerging is that the impact of the pandemic has had a wide range of impacts on young people and this will continue to become more visible over time and particularly for the most vulnerable in our communities.
1.04	FIYP has a long and proud history of advocating for and partnering with young people, schools, wider services and key partners to meet the needs of those aged 11 to 25. FIYP is, therefore, well placed to meet the challenges that emerge in the presentation of young people including disengagement, anxiety, mental health issues and in the more complex cases, self-harm and suicide ideation.
1.05	Welsh Government is promoting a whole-school approach to emotional health and wellbeing and actively encourages greater use of youth work to support young people within the 11-25 age range. The FYIP team have a vast range of expertise and skills to enhance this approach both inside and outside the formal school setting. Youth workers offer a unique insight into

	<p>the needs of young people and are adept at identifying and supporting those who may be at greater risk.</p>
1.06	<p>As Wales heads towards implementation of the new curriculum in September 2022, with its four key purposes:</p> <ul style="list-style-type: none"> <li>• ambitious, capable learners, ready to learn throughout their lives;</li> <li>• enterprising, creative contributors, ready to play a full part in life and work;</li> <li>• ethical, informed citizens of Wales and the world;</li> <li>• healthy, confident individuals, ready to lead fulfilling lives as valued members of society;</li> </ul> <p>the contribution of quality youth work will be critical.</p> <p>Working strategically and collaboratively with young people and partners, our ambition is to ensure that everyone benefits from formal and informal activities and experiences, led by a skilled and enthusiastic youth team and that the impact of everyone's efforts is multiplied.</p>
1.07	<p>Based on data from the Office for National Statistics in 2019, 156,100 people live in Flintshire, which represents about 5% growth since 2001. Of the total population, 28% are aged 0-25 years (42,314) with young people aged 11-25 years totalling 23,714.</p>
1.08	<p>The population in Flintshire is spread across the towns of Flint, Buckley, Holywell, Connah's Quay and Mold, but unlike some Welsh counties there is no main single centre. The remainder of the population are located either in a westward linear pattern extending along the Flintshire coast, with more rural and dispersed communities to the central and western areas of the county or in more commuter-based villages to the south and east.</p> <p>Our geography means that some of our young people are more confined to their own areas than is true for counties with main centres. This impacts most on those with less means and less confidence to travel in order to access provision in neighbouring towns and/or villages. This isolation has been exacerbated further for young people, their families and communities because of COVID-19.</p>
1.09	<p>Our geography and local patterns of inward and outward migration with nearby English towns and cities e.g. Chester and Liverpool, have also meant we have tended to have fewer Welsh language speakers in Flintshire - 13.2% compared to 19% for Wales as recorded in the 2011 census. Therefore, encouraging young people to learn and use their Welsh language skills and be proud of their Welsh heritage and culture is a key objective of the service and the new delivery plan and forms part of the Council's Welsh in Education Strategy 2022-2032.</p>
1.10	<p>Youth work: the Youth Provision Service and Youth Support Services in Flintshire have been planned and delivered in an integrated way since 2015, with enhanced collaboration between providers in all sectors.</p>

	<p>Flintshire Integrated Youth Provision (FIYP) operates across the spectrum of need with a reach across all secondary schools, statutory and voluntary sector partners. FIYP utilises the Youth Support Grant (YSG) and the Families First grant to support a strategic approach to partnership work and an active voluntary sector provision. This has enabled us to adopt a strategic approach to planning and delivering support for young people.</p>
1.11	<p>The Learning and Skills Act 2000 s.123 obliges local authorities to provide and/or secure the provision of Youth Support Services (youth services). Youth services operate from multiple settings, including schools, homes and in communities. This includes dedicated provision for young people more at risk of poor outcomes such as young carers and young people with disabilities, at risk of exclusion, having unhealthy relationships and those with emotional and mental health problems.</p> <p>Youth workers provide these services via ‘youth work’ - a recognised methodology for working with young people, underpinned by National Occupational Standards and regulated professional qualifications.</p>
1.12	<p>Since 2010, traditional youth service activities in Wales, which were mainly community-based, drop-in and open-access, have reduced. Reasons for this include national policy change, young people’s growing preference for digital interaction, more time spent on school-related activities and study and the impact of austerity.</p> <p>The national policy context increasingly focused youth service activities to more targeted provision. The Welsh Government and key agencies such as Estyn have increasingly recognised the essential role of youth workers to helping support positive outcomes with young people that are more vulnerable to disadvantage and exclusion.</p>
1.13	<p>We know from national research and local analysis that young people are affected by adverse childhood traumas (ACEs) and with other challenges arising from factors such as being young carers, intergenerational poverty and/or having a disability, neuro-diverse condition and poor mental and emotional health and wellbeing the challenges facing many young people are significant.</p>
1.14	<p>These challenges are the drivers behind this new delivery plan and are closely linked with three Council priorities:</p> <ul style="list-style-type: none"> <li>• reducing youth homeless;</li> <li>• reducing school absenteeism and exclusions;</li> <li>• improving outcomes for children and young people who are ‘looked after’ by the local authority and for care leavers.</li> </ul>
1.15	<p>The role of young people in shaping the services they want and need is critical and Flintshire’s young people positively contributed to the consultation process. Of the 80 young people who responded to the consultation survey, we learned that the majority who use FIYP services rate these as great or good with informal education and play activities during the summer, 1:1 and group activities with youth workers in the community, during the school day (but not at school), online and youth clubs all scoring highly.</p>



	<p>The areas for us to develop further based on their feedback is to improve the experience of young people engaging with youth workers at school and in accessing information, advice and assistance through telephone/email contact with youth workers.</p>
1.16	<p>Amongst young people, we also found strong demand for FIYP to prioritise support:</p> <ul style="list-style-type: none"> <li>• In how to feel more confident, for chances to learn something new, stay safe, relax/have a break, do something different and for support with education and/or employment (85-90% of all young people).</li> <li>• Provide chances to meet more young people like themselves and for support to deal with anxiety, stress and problems at school with other young people (80-84%).</li> <li>• Promote access to youth workers as sources of information and advice about other types of available support and to assist with problems with family/at home and in addressing problems with teachers and school work (67-79%).</li> </ul> <p>At least half of young people also value as very important/important FIYP youth and play workers providing information and advice about sexual health, drugs and alcohol and housing.</p>
1.17	<p>While there was little difference in preferences based on location, gender, having a disability or a health/neuro-diverse condition, for some cohorts of young people there were particular areas of support that are more strongly valued. These include:</p> <ul style="list-style-type: none"> <li>• For LGBTQ+ young people</li> <li>• For young people where Welsh or English is not their first language</li> <li>• For young carers.</li> </ul>
1.18	<p>The other respondents to the consultation including FYIP staff, partners, parents &amp; carers and elected members largely validated the key priorities identified by young people themselves. These include:</p> <ul style="list-style-type: none"> <li>• Support for young people's mental health and wellbeing, including anxiety and stress, support networks and to address waiting times for specialist mental health services</li> <li>• Pro-social community activities, including access to informal education, play and activities that alleviate boredom and give young people something to do</li> <li>• Safe environments for young people to meet, access support, hang out etc.</li> <li>• Information, advice and assistance related to alcohol and drugs</li> </ul>

	<ul style="list-style-type: none"> <li>• Support for economic empowerment, including jobs and financial advice</li> <li>• Support related to education, such as to help reduce exclusions, support pupil engagement</li> <li>• Access to online support services, including improved online safety and to address digital exclusion.</li> </ul>
1.19	<p>Those who responded were even more emphatic than the young people themselves in prioritising the following as important:</p> <ul style="list-style-type: none"> <li>• Supporting young people experiencing anxiety and stress e.g. feeling worried, feeling lonely, self-harm (99%).</li> <li>• Supporting young people to feel more confident e.g. body image, peer pressure (99%).</li> <li>• Supporting young people experiencing problems with family/at home (99%).</li> <li>• Supporting young people experiencing problems at school with other young people e.g. bullying, peer pressure (98%).</li> <li>• Support with school/college/getting a job (97%).</li> <li>• Giving young people a chance to do something different (97%).</li> <li>• Giving young people a chance to learn something new (97%).</li> <li>• Giving young people a chance to meet more young people like them e.g. Welsh speakers, disabled young people, LGBTQ+ young people (97%).</li> </ul>
1.20	<p>What types of services and how they should be delivered are explored in detail in the plan which is attached at Appendix 1. The consultation demonstrated that young people and wider stakeholders can have similarities and differences in how they consider the best ways to deliver services.</p> <p>The provision of youth clubs in young people’s local area was a priority for everyone but there is also recognition that a range of services can be delivered in other formats e.g. on digital platforms, by youth workers being placed in schools, by accessing information in other venues supported by youth workers e.g. leisure centres, parks, clubs, hospitals, homelessness shelters. Broadening the offer of services by working with other partners and maximising technology is a positive way to maximise the impact of constrained resources.</p> <p>What the consultation feedback confirmed, therefore, is that the service needs a multi-faceted and inclusive approach to ensure the broadest possible access for young people to our support.</p>

1.21	<p>The consultation provided mostly strong support for the proposals for the development of the Integrated Youth Provision which include:</p> <ul style="list-style-type: none"> <li>• Expanding digital and remote engagement with young people and staff;</li> <li>• Sustaining and developing partnerships with schools and other services such as AURA, Housing and Children's Services to make youth workers available in settings that young people attend e.g young people at risk of homelessness, self-harm and who are at risk of exclusion from school;</li> <li>• Re-establishing regular youth clubs at Connah's Quay, Flint, Greenfield, Leeswood, Penyffordd, Saltney and Sealand, Mynydd Isa and Treuddyn;</li> <li>• To develop new provision in the Deeside area and to have schools and community organisations manage some buildings in order to release resource to provide other forms of youth work e.g. youth workers in schools.</li> </ul>
1.22	<p>The service has developed its vision for the future on the basis of the Youth Work Strategy for Wales 2019 which has the following 5 aims:</p> <ol style="list-style-type: none"> <li>1. Young people are thriving</li> <li>2. Youth work is accessible and inclusive</li> <li>3. Voluntary and paid professional youth work staff are supported throughout their careers to improve their practice</li> <li>4. Youth work is valued &amp; understood</li> <li>5. A sustainable model for youth work delivery</li> </ol> <p>Each of these themes are developed in greater detail in the delivery plan and expands on the priorities above. The plan outlines what has already been done to support these aims and also how they will be developed further through the lifetime of the plan.</p>
1.23	<p>FIYP will make sure that we build on our collective successes, question ourselves continually and always listen to the voices of our young people, our staff, our partners and our wider stakeholders.</p> <p>FIYP Plan: Multiplying Impact 2021 – 2024 has been developed in that spirit and is grounded in our recent consultation feedback.</p> <p>The 2021 – 2024 Multiplying Impact plan promises to deliver through our proactive and effective partnership work, a relentless focus on quality and holistic support, a bilingual offer and evidence-based youth work provision.</p>

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	<p><b>Revenue:</b> there are no implications for the approved revenue budget for this service for either the current financial year or for future financial years. The service operates within its budget.</p>

	<p><b>Capital:</b> there are no implications of this delivery plan for the approved capital programme of the Council for either the current financial year or for future financial years. The service will continue to manage a number of youth and community buildings but where appropriate will support others to take control via community asset transfers. This is a more financially efficient model for the service who can then rent out space when it is needed.</p> <p><b>Human Resources:</b> Any change to current workforce structures or roles will be managed within the service budget.</p>
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<b>3.00</b>	<b>IMPACT ASSESSMENT AND RISK MANAGEMENT</b>
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3.01	<p>Integrated Impact Assessments (IIAs)</p> <p>A full Integrated Impact Assessment has been completed, attached as Appendix 3 to this report, which elected members are advised to read.</p> <p>i) The Impact Assessment has identified there will be a potential positive impact on virtually all areas with the note that the only potential negative impact would be if some individuals were digitally disadvantaged. Access to IT equipment and internet access will be continuously reviewed by the service to integrate this into the offer for young people and by signposting them to other local facilities where this is available e.g. libraries.</p> <p>Any identified risks within the Integrated Youth Provision are recorded as part of the Education &amp; Youth Portfolio risk register which is monitored on a monthly basis and reported through the appropriate Council meeting structures.</p> <p><b>Ways of Working (Sustainable Development) Principles Impact</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 40%;">Long-term</td> <td><b>Positive</b> – supports the holistic development of young people as they transition towards adulthood</td> </tr> <tr> <td>Prevention</td> <td><b>Positive</b> – provides access to support services and information to encourage young people to make healthy choices, maintain personal wellbeing and safety and develop confidence</td> </tr> <tr> <td>Integration</td> <td><b>Positive</b> – the plan is wholly inclusive and provides opportunities for all</td> </tr> <tr> <td>Collaboration</td> <td><b>Positive</b> – the plan and the delivery of youth work activities is based on a collaborative approach between services and agencies for the benefit of all young people</td> </tr> <tr> <td>Involvement</td> <td><b>Positive</b> – the plan is based on the consultation and feedback from young people who are actively involved and</td> </tr> </table>	Long-term	<b>Positive</b> – supports the holistic development of young people as they transition towards adulthood	Prevention	<b>Positive</b> – provides access to support services and information to encourage young people to make healthy choices, maintain personal wellbeing and safety and develop confidence	Integration	<b>Positive</b> – the plan is wholly inclusive and provides opportunities for all	Collaboration	<b>Positive</b> – the plan and the delivery of youth work activities is based on a collaborative approach between services and agencies for the benefit of all young people	Involvement	<b>Positive</b> – the plan is based on the consultation and feedback from young people who are actively involved and
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	supports them to develop their understanding of how they can actively participate in all aspects of their lives. It is a rights based approach.
<b>Well-being Goals Impact</b>	
Prosperous Wales	<b>Positive</b> – develops the skills and confidence of young people and supports their academic and personal development to lead them to be economically active as adults
Resilient Wales	<b>Positive</b> - develops the skills and confidence of young people and gives them access to services and support to build their personal resilience
Healthier Wales	<b>Positive</b> – provides access to services and experiences that promote physical and emotional health
More equal Wales	<b>Positive</b> – is inclusive and seeks to address the impact of inequality
Cohesive Wales	<b>Positive</b> – built on a rights based approach and the respecting others agenda
Vibrant Wales	<b>Positive</b> – encourages and promotes the Welsh language and culture
Globally responsible Wales	<b>Positive</b> – encourages social and environmental responsibility
<p>The plan makes a significant contribution to the Council’s Wellbeing Objectives and is a key strand of the business plan for the Education &amp; Youth Portfolio which in turn underpins the Council Plan. It supports not only the E&amp;Y Well-being objectives:</p> <ul style="list-style-type: none"> <li>• supporting children and younger people to achieve their potential;</li> <li>• supporting learners from 3 to 18 years of age to aspire to high levels of educational attainment and achievement;</li> <li>• providing high quality learning opportunities, and learning environments for learners of all ages;</li> </ul> <p>but also contributes to other objectives in relation to healthy and independent living, protecting people from poverty, protecting people from abuse, making communities safer places and giving equal opportunities for all to fulfil their lives.</p>	

<b>4.00</b>	<b>CONSULTATIONS REQUIRED/CARRIED OUT</b>
4.01	The plan was widely consulted upon by a range of young people and wider stakeholders and it is on this feedback that the priorities within the plan have been developed, alongside local and national priorities.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 – Multiplying Impact Delivery Plan 2021-2024 Appendix 2 – FIYP Staffing Structure 2022 Appendix 3 – FIYP Integrated Impact Assessment

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<a href="https://gov.wales/sites/default/files/publications/2019-06/youth-work-strategy-for-wales.pdf">https://gov.wales/sites/default/files/publications/2019-06/youth-work-strategy-for-wales.pdf</a>

<b>7.00</b>	<b>CONTACT OFFICER DETAILS</b>
7.01	<b>Contact Officer:</b> Claire Homard - Chief Officer Education & Youth <b>Telephone:</b> 01352 704190 <b>E-mail:</b> <a href="mailto:claire.homard@flintshire.gov.uk">claire.homard@flintshire.gov.uk</a>

<b>8.00</b>	<b>GLOSSARY OF TERMS</b>
	<p><b>Flintshire Integrated Youth Provision</b> – the name of the youth service within the Council which delivers youth support and early intervention support to all children and families, including our most vulnerable children, young people and families.</p> <p><b>Youth Support Grant</b> - Welsh Government (WG) Grant paid to each lead youth provision in each Local Authority to enable commissioning of bespoke partnership services for our young people.</p> <p><b>Families First Programme</b> - The national programme providing a vehicle for delivering on the child poverty strategy</p> <p><b>NEETS</b> - Young people not in education employment or training.</p>

# MULTIPLYING IMPACT 2021 – 2024

## Flintshire Integrated Youth Provision Delivery Plan



## Introduction

Flintshire Integrated Youth Provision (FIYP) aspires for all Flintshire young people to have the support that contributes to their being safe, healthy, reaching their potential and living free from disadvantage and inequalities of opportunity. As a youth work provision service, we are committed to:

- The importance and relevance of all young people's voice in all that we do.
- Young people choosing to engage and to take part.
- Treating all young people with respect and where we respect and value differences.
- An asset-based and strengths based approach, working alongside young people to build their skills, their capabilities and their sense of self-worth and self-confidence.
- Helping young people develop stronger relationships and cohesive communities. We recognise that this happens when we are led by, and negotiate with, young people. We recognise also that this requires constant adaptation and ever closer partnering with a range of services and other sources of formal and informal support. This includes families, town and parish councils, schools, colleges, play and leisure services and diverse partners from across the statutory, voluntary, community and faith sectors.

In reviewing our efforts and consulting on our future during COVID-19 pandemic, we recognise that there has been innovation in service delivery that is worth sustaining as we move forward. For example, embedding and further expanding digital and remote contact methods with young people and offering sustaining a youth club model that is safe, adaptable and sustainable.

We also recognise that there are significant worries about more young people and stakeholders requiring support for their mental and emotional health and wellbeing as the course of the pandemic and recovery in the coming months and years takes place. We also recognise that for many young people and families at the time when they needed support the most, many of the protective factors which normally help them to cope were inaccessible because of the restrictions imposed as a result of the pandemic; for example, school and workplace closures, as well as closing of gyms, leisure centres, sports clubs and missing out on meeting up with friends and family. Many young people and families also continue to face major financial challenges and worries about employment and poverty.

As lockdown conditions have now begun to ease, schools and further education offers have reopened and universal services have started to operate more normally, the full impact of the pandemic on the lives of young people and families will become more visible, especially for those who are more vulnerable. We will build on our history of advocating for, and partnering with, young people, schools and key support services to prepare for an increase in young people with more complex problems, such as young people with self-harming behaviours, suicidal risks and other mental health difficulties.

Welsh Government is promoting a whole-school approach to mental health and encourages greater use of youth-work approaches to support young people with emotional and mental health and wellbeing needs and those at more risk of disengaging with education, training and employment. As schools begin implementing the revised National Curriculum for Wales from September 2022 onwards, this focus will become sharper and more detailed. Youth work offers insights about how to engage young people who are at greater risk. In Flintshire, we are determined to work strategically and collaboratively with young people and partners to ensure everyone benefits and therefore multiply our impact. Welcome to *Multiplying Impact: Flintshire Integrated Youth Provision FIYP Delivery Plan 2021- 2024*.



## Flintshire context for youth work

Flintshire occupies a unique border location in the North East corner of Wales, serving as the gateway to North Wales. Flintshire is bounded by the Welsh authorities of Wrexham and Denbighshire as well as Cheshire West and Chester in England. The population is spread across the towns of Flint, Buckley, Holywell, Connah's Quay and Mold, but unlike some Welsh counties there is no main centre. The remainder of the population are located either in a westward linear pattern extending along the Flintshire coast, with more rural and dispersed communities to the central and western areas of the County or in more commuter-based villages to the south and east.

Almost uniquely in the UK, manufacturing is at the heart of the local economy, providing 24% of all jobs (the figure for the UK is 13%). High value manufacturing is central with aerospace, automotive components, specialty chemicals, food and paper and packaging industries all well represented. Brexit related regulatory burdens are a key worry, given estimates of £300m per year in lost revenue to Flintshire and Wrexham. This will cause higher unemployment, demand on already stretched public services and reduce opportunities for young people for good local jobs.<sup>1</sup> Sustainable energy generation is becoming a more significant part of the local economy. At the Port of Mostyn, Flintshire has the most successful offshore wind servicing and support centre on the west coast of Britain.

156,100 people live in Flintshire (2019 ONS estimates), which represents about 5% growth since 2001. Of the total population, 28% are aged 0-25 years (42,314). Young people aged 11-25 years account for 56%, totalling 23,714. Flintshire people are amongst the most economically active in Wales. In September 2020, 78.9% of people aged 16-64 years were employed, with only Monmouthshire having a higher economic participation rate at 80.6%. By contrast, the Wales average is 73.3% and UK average is 75.5%. There are 13.7% workless households in Flintshire, which compares to 18.4% for Wales and 13.9% for the UK.

Worries about rising unemployment caused by COVID-19, Brexit related trade disruption and economic contraction are reflected in rising numbers of claimants for out-of-work benefits. For example, in January 2021, there are 4,835 claimants in Flintshire (5.1%). This compares to 2,605 in November 2019 (3.1%): a 54% increase in 14 months. Young people are even worse affected. In January 2021, there were 10 young people aged 16-17 years in receipt of out-of-work benefits (0.3%) and 955 young people aged 18-24 years in receipt of out-of-work benefits (8.8%), which compares to an all-Wales average of 8.5% and a UK average of 8.8%. In November 2019, there were 10 young people aged 16-17 years in receipt of out-of-work benefits (0.3%) but only 545 young people aged 18-24 years in receipt of our-of-work benefits (5%). This represents a 75% increase in 14 months.

Our geography means that some of our young people are more confined to their own areas than is true for counties with main centres. This impacts most on those with less means and less confidence to travel in order to access provision in neighbouring towns and/or villages. This isolation has been exacerbated further for young people, their families and communities because of COVID-19.

Our geography and local patterns of inward and outward migration with nearby English towns and cities e.g. Chester and Liverpool, have also meant we have tended to have fewer Welsh language speakers (13.2% cf. 19% for Wales in 2011 census). Through our Council's *Welsh Language Promotion Strategy 2018 – 2023*, we are taking a multi-pronged approach to overcome this. Part of our strategy in the Integrated Youth Provision has been to appoint a Welsh Language Officer who has been in post since May 2021.

Youth work; the Youth Provision Service and Youth Support Services in Flintshire have been planned and delivered in an integrated way since 2015, with enhanced collaboration between

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<sup>1</sup> See Deeside News, *Brexit trade impact could see Wrexham and Flintshire economies lose £300m a year*, 8 March 2021 quoting a Grant Thornton report prepared for the Welsh Local Government Association.

providers in all sectors. Flintshire Integrated Youth Provision (FIYP) operates across the spectrum of need with a reach across all secondary schools, statutory and voluntary sector partners. FIYP utilises the Youth Support Grant (YSG) and the Families First grant to support a strategic approach to partnership work and an active voluntary sector provision. This has enabled us to adopt a strategic approach to planning and delivering support for young people. For example, we have been able to unlock broader opportunities for more comprehensive, well-coordinated wraparound support for those young people at more risk of poor life chances. This has included the creation of multiagency, multidisciplinary initiatives such as the Early Help Hub and is reflected in the local governance arrangements established to oversee implementation of the Children and Communities Grant and Housing Support Grant.

## Policy context for youth work in Flintshire

### National context



#### Youth Work Strategy for Wales



The Learning and Skills Act 2000 s.123 obliges local authorities to provide and/or secure the provision of Youth Support Services (youth services). Youth services operate from multiple settings, including schools, homes and in communities. This includes dedicated provision for young people more at risk of poor outcomes such as young carers and young people with disabilities, at risk of exclusion, having unhealthy relationships and those with emotional and mental health problems. Youth workers provide these services via 'youth work' - a recognised methodology for working with young people, underpinned by National Occupational Standards and regulated professional qualifications. Youth work aims to enable young people to develop

holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.

Since 2010, traditional youth service activities in Wales, which were mainly community-based, drop-in and open-access, have reduced. Reasons for this include national policy change, young people's growing preference for digital interaction, more time spent on school-related activities and study and the impact of austerity. The national policy context increasingly focused youth service activities to more targeted provision. The Welsh Government and key agencies such as Estyn have increasingly recognised the essential role of youth workers to helping support positive outcomes with young people that are more vulnerable to disadvantage and exclusion. For example:

- Estyn (2018)<sup>2</sup>: *"The support for these (vulnerable) young people that is most successful in the long-term is engagement with well-trained youth workers who take time to build a relationship of trust with them. They then can foster these young people's personal development, build their confidence and resilience, and develop*

<sup>2</sup> Estyn. (2018). *Youth Support Services in Wales, The Value of Youth Work*. [estyn.gov.wales] Wales: Estyn, p.7 Used. Available at: <https://www.estyn.gov.wales/system/files/2021-08/Youth%2520Support%2520Services%2520in%2520Wales.pdf> [Accessed: 18<sup>th</sup> January 2022]

*their social skills, so that they are more likely to make better life decisions and in due course re-engage with learning programmes.*

- The Welsh Government reports that ‘youth work interventions have been shown to have a positive effect on formal education outcomes, behaviour, attendance and progression through key points of transition’.

### Key national policy changes include:

Youth Support Grant changes	Since 2019/20, requirements for youth work approaches to providing emotional and mental health support and to co-ordinate activity to meet statutory requirements for a Youth Homelessness Prevention Service.
Curriculum for Wales 2022	Embeds health and wellbeing as a core ‘area of learning and experience’ in the new curriculum progressively rolled out from 2022.
Estyn framework for inspection of secondary schools	Inspectors will make judgements about schools making appropriate use of partners to provide effective support for pupils where that is required and also about the quality of approaches to improving pupil wellbeing and addressing the needs of more vulnerable learners.
Families First	Since 2016/17, requirements for specific programmes to support young people at more risk of disadvantage e.g., because of experience of care, adverse childhood traumas (ACEs).
Youth Engagement and Progression Framework	A Welsh Government Implementation Plan that aims to increase the education, employment and training of young people aged 11 to 24.

### Flintshire policy and operational context

At a Flintshire County Council level, key local priorities are:

<p><b>Reducing homelessness</b> because Flintshire young people aged 16-24 represent 23% of those presenting as homeless. The aim is to reduce the number of young people who are homeless by 50% every year to 2024</p>	<p><b>Reducing school absenteeism &amp; permanent &amp; fixed term exclusions</b> as exclusions in secondary schools in Flintshire are higher than all Wales averages.</p>	<p><b>Improving outcomes for children and young people who are ‘looked after’ (LAC) &amp; for care leavers.</b> Flintshire currently has 252 children and young people who are ‘looked after’. This represents a rise of 21% since 2016. The Council is ambitious for their outcomes and future prospects.</p>
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We know from national research and local analysis that young people affected by adverse childhood traumas (ACEs) and with other challenges arising from factors such as being young carers, intergenerational poverty and/or having a disability, neuro-diverse condition and poor mental and emotional health and wellbeing underlie many of these key priorities.

For example, of young people known working with the Flintshire Youth Justice Service across January-November 2019, 85% have 2+ ACEs, of which 50% have 4 or more. 15% have 7+:

- 85% are affected by parental separation
- 58% by domestic violence
- 47% by drug use
- 46% by mental illness
- 33% by alcohol harm
- 31% parental incarceration
- 28% have been physically abused
- 14% have been sexually abused.

### Impact of the Covid-19 Pandemic

We already know that an online mental health support service, Kooth PLC found relatively steady engagement with their service across the pandemic period. Early presenting issues were anxiety and relationships but as the pandemic progressed there was an increase in young people presenting with thoughts of self-harm and suicide, (COVID-19: mental health and wellbeing surveillance report<sup>3</sup>). The Early Intervention Foundation (June 2020)<sup>4</sup> Action for Children reports *'The assumption was that there would be a **significant spike** in early help and social care referrals. Services will face a double hit, not only from more families needing more support to deal with a wider range of problems, but also from the knock-on consequences of fewer children and families having received the support that would usually have been available at key moments in their lives.*

With this in mind, we consulted young people and wider stakeholders from within our staff team, councillors, parents/carers and partners during the third national lockdown (beginning in December 2020) to inform our *FIYP Delivery Plan 2021-2024*,

### Consultation Outcomes

**From our consultation which included over 80 young people, we learned that the majority who use FIYP services rate these as great or good** with informal education and play activities during the summer, 1:1 and group activities with youth workers in the community, during the school day (but not at school), online and youth clubs all scoring highly.

**The areas for us to develop further are** improving the experience of young people engaging with youth workers at school and in accessing information, advice and assistance through telephone/email contact with youth workers.

Service	Great/good	Not good/terrible
1:1 & group activities with youth workers in the community	72%	9%
1:1 & group activities with youth workers online	70%	14%
1:1 & group activities with youth workers during the day at school	28%	30%
1:1 & group activities with youth workers during the school day but not at school (e.g. Forest School)	73%	11%
1:1 & group activities with youth workers at youth clubs	64%	7%
Informal education & play activities at school during the lockdown (Resilience Hubs)	55%	22%
Informal education & play activities during summer time	75%	13%
Information & advice I can get from Youth Services Facebook page	57%	14%
Telephone or email contact with youth workers	62%	25%

<sup>3</sup> Kooth PLC. (25<sup>th</sup> February 2021). *COVID-19: mental health and wellbeing surveillance report; Research and analysis Children and young people*. [www.gov.uk/government/organisations/public-health-england] Public Health England, Ch.7 Telephone and online support service use – children and young people Used. Available at: <https://dera.ioe.ac.uk/37458/1/7.%20Children%20and%20young%20people%20-%20GOV.UK.pdf> [Accessed: 18<sup>th</sup> January 2022]

<sup>4</sup> Wilson, H & Waddell, S. (2020). *Covid-19 and early intervention: Understanding the impact, preparing for recovery*. [www.eif.org.uk] London: Early Intervention Foundation, p.14 Used. Available at: <https://media.actionforchildren.org.uk/documents/embargo-covid-19-impact-recovery.pdf> [Accessed: 18<sup>th</sup> January 2022]



### Amongst young people, we also found strong demand for FIYP to prioritise support:

- In how to feel more confident, for chances to learn something new, stay safe, relax/have a break, do something different and for support with education and/or employment (85-90% of all young people)
- Chances to meet more young people like themselves and for support to deal with anxiety, stress and problems at school with other young people (80-84%)
- Access to youth workers as sources of information and advice about other types of available support and to assist with problems with family/at home and in addressing problems with teachers and school work (67-79%)

At least half of young people also value as very important/important FIYP youth and play workers providing information and advice about sexual health, drugs and alcohol and housing.

While there was little difference in preferences based on location, gender, having a disability or a health/neuro-diverse condition, for some cohorts of young people there were particular areas of support that are more strongly valued. These include:

- **For LGBTQ+ young people**  
100% rated support with anxiety and stress as very important/important, of which 87% rated this as very important. They are also far more likely to want support with the following issues - problems with family/at home (93%), where else they can go for information and advice on housing (93%) and with sexual health information and advice (87%).
- **For young people where Welsh or English is not their first language**  
100% rate support for problems at school with other young people as very important/important and 100% rate the chance to relax/have a break as very important/important.
- **For young carers**  
100% rate support with anxiety and stress, the chance to relax/have a break, support for problems at school with other young people, problems with teachers and school work, feeling more confident, staying safe and school/college/getting a job as very important/important. Young carers were also significantly more likely than all other cohorts to report requiring support for problems with teachers and school work.

### For 122 FIYP staff, partners, parents/carers and councillors, they largely validated the key priority areas for young people in Flintshire in need of support.

- **Support for young people's mental health and wellbeing**, including anxiety and stress, support networks and to address waiting times for specialist mental health services (43%).
- **Pro-social community activities**, including access to informal education, play and activities that alleviate boredom and give young people something to do (33%).
- **Safe environments** for young people to meet, access support, hang out etc. (25%).

Other priority areas are:

- Information, advice and assistance related to alcohol and drugs (17%).
- Support for economic empowerment, including jobs and financial advice (13%)
- Support related to education, such as to help reduce exclusions, support pupil engagement (12%)
- Access to online support services, including improved online safety and to address digital exclusion (10%).

They were more emphatic than young people about FIYP prioritising as important:

- Supporting young people experiencing anxiety and stress e.g. feeling worried, feeling lonely, self-harm (99%).
- Supporting young people to feel more confident e.g. body image, peer pressure (99%).
- Supporting young people experiencing problems with family/at home (99%).
- Supporting young people experiencing problems at school with other young people e.g. bullying, peer pressure (98%).
- Support with school/college/getting a job (97%).
- Giving young people a chance to do something different (97%).
- Giving young people a chance to learn something new (97%).
- Giving young people a chance to meet more young people like them e.g. Welsh speakers, disabled young people, LGBTQ+ young people (97%).

We also asked young people and wider stakeholders about what they consider best ways of FIYP providing that support. There are some interesting differences between what young people and wider stakeholders told us. While both agreed that youth clubs near where young people live is the 'number one' priority, the consultation also indicated that:

- Online youth clubs are 2<sup>nd</sup> choice for young people but 5<sup>th</sup> choice for wider stakeholders
- Accessing information and advice from a youth worker at school was 3<sup>rd</sup> choice for both young people and for wider stakeholders
- Accessing information and advice from a youth worker remotely when needed e.g. by telephone, email, social media, Zoom was 4<sup>th</sup> choice for both young people and for wider stakeholders
- Accessing information, advice and support from a youth worker at places a young person might be, such as a leisure centre, park, sports club, hospital or homeless shelter was 5<sup>th</sup> choice for young people and 2<sup>nd</sup> for wider stakeholders.

**This tells us we need a multifaceted and inclusive approach to engagement to maximise access for young people to our support.**

We found mostly strong support for proposals for service development related to:

### 1. Expanding digital and remote engagement with young people and staff:

- 65% rate this great/good (78)
- 18% okay (23)
- 8% not good (9)
- 9% don't know (10)

Some stakeholders were concerned that digital interaction would become the default way of supporting young people, especially when many young people benefit from face-to-face interaction. For example, one partner noted *'Humans are social beings and as such require social connections and interaction in the real world. Whilst digital content may be better than nothing in times of perceived emergencies that limit freedom, they are a poor substitute for high quality face to face youth work.'*

Overall, there was strong support for expanding the digital and remote offer. For many, there was a sense that this about adapting to the times and for others, simply identifying the benefit to having another method for contact with young people as part of a hybrid service model. For some there was also a sense that expanding digital services was important as a tool for education about online safety. As one community member noted, *'Because young people and*

*a growing number of adults inhabit a virtual, on line world, a world fraught with opportunities and also dangers, being able to navigate this space and act professionally within it is of vital importance.'*

FIYP have set up all communication systems in line with FCC policies and age appropriate requirements. All bilingual posts to our thriving social media platforms are made by the Estyn Llaw/Reaching Out team.

## **2. Sustaining and developing partnerships with schools and other services such as AURA, Housing and Children's Services to make youth workers available in settings that young people attend. For instance, young people at risk of homelessness, self-harm and who are at risk of exclusion from school:**

- 89% rate this great/good (109)
- 7% okay (9)
- 1% not good (1)
- 3% don't know (3)

There was very strong support for this objective with a clear recognition of the benefits of joint and more integrated work in order to provide a more seamless and accessible service relevant to the needs of individual young people. Some partners used the opportunity to seek to work closer with FIYP. For example:

- An AURA representative said, *"great for FIYP youth workers to be present in venues and services across the community and happy to support with our venues."*
- An Education representative said, *"We already link with some Youth Workers and Youth Justice Service so that is proving positive. But as always, could do more. Could Education and Youth also be offered similar training. A Senior Youth Worker has helped with some - brilliant. More joint work, provision to increase links and support for young people and staff. We have great groups running with AURA and Theatre Clwyd so instead of duplication, stronger links. Also using the tools, the Learner Profiling Tool which highlights potential NEETS". (Not in Employment Education or Training).*

## **3. Proposals to re-establish regular youth clubs at Connah's Quay, Flint, Greenfield, Leeswood, Penyffordd, Saltney and Sealand, Mynydd Isa and Treuddyn. To develop new provision in the Deeside area and to have schools and community organisations manage some buildings:**

- 60% rate this great/good (73)
- 18% okay (22)
- 16% not good (19)
- 6% don't know (7)

Worries about specific communities not having a regular youth club were the main cause for concern amongst those who said 'not good'. There were particular worries expressed about a lack of youth club provision in Buckley, Hope, Holywell, Caergwrle, Abermorddu and Cymau. There were also concerns raised about having static youth clubs. For instance, one councillor expressed worries about them being targeted by 'County Lines' (a form of Criminal Exploitation of young people by out of county drug dealers).

While many local authorities have closed all regular youth clubs, Flintshire will continue to operate clubs in specific geographical communities. We will aspire to supplement this with specific interest youth clubs and pop-ups, with peripatetic play and youth work in locations across the County that is based on local needs and conducted in partnership with town and parish councils and other key service providers. We will also continue to build on our response to the COVID-19 pandemic by further developing our online offer. This includes:

- Enhancing our social media presence. Building on our successful IYP Facebook page launched during 2020 (14<sup>th</sup> January 2022 – 282 “likes” 336 “followers”), we have also established an Instagram account in 2021 which now has 301 individuals who “like” the account (January 2022). This has been essential in promoting the new democratic voting entitlement for the 16+ cohort and other local and national campaigns.
- Online special interest youth clubs; for example, Welsh Language speakers that has over 70 young people participate, young people that are supported through the Inspire programme, LGBT+ people
- An online sexual health service delivered by the FIYP sexual health nurse who has a degree in youth work and two level 3 workers. This includes 1:1 support, videos and other resource. This is supplemented with a postal service for prophylactics. This will be supplemented with face-to-face sexual health clinics for young people when safe to do so.

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## Delivering on our vision for the future

Using the Youth Work Strategy for Wales 2019 as our overarching framework, we have structured our strategic plan to deliver on the following 5 aims:

1. Young people are thriving
2. Youth work is accessible and inclusive
3. Voluntary and paid professional youth work staff are supported throughout their careers to improve their practice
4. Youth work is valued & understood
5. A sustainable model for youth work delivery

### 1. Young people are thriving

To make Flintshire a great place for young people to grow up and thrive, we want young people to:

- Feel valued, respected and supported to live authentically in a community that is inclusive and draws strength from diversity.
- Have opportunities for personal and social education in English and Welsh relevant to their need and through which, they will grow in self-confidence and self-worth, stay safe, enjoy healthy relationships and develop resilience and emotional wellbeing.
- Have access to trusted adults in safe environments where they feel they belong and can enjoy opportunities to relax, have fun and meet peers, learn new skills and seek information, advice and assistance.
- Decide for themselves what support they need and how they access it. They will know their rights and responsibilities and have meaningful opportunities to inform decision making about the issues that affect them.

Some of the things we have done to further these aims include:

- Operating a fully bilingual service.
- Maintaining a network of youth clubs across Flintshire and where clubs have needed to close, working with partners to enable continued access to support.
- Supporting our Youth Council to meet regularly.
- Facilitating meetings of the Youth Council with the Council's Leader and Deputy Leader and other senior officers to inform the development of policy affecting young people within Flintshire.
- Partnering with services to co-locate youth work services within settings accessed by young people; for example, working with AURA sports club at Connah's Quay.
- Co-locating youth workers within 5 secondary schools, including our Welsh medium secondary school, Ysgol Maes Garmon, for 1 day per week each week of each school term to deliver 1:1 and group work. We also work with secondary schools to make available the Duke of Edinburgh (DoE) Award programme to 100+ young people across Flintshire every year, and were the first Welsh local authority to provide a specific DoE programme with our specialist secondary school, Ysgol Maes Hyfryd.

- Developing young people's leadership skills through a longstanding partnership with Glyndwr University. Thereafter, these young leaders work in youth clubs and at our annual residential camps providing support to young people. Some young leaders have gone on to represent the young people in their local areas in town and community councils. Four young leaders have gone on to study the Youth Work at Glyndwr University with two having progressed through foundation levels to their final year Degree. One of these has subsequently been employed in a full time capacity with our partner organisation, Urdd Gobaith Cymru, and will jointly facilitate the Young Leaders Project 2022 and the Youth Council. This further enhances our Welsh Language offer to young people in Flintshire.
- Delivering a summer play schemes for children – these have run for 26 years for children aged 5-12. In 2021, despite the pandemic the Flintshire Summer Play Scheme ran at 55 sites within 28 Town and Community Council areas. 2,779 children were registered to participate including 38 disabled children supported by our buddies system. In total, resulting in a total attendance across all schemes of 14,019 children including 120 children who received their play scheme through the Welsh language.
- Contributing to the Welsh Government's 'Summer of Fun' programme for children and young people aged 0—25 by leading the development of a range of activities and experiences across the County during the summer holidays of 2021. This work is currently being extended through the 'Winter of Wellbeing' programme being promoted and funded by Welsh Government.
- Rapidly innovating our service model in response to the pandemic, our Play Development Service delivered Informal education and play activities each day at Resilience Hubs based in several primary schools when schools were closed for formal education in the early stages of the pandemic.
- Developed a creative drama project (devised by a young professional director trained by the Welsh Arts Council) named 'what just happened?' that enables young people to share their thoughts, hopes and fears about the impact of COVID-19 on their lives and futures. The inclusive project involves young people sharing their perspectives using various devices and formats and gives them opportunities to work alongside script writers and digital editors to create a product which can have several uses, e.g. shape service/ amplify the voice of our young people in their own words.
- Making available safe digital, remote services for young people; including online meetings for the Youth Council, 1:1 support, online youth clubs and establishing a Facebook page and an Instagram account to share information and advice and to facilitate contact

<https://www.facebook.com/YouthProvisionFlintshire/>

[https://www.instagram.com/youth\\_provision\\_flintshire/](https://www.instagram.com/youth_provision_flintshire/)

As we progress to 2024, we will also:

- Continue to deliver youth clubs where they are sustainable
- Develop new regular provision in key locations across the County to strengthen partnership working e.g. alongside Aura Libraries and Leisure service
- Deliver programmes of daily sport, recreation and informal education in areas where anti-social behaviour is high and where the Council's Play Sufficiency Assessment identifies gaps.
- Re-establish our Youth Exchange programme when travel conditions allow, which broadens opportunities for young people through involvement in a 3-way exchange with young people in Ireland and England. The programme also advances understanding and appreciation of Welsh language and culture.

- Utilising our new colourful distinctive FIYP Estyn Llaw / Reaching Out bespoke bus and pop up shelters, bringing youth services into communities throughout Flintshire. Working with town and parish councils and other key service providers, this provision is based on local needs and in partnership. For instance, we have commenced in 2021 with a pop up classrooms and forest school offer at Ysgol Maes Garmon, our Welsh medium secondary school.
- Expanding our partnerships with other services to co-locate youth work services within settings accessed by young people. This includes developing a more comprehensive youth work offer across AURA managed leisure centres and sporting clubs and working with Theatr Clwyd Cymru to develop creative provision focussed on self-care and preventative messages.
- Expanding the co-location of youth workers working one day per week every week of every term to five secondary schools in 2021, with aspirations for this model to operate at all secondary schools by 2024.
- Enhancing our digital and remote offer for young people. This includes:
  - An online youth club through our partnership with the Urdd for Welsh language speakers that involves 70+ young people and a digital Eisteddfod to facilitate the celebration and promotion of Welsh culture, augmented with TikTok dancing competitions and other social media innovation.

## 2. Youth work is accessible and inclusive

We want youth work to:

- Inform young people about available support
- Give choice to young people about how they choose to access support
- Work collaboratively with partners to help build resilience and wellbeing for young people that are more vulnerable to disadvantage and problem escalation
- Be responsive to changing needs, circumstances and interests of young people

We have multiple and diverse methods for engaging young people that includes face-to-face engagement through youth clubs, youth workers in schools and play and youth workers in settings which children and young people go to. This includes dedicated open access activities such as those made available during Easter and summer holidays for children and young people. Our engagement with young people is enhanced with digital and remote contact methods, which has expanded in response to the pandemic. We have maximised our offer through the additional funding programmes made available by Welsh Government e.g. Summer of Fun and Winter of Wellbeing.

We have also undertaken the following to advance accessible and inclusive youth work for young people with a wide range of needs:

- Offering informal education packages for young people that are struggling with educational engagement through our bespoke Forest Schools / skills programme which this delivers the John Muir Award.
- Making the Inspire programme based at the Wrexham Maelor hospital available to support young people in Flintshire with needs related to self-harm and suicide risk. This includes access to dedicated online youth clubs to support positive behavioural change and connection, including a dedicated club for LGBT+ young people. This project is support by a member of the Estyn Llaw team on a weekly basis.

- Co-located youth workers within Housing Needs and Children's Services to work with young people at risk of homelessness, including dedicated support for young people leaving care. This is helping contribute to annual targets in our *Flintshire Housing Strategy and Action Plan 2019-2024* to cut youth homelessness by 50% each year.
- Co-locating the Families First Young People consortia and Disability consortia within the Early Help Hub to enable comprehensive information sharing and a rapid and bespoke service response to meet the needs of young people and families that will benefit most from early help.
- PALS (Play and Leisure Support) Project provides 1:1 support for children and young people with disabilities to participate in play, the arts, recreational, cultural, sporting, and other social opportunities.
- Flintshire New Dragons Youth Project for young people with communication and language difficulties. The project is led by young people, with support from a communication champion and youth workers. We add value through providing accredited training.
- As part of our service response to the pandemic: facilitating access to laptops for young people at risk of digital exclusion; and making available additional support for young carers and carers in partnership with North East Wales Carers Support Service (NEWCIS) by providing food and essentials deliveries direct to the home as part of the "Keep well keep safe" initiative set up within the first 2 weeks of lockdown in March 2020.

As we progress to 2024, we will also:

- Build on the legacy of the Resilience Hubs emergency provision to provide ongoing play support to young people attending Ysgol Maes Hyfryd Specialist High School
- Update our Play Sufficiency Assessment to identify gaps and areas for improvement.
- Further develop our Welsh language provision
- Expand our Forest School programme and make it available to a wider cohort of young people including those 'school phobic' young people supported by the Education Progression Team and young people attending the PRU. We will also aim to expand this provision to work with Social Services for Children family Social Workers.
- Develop a pilot transition programme to help to smooth the progression for young people from primary into secondary school.
- Expand our support for young people to improve their mental health and wellbeing and to equip staff from across schools, universal and targeted services with the know-how to respond in light of the impact of the COVID-19 pandemic.
- Expand our support to prevent youth homelessness. This includes:
  - Equipping schools and other services with the know-how to consider homelessness risks in interactions with young people. This includes a focus on hidden cohorts such as young people that are LGBT+, carers and experiencing mental ill health.
  - Deploy play workers and youth workers to provide informal education and play opportunities for children and young people at family centres in Holywell and Northop attached to accommodation managed by Clwyd Alyn.
  - Develop a digital theatre production about homelessness will be used for a campaign to help prevent problem escalation and support early help for young people at risk of homelessness (and then be an available resource thereafter).
  - Provide youth work support to a planned Homelessness Prevention Hub in Flintshire by 2024.

### 3. Voluntary and paid professional youth work staff are supported throughout their careers to improve their practice

In Flintshire, we want voluntary and paid professional staff to:

- Recognise and be recognised for the essential work they do alongside young people
- Be highly skilled practitioners with ongoing support to develop their knowledge, skills and confidence
- Contribute to the development of local policies affecting young people

Some of what we have done to further these aims include:

- Evaluating of our work with young people and partners. For example:
  - Informal feedback has been very positive overall about Resilience Hubs, summer play sessions and commissioned services particularly Families First services delivered through the Action for Children led Young People consortia and Disability consortia.
  - External evaluation of targeted play work at the Holway Community Centre; the co-location of youth workers within schools, the hospital based Inspire programme; and a package of play, forest school and youth worker led 1:1 and group activities in targeted schools
- Making available support for staff to gain youth work qualifications. This includes staff of partner services, e.g. AURA staff access our IYP training programme.
- Expanding professional development opportunities for full time, part time, sessional staff and volunteers. This includes:
  - Increasing the number of staff that are qualified Forest School Leaders
  - Mindfulness training offered to all staff during lockdown
  - Zoom training offered to staff during lockdown
  - Delivering on line training offered to staff during lockdown
  - Internet delivery safety and participation standards training
  - Health and Safety mandatory training
  - Food hygiene mandatory training
  - First aid mandatory training
- Sharing learning and contribute to wider advocacy through the All-Wales Principal Youth Officers Group
- Funding the Flintshire Local Voluntary Council to support the local voluntary sector with training, advice and networking opportunities.
- Consulting staff about proposals for service development.

### 4. Youth work is valued and understood

In Flintshire, we want youth work to:

- Be positively recognised and celebrated for its contribution to the personal, social and emotional development of our young people

- Be positively recognised and celebrated for its contribution to prevention and early intervention for young people that are at more risk of disadvantage and problem escalation
- Inform the development of services for young people

Some of what we have done to further these aims include:

- Locating decision making about the Youth Support Grant and Families First provision within overarching multidisciplinary governance arrangements about prevention and support for children, young people, families and more vulnerable adults in Flintshire. For example, FIYP practice has informed commissioning of support for young people at risk of homelessness and support for families with multiple needs.
- Presenting to key decision makers and partners e.g. the Council's Cabinet; Education Youth & Culture Scrutiny Committee and Secondary Head Teachers Federation meetings.
- Progressively increased greater levels of joint work with key partners. For instance:
  - Increasing co-location of youth workers within schools. External evaluation confirms that school staff are very positive about the impact and would welcome increased provision.
  - Play Development Service delivery as part of the Resilience Hubs established in response to the pandemic has left a legacy. A number of schools have requested ongoing involvement of play workers to support children and young people.
  - More partnering with Education Inclusion Services to provide 1:1 support for young people at greatest risk of disengagement from education, training or employment.
- Gained recognition for the impact of our youth work practice. For example:
  - The Estyn inspection of Flintshire Education Services (2019) positively noted the Council's provision of good opportunities to develop young people's self-esteem and social skills and for purposefully engaging individual learners at risk of disengaging with education.
  - Duke of Edinburgh Awards evenings
  - Positive media interest about our play and youth workers.

As we progress to 2024, we will also:

- Build youth worker knowledge and skills in techniques for effective evaluation of their roles and the impact they are having.
- Partner with schools and Education colleagues to help implement Curriculum 2022 which locates health and wellbeing as a core area of learning for all young people.
- Commission part of the Inspire Project to develop and deliver initiatives that further support schools, universal and targeted services and parents/carers with the know-how to better identify and support young people engaged in self-harming behaviours and at suicide risk.
- Participate in the updating and re launching of the Youth Engagement and Progression Framework
- Develop a communications strategy to inform wider stakeholders about the impact that youth work is having and the new initiatives and pilot work we are testing.
- Hold an annual digital celebration and promotion event in Youth Work Week.
- Recommission Families First support for young people and children and young people with disabilities.

## 5. A sustainable model for youth work delivery

We want a sustainable model for youth work in Flintshire that:

- Has strong creative leadership across the Flintshire statutory and voluntary and community sector to help guide the sector moving forward and is accountable for performance and standards.
- Maximises resources through effective partnership working and embedding youth work in diverse services and settings that interact with young people.
- Promotes good quality youth work.
- Is planned on the basis of good quality data.
- Is financially sustainable

Some of what we have done to further these aims include:

- Developing a financially sustainable service that is responsive to local and national priorities and the needs and interests of young people, especially those at greater risk of disadvantage and problem escalation.
- Facilitating support to key services for young people that have been at risk of closing. For example, helping the URDD with a transfer of staff to FIYP which has permitted the widening of Welsh language youth work provision across FIYP and funding AURA to redevelop two rooms that can support open access activities and delivery of targeted youth work in an accessible, non-stigmatising environment.
- Supporting community asset transfers of youth club buildings to other interested parties to reduce operating costs and allow for investment in other areas of service provision.
- Joint work with partners to facilitate improvements in settings that, in turn, facilitate opportunities for good quality play and youth work. For instance, FIYP brokering access to funding for play space redevelopment at Holway Community Centre.
- Growing our volunteer base consistent with safer recruitment practices. For example, PALS volunteer buddies support children and young people with disabilities to engage in informal education and play activities, including summer activities. The Welsh Language Co-ordinator recruiting and training volunteers to offer increased bilingual provision.

As we progress to 2024, we will also:

- Jointly develop more proposals for funding youth work services with key partners in the voluntary and community sector.
- Embed into our commissioning strategy requirements on providers to expand apprenticeship and accredited training opportunities for Flintshire young people.
- Expand our volunteer workforce with an ambition to develop a cadre of volunteer peer mentors to support young people during the transition process into secondary school.
- Continue to support community asset transfers of youth buildings wherever possible to maximise core youth service funding for investment in broader initiatives
- Develop access cards for free or low-cost services for young people at more risk of disadvantage and problem escalation. For example, looked after children and care leavers and young carers.
- Recruit and train apprentice youth worker through the Council's apprentice scheme to enable us to grow our own staff.



## Final observations

FIYP will make sure that we build on our collective successes, question ourselves continually and always listen to the voices of our young people, our staff, our partners and our wider stakeholders.

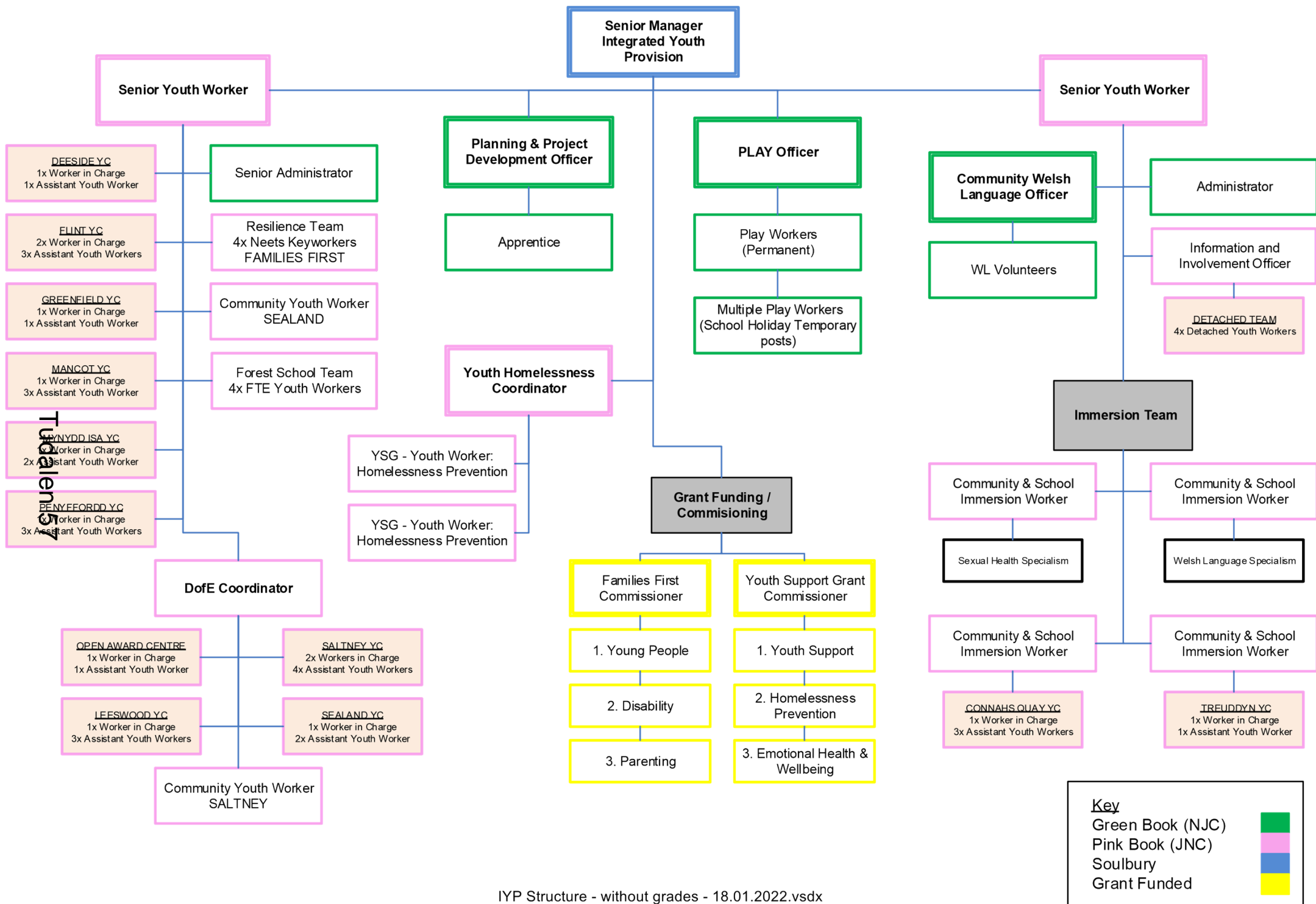
*FIYP Plan: Multiplying Impact 2021 – 2024* has been developed in that spirit and is grounded in our recent consultation feedback.

This Plan will bring the results of that thorough consultation to life, whilst embedding good practice and being agile and open to change across the lifetime of delivery.

The 2021 – 2024 Multiplying Impact plan promises to deliver through our proactive and effective partnership work, a relentless focus on quality and holistic support, a bilingual offer and evidence-based youth work provision.

draft





Mae'r dudalen hon yn wag yn bwrpasol

**Integrated Impact Assessment (IIA) (including equality, environment, health, human rights, socio-economic Duty, United Nations Conventions the Rights of the Child and Welsh language**

<b>Name of Policy or Practice</b>	Multiplying Impact : Flintshire Integrated Youth Provision (FIYP) 2021-2024 Plan		
<b>Responsible Officer</b> (responsible for the Policy or Practice)	Senior Manager, Integrated Youth Provision		
<b>Service / Portfolio</b>	Integrated Youth Provision/Education and Youth	<b>Start Date of – Assessment</b>	17/6/2021

<b>Name of officer(s) (and partners) completing the IIA</b>		
<b>Name(s)</b>	<b>Job Title(s)</b>	<b>Signature(s)</b>
Tudalen 59	Senior Youth Worker	SYW
	Information and Involvement Officer	IIO

Consider including only job titles when publishing

<b>Document Version</b>	<b>Revision Date</b>	<b>Briefly Describe the Changes</b>
1	April 2024	New Plan for Service Delivery

<b>IIA Approved by Responsible Officer / Portfolio / Service / Committee</b>	
<b>Date IIA Concluded</b>	25.1.22
<b>Name</b>	
<b>Job Title</b>	Chief Officer Education & Youth
<b>Signature</b>	COE&Y

## Introduction

This document is a multi-purpose tool ensuring the appropriate steps are taken to comply with the [Public Sector Equality Duty \(PSED\)](#) Equality Impact Assessment legislation and to demonstrate that we have shown due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage when taking strategic decisions under the [Socio-economic Duty](#). It also incorporates [Welsh Language impacts](#), environmental and bio-diversity impacts, health impacts and United Nations Conventions Rights of a Child.

When we plan to introduce a new, or revise an existing, policy, strategy or practice, develop a new service, make changes or cuts to a service or make strategic decisions, we are required to consider if the decision would have a disproportionate impact on people sharing one or more [protected characteristic](#) or whether it could create inequalities of outcome around socio-economic disadvantage. Where this is likely to be the case, we must take appropriate action. The IIA process is not intended to prevent us doing things but to ensure we have considered the impact. It helps us focus on the actions we can take to remove and/or mitigate any disproportionate or discriminatory impact and introduce measures to advance equality of opportunity.

To comply with the PSED [General Duty](#) and [Socio-economic Duty](#), we must have 'due regard' (or consciously consider the need) to: eliminate discrimination, advance equality of opportunity and foster good relations and to the need to reduce the inequalities of outcome resulting from socio-economic disadvantage. The greater the relevance and potential impact, the higher the regard required by the duty. The General Duty will be more relevant to some functions than others and they may also be more relevant to some protected characteristics than others. Our duty must be exercised with rigour, an open mind and considered at a time when it can make a difference to our decisions. Policies with high relevance, such as strategic budgetary decisions, grant-making programmes, changes to service delivery (including withdrawal or reorganisation of services), and recruitment or pay policies should always be subject to an assessment for impact. For further guidance see [EHRC Assessing Impact Guidance](#). Our duty to comply with this legislation cannot be delegated.

This form should demonstrate the steps taken to carry out the assessment including relevant engagement/consultation, the information taken into account, the results of the assessment and any decisions taken in relation to those results. The IIA should be published where it shows a substantial (or likely) impact on our ability to meet the PSED.

### Benefits of undertaking an IIA:

- Gain a better understanding of those who may be impacted by the policy or practice
- Better meet differing needs and become more accessible and inclusive
- Enable planning for success – identifies potential pitfalls and unintended consequences before any damage is done
- Enable improved planning that will make decisions proactive rather than reactive, avoid having to reverse decisions which could have cost and reputational implications
- Demonstrate decisions are thought through and have taken into account the views of those affected
- Enable us to manage expectations by explaining the limitations within which we are working (e.g. budget)
- Help avoid risks and improve outcomes for individuals

- Remove inappropriate or harmful practices and eliminate institutional discrimination
- Ensure we put Welsh and English Language on an equal footing. and that decisions are made that safeguard and promote the use of the Welsh language
- Improve and protect health, maximising health benefits and reducing health risks
- Be more open and transparent
- Use our resources more effectively

Whilst this document may seem lengthy, as well as containing the necessary steps in the process, it also contains guidance notes in the key areas to assist you in undertaking the IIA. Additional links to further information are also included for assistance. Further information can be found on NHS/ WLGA PSED/ EIA [here](#).

The Welsh Government<sup>1</sup> guidance states that:

Impact assessment prompts and guides us to gather, and if necessary, seek evidence so as to improve the development of a policy or delivery plan, or inform a change of direction in policy or delivery. It is a methodology to help in the development and implementation of policy, rather than templates with tick boxes and checklists.

## Integrated Impact Assessment Steps

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- Step 1 - Identify the Main Aims and Objectives of the Policy or Practice
  - Step 2 - Data, Engagement and Assessing the Impact
  - Step 3 - Procurement and Partnerships
  - Step 4 - Dealing with Adverse or Unlawful Impact and Strengthening the Policy or Practice
  - Step 5 - Decision to Proceed
  - Step 6 - Actions and Arrangements for Monitoring Outcomes and Reviewing Data
  - Step 7 - Publishing the Integrated Impact Assessment

## Important Note to Completing Officer(s):

It is important that the IIA is completed when the policy or practice is being developed so that the findings from the IIA can be used to influence and shape the policy or practice. It is recommended as a minimum, it is completed by a lead officer who is responsible for the policy or practice, a subject matter expert and a critical friend with at least one who has received formal IIA training. This document needs to be presented to the decision makers along with the draft policy or practice as part of the decision making process.

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<sup>1</sup> Welsh Government Integrated Impact Assessment Guidance

Where you are developing a high level strategy or plan that does not contain sufficient detail to show how it will impact on individuals or groups (i.e. where there will be plans and actions sitting beneath the strategy that will determine this), you should still undertake the Impact Assessment. You may also need to complete additional IIA(s) on the plans and actions beneath the high level strategy. This will ensure you demonstrate that you have shown due regard to complying with the [General Duty](#), the [Public Sector Equality Duty](#), the [Welsh Language Standards](#) the [Socio-economic Duty](#), the Human Rights Act, the United Nations Conventions, Rights of the Child.

If your policy or practice is as a result of a UK, Welsh Government or Local Authority wide directive, you should still assess the impact of this locally to identify any differential impact due to local difference.

You should consider whether other events, e.g. COVID-19, Brexit, Black Lives Matter, etc. have highlighted or exacerbated inequalities that need to be addressed as you work through the IIA.

## STEP 1 – Identify the Main Aims and Objectives of the Policy or Practice

### 1. What is being assessed? (Please double click on the relevant box(es) (X) and select 'checked' as appropriate)

- X New and revised policies, practices or procedures (which modify service delivery or employment practices)
- Service review or re-organisation proposals which affect the community and/or staff, e.g. early years provision, care, education
- Efficiency or saving proposals, e.g., resulting in a change in community facilities, activities, support or employment opportunities
- Setting budget allocations for new financial year and strategic financial planning
- Decisions affecting service users, employees or the wider community including (de)commissioning or revised services
- New project proposals affecting staff, communities or accessibility to the built environment, e.g. new construction work or adaptations to existing buildings, moving to on-line services, self-service, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation (refer to any national IIA and consider local impact)
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Service Boards which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other please explain in the box below:

### 2. What are the overall aims, objectives and intended outcomes of the policy or practice?

A new 4 year delivery plan for IYP following consultation with Flintshire Communities with an emphasis on service users to ensure relevant and fit for practice service.

### 3. Who are the main consultative groups (stakeholders)?

*Note: Consider communities of interest or place (where people are grouped together because of specific characteristics or where they live)*

Extensive consultation with Children and Young People, IYP staff, FCC directorates, partner organisations and those linked to providing services to young people. Communities in Flintshire consulted including local Town and Community Councils. Wellbeing of future generations act. Children's act 2004. Social Services and Wellbeing Act. Every Child Matters. Educative empowering expressive participative inclusive. Youth engagement framework strategy - reduce NEET. Youth work principles and practice. Department for Works and Pension's Welfare Reform Programme, including Universal. Credit. Council plan 18/19. The Rights Children and Young person Measure 2011 due regard

**4. Is the policy related to, influenced by, or affected by other policies or areas of work (internal or external), e.g. strategic IIAs if this is an operational IIA and vice versa?**

*Note: Consider this in terms of statutory requirements, local policies, regional (partnership) decisions, national policies, welfare reforms.*  
Youth Work Strategy 2019, Learning and Skills Act 2000, Wellbeing of Future Generations Act 2015, Flintshire County Council's Welsh Language Promotion Strategy, Rights of Children and Young Persons (Wales) Measure 2011, Cymraeg 2050 Welsh Government Strategy, Curriculum for Wales 2020, united Nations convention on the Rights of the Child (UNCRC),

**STEP 2 - Data, Engagement and Assessing the Impact**

When completing this section, you need to consider if you have sufficient information with which to complete your IIA, or whether you need to undertake a period of engagement/consultation before continuing. The legislation relating to the IIA process requires you to **engage and involve people who represent the interests of those who share one or more of the protected characteristics and with those who have an interest in the way you carry out your functions**. The socio economic duty also requires us to **take into account the voices of those in the community including those with lived experience of socio economic disadvantage**. You should undertake engagement with communities of interest or communities of place to understand if they are more affected or disadvantaged by your proposals. This needs to be proportionate to the policy or practice being assessed. Remember that stakeholders can also include our own workforce as well as partner organisations.

Before carrying out particular engagement activities, you should first look to data from recent consultations, engagement and research. This could be on a recent related policy or recent assessments undertaken by colleagues or other sources, e.g., [Is Wales Fairer?](#), [North Wales Background Data Document](#), Info Base Cymru, WIMD. This can help to build confidence among groups and communities, who can see that what they have said is being acted on. If you have very little or no information from previous engagement that is relevant to this IIA, you should undertake some engagement work with your stakeholders and with relevant representative groups to ensure that you do not unwittingly overlook the needs of each protected group. It is seldom acceptable to state simply that a policy will universally benefit/disadvantage everyone, and therefore individuals will be affected equally whatever their characteristics. The analysis should be more robust than this, demonstrating consideration of all of the available evidence and addressing any gaps or disparities. Specific steps may be required to address an existing disadvantage or meet different needs.



**The Gunning Principles**, established from past court cases, can be helpful in ensuring we apply fairness in engagement and consultation:

Principle 1: Consultation must take place when the proposals are still at a formative stage. You must not have already made up your mind.

Principle 2: Sufficient reasons must be put forward to allow for intelligent consideration and response. Have people been given the information and opportunity to influence?

Principle 3: Adequate time must be given for consideration and response. Is the consultation long enough bearing in mind the circumstances?

Principle 4: The product of consultation must be conscientiously taken into account when finalising the decision.

**5. Have you complied with the duty to engage as described above and are you sufficiently informed to proceed?**

Yes    X    No        *(please cross as appropriate X)*

**6. If Yes, what engagement activities did you undertake and who with?**

Countywide consultation with Flintshire Young People and wider stakeholders from within our staff team, councillors, Town and community Councils, parents/carers and partners. The consultation was conducted during the third lockdown and was widely promoted by Social Media (FIYP and FCC) young people, staff, partner organisations, schools and colleges and Town and Community Councils.

Staff from specialist agencies were also asked to comment via a professional’s survey. Information was sent to Gypsy and Traveller links to share with young people however they are digitally isolated so would need support to complete the online consultation.

Staff from specialist agencies were also asked to comment via a professional’s survey. Young carers, LGBT+ and young people with disabilities were given the opportunity to take part in the consultation via specialist workers within Integrated Youth Provision and via partner agencies.

Staff from specialist agencies were also asked to comment via a professional’s survey. The consultation was distributed to the Housing Options team to enable young people at risk of homelessness or who are homeless to take part.

**7. If No, you may wish to consider pausing at this point while you undertake (further) engagement activities which you can include in the action plan below.** Please incorporate any information obtained from this additional activity in the boxes in question 8.

Action	Dates	Timeframe	Lead Responsibility	Information added to IIA (✓)


8. **What information do you hold about the impact on each of the following characteristic and statutory considerations / duties from your experience of current service delivery and recent engagement or consultation?** Include any additional relevant data; research and performance management information; surveys; Government, professional body or organisation studies; Census data; Is Wales Fairer? (EHRC<sup>2</sup> data); complaints/compliments; service user data and feedback; inspections/ audits; socio-economic data including WIMD<sup>3</sup> data. You may wish to include sub-headings showing where each element of your data has come from, e.g. national data, local data, organisation data, general or specific engagement exercises, etc.

Tudalen 66

Consider any positive or negative impact including trends in data, geography (urban or rural issues), demography, access issues, barriers, etc. Also include any areas where there are inequalities of outcome resulting from socio-economic disadvantage or other relevant issues identified by communities of interest or communities of place (i.e. where stakeholders, service users, staff, representative bodies, etc. are grouped together because of specific characteristics or where they live) and any issues identified for people living in less favourable social and/or economic circumstances.



Prompts for  
Equality Impact Asses

Equality and Human Rights			
Protected Characteristic /Group	Relevant Data	Positive and / or Negative Impact	Prompts (not an exhaustive list)

<sup>2</sup> Equality and Human Rights Commission

<sup>3</sup> Wales Index of Multiple Deprivation

Equality and Human Rights			
Protected Characteristic /Group	Relevant Data	Positive and / or Negative Impact	Prompts (not an exhaustive list)
Tudalen 67	<p>The age range Integrated Youth Provision work with is 11-25 years. Through promotion of the consultation via networks and digital promotion on IYP social media all young people were given to opportunity to take part in the consultation.</p> <p>Flintshire Integrated Youth Provision (FIYP) aspires for all Flintshire young people to have the support that contributes to their being safe, healthy, reaching their potential and living free from disadvantage and inequalities of opportunity. As a youth work provision service, we are committed to: The importance and relevance of all young people’s voice in all that we do.</p> <p>Young people choosing to engage and to take part.</p> <p>Treating all young people with respect and where we respect and value differences.</p> <p>An asset-based and strengths based approach, working alongside young people to build their skills, their capabilities and their sense of self-worth and self-confidence.</p> <p>Helping young people develop stronger relationships and cohesive communities.</p> <p>A multifaceted and inclusive approach to engagement to maximise access for young people to our support. Wider stakeholders reinforce the importance of a multifaceted approach to engaging young people.</p>	<p>Positive – All young people given the opportunity to take part</p> <p>Negative – Digital exclusion for some young people</p>	<p>Older People Children Young People Working Age People Young Families Demographics NB: Where children / young people are affected complete the <a href="#">Childrens Rights Checklist</a> <a href="#">United Nations Convention on the Rights of the Child (UNCRC)</a> Caring responsibilities</p>

## Equality and Human Rights

Protected Characteristic /Group	Relevant Data	Positive and / or Negative Impact	Prompts (not an exhaustive list)
Tudalen 68	<p>Informal education packages for young people that are struggling with educational engagement through our bespoke Forest Schools / skills programme.</p> <p>Expanding digital and remote engagement with young people and staff:</p> <p>As part of our service response to the pandemic: facilitating access to laptops for young people at risk of digital exclusion; and making available additional support for young carers and carers in partnership with North East Wales Carers Support Service (NEWCIS) by providing food and essentials deliveries direct to the home as part of the “Keep well keep safe” initiative set up within the first 2 weeks of lockdown in March 2020.</p> <p>Sustaining and developing partnerships with schools and other services such as AURA, Housing and Children's Services to make available youth workers in settings that young people attend. For instance, young people at risk of homelessness, self-harm and who are at risk of exclusion from school:</p>		
<b>Disability</b>	<p>Via specialist partners young people with a disability were given the opportunity to take part in the consultation.</p> <p>PALS (Play and Leisure Support) Project provides 1:1 support for children and young people with disabilities to participate in play, the arts, recreational, cultural, sporting and other social opportunities. PALS continued supporting children and young people with disabilities through lockdowns with digital 1:1 play and</p>	Positive – All young people given the opportunity to take part with support from partnership agencies with specialist skills	Mobility / Dexterity Blind or Visually impaired Deaf or Hearing impaired Mental Health Learning Disabilities Dementia Neurological difference / Autism Access to buildings/ facilities, induction loops, signage

## Equality and Human Rights

Protected Characteristic /Group	Relevant Data	Positive and / or Negative Impact	Prompts (not an exhaustive list)
Tudalen 69	<p>leisure support.</p> <p>The Inspire programme is available to support young people in Flintshire with needs related to self-harm and suicide risk. This includes access to dedicated online youth clubs to support positive behavioural change and connection, including a dedicated club for LGBT+ young people.</p> <p>Flintshire New Dragons Youth Project for young people with communication and language difficulties. The project is led by young people, with support from a communication champion and youth workers. We add value through providing accredited training</p> <p>A drama project for young people with disabilities at Ysgol Maes Hyfryd provides a path to an Asdan accreditation. (ASDAN offers a range of nationally approved qualifications based around the development of personal, social and employability skills). They are supported by peer mentors from St David's High School who also gain an Asdan accreditation and are then encouraged to become young leaders.</p>	<p>Positive – All young people given the opportunity to take part with support from partnership agencies with specialist skills</p>	<p>Access to communication methods, use of British Sign Language, Easy Read Carers Dietary requirements Other Long Term Health Conditions</p> <p><a href="#">United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)</a></p>
<p><b>Gender Reassignment</b></p>	<p>Via specialist partners young people were given the opportunity to take part in the consultation.</p>	<p>Positive – All young people given the opportunity to take part with support from partnership agencies with specialist skills</p>	<p>A person who proposes to, starts or has changed their gender identity Transgender Appropriate language use, i.e. gender neutral language, appropriate pronouns</p>

Equality and Human Rights			
Protected Characteristic /Group	Relevant Data	Positive and / or Negative Impact	Prompts (not an exhaustive list)
			Gender neutral changing facilities and toilets confidentiality
Tudalen 70	<p><b>Marriage &amp; Civil Partnership</b></p> <p>Youth workers provide informal information to educate YP on these issues. All IYP staff have training from specialist agencies and partners.</p> <p>Staff adhere to FCC policies and procedures</p>	Positive – YP and staff have an understanding	<p>Marital status</p> <p>Civil Partnership status</p> <p>Reference to partners and not assuming husband and wife relationships /terminology</p>
	<p><b>Pregnancy &amp; Maternity</b></p> <p>Youth workers provide informal information to educate YP on these issues. All IYP staff have training from specialist agencies and partners.</p> <p>Staff adhere to FCC policies and procedures</p>	Positive – YP and staff have an understanding	<p>Pregnant mothers</p> <p>Those entitled to maternity and paternity leave</p> <p>Foster/Adoption</p> <p>Breastfeeding mothers</p> <p>Access to breast feeding facilities</p> <p>Dress codes/uniforms- do they accommodate pregnant women</p>
	<p><b>Race</b></p> <p>Information was sent to Gypsy and Traveller links to share with young people however they are digitally isolated so would need support to complete the online consultation.</p> <p>Youth workers provide informal information to educate YP on these issues. All IYP staff have training from specialist agencies and partners.</p> <p>Staff adhere to FCC policies and procedures</p>	<p>Negative – Digital exclusion for some young people</p> <p>Positive – YP and staff have an understanding</p>	<p>Consider Ethnicity</p> <p>Nationality</p> <p>Gypsies / Travellers</p> <p>Language: interpreter provision</p> <p>Use of plain language</p> <p>Refugee / Asylum Seekers</p> <p>Migrants</p> <p>Positive Action</p> <p>Awareness events</p> <p><a href="#">United Nations Convention on the Elimination of All Forms of Racial Discrimination (UNCERD)</a></p>
<p><b>Religion &amp; Belief</b></p> <p>Youth workers provide informal information to educate YP on these issues. All IYP staff have training from specialist agencies and partners.</p>	Positive – YP and staff have an understanding	<p>Faith Communities</p> <p>Non Beliefs</p> <p>Dietary requirements</p> <p>Vegetarianism/Veganism</p> <p>Other philosophical beliefs</p>	


Equality and Human Rights			
Protected Characteristic /Group	Relevant Data	Positive and / or Negative Impact	Prompts (not an exhaustive list)
	Staff adhere to FCC policies and procedures		Dress code/uniforms Religious festivals/activities Buildings – access to prayer room facilities
Tudalen 71 <b>Sex</b>	<p>The age range Integrated Youth Provision work with is 11-25 years. Through promotion of the consultation via networks and digital promotion on IYP social media all young people were given to opportunity to take part in the consultation.</p> <p>Provide online sexual health service delivered by the FIYP sexual health nurse who has a degree in youth work and two level 3 workers. This includes 1:1 support, videos and other resource. This is supplemented with a postal service for prophylactics. This will be supplemented with face-to-face sexual health clinics for young people when safe to do so.</p> <p>Youth workers provide informal information to educate YP on these issues. All IYP staff have training from specialist agencies and partners.</p> <p>Staff adhere to FCC policies and procedures</p>	<p>Positive – All young people were asked to take part in the consultation</p> <p>Positive – YP and staff have an understanding</p>	<p>Men / Women Gender Identity Toilet facilities/baby changing Childcare Gender Pay Gap Sex workers <a href="#">United Nations Convention on the Elimination of All Forms of Discrimination against Women (UNCEDAW)</a></p>
<b>Sexual Orientation</b>	<p>Via specialist partners young people were given the opportunity to take part in the consultation.</p> <p>Flintshire will operate in specific geographical communities when it is safe to do so. We will supplement this with specific interest youth clubs and pop-up and peripatetic play and youth work throughout Flintshire that is based on local needs and conducted in partnership with town and parish councils and other key service</p>	<p>Positive – All young people given the opportunity to take part with support from partnership agencies with specialist skills</p>	<p>Gay Lesbian Bi-sexual Heterosexual Terminology - Avoid making assumptions about a person's sexual orientation use gender-neutral terms such as partner(s). Confidentiality about sexuality</p>

## Equality and Human Rights

Protected Characteristic /Group	Relevant Data	Positive and / or Negative Impact	Prompts (not an exhaustive list)
Tudalen 72	<p>providers. We will also continue to build on our response to the COVID-19 pandemic by further developing our online offer. This includes:</p> <p>Enhancing our social media presence. Building on our successful Facebook page launched during 2020, we have established an Instagram account in 2021 which within three weeks had 105 followers.</p> <p>Online youth clubs relevant to specific communities of interest. For example, Welsh language speakers that has over 70 young people participate, young people that are supported through the Inspire programme, LGBT+ people supported through the Inspire programme.</p> <p>Youth workers provide informal information to educate YP on these issues. All IYP staff have training from specialist agencies and partners.</p> <p>Staff adhere to FCC policies and procedures</p>	Positive – YP and staff have an understanding	Further resources available from <a href="#">Stonewall Cymru</a>
<b>Socio-economic Considerations- Reducing inequalities caused by socio-economic disadvantage</b>	<p>Sustaining and developing partnerships with schools and other services such as AURA, Housing and Children's Services to make available youth workers in settings that young people attend. For instance, young people at risk of homelessness, self-harm and who are at risk of exclusion from school:</p> <p>Proposals to re-establish regular youth clubs again at Connah's Quay, Flint, Greenfield, Leeswood, Mancot and Sandycroft, Penyffordd, Saltney and Sealand, develop new provision at Cyfle</p>	Positive – All young people given the opportunity to take part with support from partnership agencies with specialist skills	People living in less favourable social and economic circumstances than others in the same society. Disadvantage may be exacerbated by many factors of daily life, not just urban or rural boundaries. 'Intersectionality' issues - where identity compounds socio-economic status, e.g., single



## Equality and Human Rights


Protected Characteristic /Group	Relevant Data	Positive and / or Negative Impact	Prompts (not an exhaustive list)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 73</p>	<p>Hub as Deeside is no longer available to us and to have schools and community organisations manage at least some buildings:</p> <p>Sustaining and developing partnerships with schools and other services such as AURA, Housing and Children's Services to make available youth workers in settings that young people attend. For instance, young people at risk of homelessness, self-harm and who are at risk of exclusion from school:</p> <p>Flintshire will operate in specific geographical communities when it is safe to do so. We will supplement this with specific interest youth clubs and pop-up and peripatetic play and youth work throughout Flintshire that is based on local needs and conducted in partnership with town and parish councils and other key service providers. We will also continue to build on our response to the COVID-19 pandemic by further developing our online offer. This includes:</p> <p>Enhancing our social media presence. Building on our successful Facebook page launched during 2020, we have established an Instagram account in 2021 which within three weeks had 105 followers.</p> <p>Online youth clubs relevant to specific communities of interest. For example, Welsh language speakers that has over 70 young people participate, young people that are supported through the Inspire programme, LGBT+ people supported through the Inspire programme.</p>		<p>parents (often women), disabled people, some BAME groups. Examples include lower levels of good health, lower paid work, poorer educational attainment and an increased risk of being a victim of crime</p> <p>Further resources available from Welsh Government including examples of <a href="#">inequalities of outcome caused by socio-economic disadvantage</a></p> <p> Inequalities of outcome.pdf</p>

## Equality and Human Rights

Protected Characteristic /Group	Relevant Data	Positive and / or Negative Impact	Prompts (not an exhaustive list)
	Co-locating the Families First Young People consortia and Disability consortia within the Early Help Hub to enable comprehensive information sharing and a rapid and bespoke service response to meet the needs of young people and families that will benefit most from early help.		
Human Rights Tudalen 74	<p>IYP commit to delivery that ensures YP feel valued, respected and supported to live their authentic selves in a community that is inclusive and draws strength from diversity.</p> <p>YP will be empowered to decide for themselves what support they need and how they access it. They will know their rights and responsibilities and have meaningful opportunities to inform decision making about the issues that affect them.</p> <p>Youth Council regularly comes together; and meets with the Leader and Deputy Leader, other senior stakeholders and inform the development of policy affecting young people within Flintshire.</p> <p>Developing young people's leadership skills through a partnership with Glyndwr University. Thereafter, these young leaders work in youth clubs and at our annual residential camps providing support to young people. Some young leaders have gone on to represent the young people in their local areas in town and community councils. Two young leaders have gone on to study the Youth Work Degree at university.</p>	Positive – YP feel valued	See Human Rights Articles below. <a href="https://humanrightstracker.com/en/">https://humanrightstracker.com/en/</a> on EHRC website

Equality and Human Rights			
Protected Characteristic /Group	Relevant Data	Positive and / or Negative Impact	Prompts (not an exhaustive list)
Tudalen 75	<p>The consultation was distributed to the Housing Options team to enable young people at risk of homelessness or who are homeless to take part.</p>	<p>Positive – All young people given the opportunity to take part with support from partnership agencies with specialist skills</p>	<p>E.g., Modern Slavery, Safeguarding, Other COVID effects, Carers, Ex-offenders, Veterans, Care Leavers, Substance Abuse, Homeless</p>
	<p>Youth workers provide informal information to educate YP on these issues. All IYP staff have training from specialist agencies and partners.</p> <p>Staff adhere to FCC policies and procedures</p>	<p>Positive – YP and staff have an understanding</p>	
Welsh Language			
Welsh Language	<p>IYP is a fully bilingual service. All documents and resources are offered in both English and Welsh.</p> <p>IYP will offer YP opportunities for personal and social education in English and Welsh relevant to their needs; and through which, young people grow in self-confidence and self-worth, stay safe, enjoy healthy relationships and develop resilience and emotional wellbeing.</p> <p>Develop Welsh language provision further. This includes recruiting a Welsh language coordinator post (May 2021) for the IYP and Play Development Team to keep developing youth work</p>	<p>Positive – Equal status of Welsh and English Language.</p>	<p>Ensuring equal status of both Welsh and English languages. Availability of and access to services, activities and information. Availability of Welsh speaking employees Technology Rights of individuals to ask for WL services. Impact on Welsh speaking communities, including: Positive / negative effects on opportunities to use the WL.</p>

## Equality and Human Rights

Protected Characteristic /Group	Relevant Data	Positive and / or Negative Impact	Prompts (not an exhaustive list)
Tudalen 76	<p>support for children and young people to gain experiences in, and opportunities to enjoy and develop skills in Welsh language and culture.</p> <p>With the appointment of a Welsh Language Officer to the IYP demonstrates commitment to promote enhance and enable YP to understand their cultural heritage, to use Welsh Language confidently in all settings and to contribute to WG target of a million Welsh Speakers by 2050</p> <p>IYP School and Community Immersion Team is a bilingual team and delivers session in Flintshire's Welsh Language High School</p> <p>We have strong links and partnerships through Urdd Gobaith Cymru</p> <p>Youth Support Grant supports Welsh Language groups and all organisations benefiting from funding must to commit to providing bi lingual materials and resources.</p> <p>Youth workers provide informal information to educate YP on these issues. All IYP staff have training from specialist agencies and partners.</p> <p>Staff adhere to FCC policies and procedures</p>	<p>Positive – YP and staff have an understanding</p>	<p>Possible changes to number/percentage of Welsh speakers Migration Job opportunities / Staffing changes. Training needs and opportunities Availability of Welsh medium education.</p> <p> 20200921 DG S Policy making stand</p>

<b>Human Rights Act 1998</b> <ul style="list-style-type: none"> <li>• Article 2 Right to life</li> <li>• Article 3 Freedom from torture and inhuman or degrading treatment</li> <li>• Article 4 Freedom from Slavery and forced labour</li> <li>• Article 5 Right to liberty and security</li> <li>• Article 6 Right to a fair trial</li> <li>• Article 7 No punishment without law</li> </ul>	<ul style="list-style-type: none"> <li>• Article 8 Respect for private life, family, home and correspondence</li> <li>• Article 9 Freedom of thought, belief and religion</li> <li>• Article 10 Freedom of expression</li> <li>• Article 11 Freedom of Assembly and association</li> <li>• Article 12 Right to marry and start a family</li> <li>• Article 13 Right to access effective remedy if rights are violated</li> <li>• Article 14 Protection from discrimination</li> </ul>
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Environment and Biodiversity			
	Relevant Data/Information	Positive and /or negative impacts	Prompts (not an exhaustive list)
Tudalen 77	<b>Reducing greenhouse gas emissions</b> Youth workers provide informal information to educate YP on Environment and Biodiversity and Flintshire Youth Council feedback and comment on any strategies or policies from FCC.	Positive – YP and staff have an understanding	Will energy need be met through renewable sources? Will it reduce greenhouse gas emissions by reducing energy consumption and the need to travel? * Will it reduce ozone depleting emissions? Will it reduce emissions through retrofitting new technology? Will it reduce heat island effects on people and property?
	<b>Plan for future climate change</b> Youth workers provide informal information to educate YP on Environment and Biodiversity and Flintshire Youth Council feedback and comment on any strategies or policies from FCC.	Positive – YP and staff have an understanding	Will it minimise flood risk from all sources of flooding? * Will it reduce property damage due to storm events/heavy rainfall by improving flood resistance and flood resilience? Will it reduce combined sewer overflow events? Will it encourage the re-use of resources? Will it encourage sustainable construction methods and procurement? Will it encourage water efficiency and drought resilience?

**Environment and Biodiversity**

	<b>Relevant Data/Information</b>	<b>Positive and /or negative impacts</b>	<b>Prompts (not an exhaustive list)</b>
<b>Pollution: air, water/ soil/noise and vibration and emissions</b>	Youth workers provide informal information to educate YP on Environment and Biodiversity and Flintshire Youth Council feedback and comment on any strategies or policies from FCC.	Positive – YP and staff have an understanding	Will it reduce combined sewer overflow events? Will it improve air quality? * Will it reduce emissions of key pollutants? Will it reduce noise concerns and noise complaints? Will it reduce noise levels?
<b>Integrating biodiversity into decision making</b>	Youth workers provide informal information to educate YP on Environment and Biodiversity and Flintshire Youth Council feedback and comment on any strategies or policies from FCC.	Positive – YP and staff have an understanding	Have you considered the impacts and opportunities for action for biodiversity at early stages Are the impacts of procurement on biodiversity considered? Are products sourced sustainably? Have the wider benefits of improved biodiversity been considered, flood prevention, health and wellbeing, recreation? Can you link with other strategies and initiatives for biodiversity e.g. FCC Environment and Sustainability policy, FCC Section 6 Plan, FCC Urban tree and woodland plan?
<b>Increasing the resilience of our natural environment?</b>	Youth workers provide informal information to educate YP on Environment and Biodiversity and Flintshire Youth Council feedback and comment on any strategies or policies from FCC.	Positive – YP and staff have an understanding	Does the proposal work with nature and consider the use of nature based solutions first and foremost? Does your proposal support the creation of new habitats (in addition to any mitigation or compensation habitat) Does it contribute to the restoration of degraded habitats? Does it improve site management to improve nature value?


Tudalen 78

**Environment and Biodiversity**

	<b>Relevant Data/Information</b>	<b>Positive and /or negative impacts</b>	<b>Prompts (not an exhaustive list)</b>
<b>Improving understanding and raise awareness of the importance of biodiversity</b>	Youth workers provide informal information to educate YP on Environment and Biodiversity and Flintshire Youth Council feedback and comment on any strategies or policies from FCC.	Positive – YP and staff have an understanding	Can your proposal promote understanding of biodiversity? Can the delivery of public goods and services such as social care, community health and recreation promote biodiversity? Can your proposal promote biodiversity with partners/beneficiaries
<b>Encouraging resource efficiency (energy, water, materials and minerals)</b>	Youth workers provide informal information to educate YP on Environment and Biodiversity and Flintshire Youth Council feedback and comment on any strategies or policies from FCC.	Positive – YP and staff have an understanding	Will it reduce water consumption and improve water efficiency? Will it reduce energy consumption? *
<b>Reducing waste production and increase recycling, recovery and re-use of waste</b>	Youth workers provide informal information to educate YP on Environment and Biodiversity and Flintshire Youth Council feedback and comment on any strategies or policies from FCC.	Positive – YP and staff have an understanding	Will it reduce consumption of materials and resources? Will it reduce household waste? Will it increase recycling, recovery and re-use? Will it reduce construction waste?
<b>Reducing need to travel and promote sustainable forms of transport</b>	Youth workers provide informal information to educate YP on Environment and Biodiversity and Flintshire Youth Council feedback and comment on any strategies or policies from FCC.	Positive – Reduce traffic	Will it reduce volumes of traffic? Will it encourage walking and cycling? * Will it increase proportion of journeys using modes other than the car?
<b>Improving the physical environment: housing, public space, access to and quality of green space</b>	Youth workers provide informal information to educate YP on Environment and Biodiversity and Flintshire Youth Council feedback and comment on any strategies or policies from FCC.	Positive – Reduce waste and resources	Will it reduce litter? Will it enhance the quality of public realm? Will it improve access and mobility for all equality groups Will it improve open space? Will it improve landscape character?


Environment and Biodiversity			
	Relevant Data/Information	Positive and /or negative impacts	Prompts (not an exhaustive list)
			Will it minimise development on Greenfield sites
<b>Protecting and enhancing the historic environment and architectural, archaeological and cultural heritage</b>	Youth workers provide informal information to educate YP on Environment and Biodiversity and Flintshire Youth Council feedback and comment on any strategies or policies from FCC.	Positive – Reduce waste and resources	Will it protect heritage sites and cultural value? Will it protect strategic views? Will it protect listed buildings and their settings? Will it help preserve, enhance and record archaeological features and their settings?

Tudor  
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Health			
Determinants of health	Relevant data /information	Positive and /or negative impacts	Prompts (not an exhaustive list) Guidance from
			 HIA_Tool_Kit_V2_W EB.pdf
<b>Lifestyles</b>	Co-locating the Families First Young People consortia and Disability consortia within the Early Help Hub to enable comprehensive information sharing and a rapid and bespoke service response to meet the needs of young people and families that will benefit most from early help.		Diet Physical activity Use of alcohol, cigarettes, non-prescribed drugs Sexual activity Other risk-taking activity
<b>Social and community influences on health</b>	Flintshire Integrated Youth Provision (FIYP) aspires for all Flintshire young people to have the support that contributes to their being safe, healthy, reaching their potential and living free from disadvantage and inequalities of opportunity.		Family organisation and roles Citizen power and influence Social support and social networks Neighbourliness





**Health**

<b>Determinants of health</b>	<b>Relevant data /information</b>	<b>Positive and /or negative impacts</b>	<b>Prompts</b> (not an exhaustive list) Guidance from   HIA_Tool_Kit_V2_W EB.pdf
	<p>With the appointment of a Welsh Language Officer to the IYP demonstrates commitment to promote enhance and enable YP to understand their cultural heritage, to use Welsh Language confidently in all settings and to contribute to WG target of a million Welsh Speakers by 2050.</p>		<p>Sense of belonging Local pride Divisions in community Social isolation Peer pressure Community identity Language/Cultural and spiritual ethos Racism Other social exclusion</p>
<p><b>Mental well-being</b></p>	<p>The Inspire programme is available to support young people in Flintshire with needs related to self-harm and suicide risk. This includes access to dedicated online youth clubs to support positive behavioural change and connection, including a dedicated club for LGBT+ young people.</p> <p>Expand our support for young people to build emotional and mental health and wellbeing. This includes making available online mindfulness support, Inspire youth workers delivering emotional health programmes within schools (when safe to do so) and plans to equip staff from across schools, universal and targeted services with know-how to respond to increasing numbers of young people with emotional and mental health needs including self-harming behaviours in response to the COVID-19 pandemic.</p>		<p>Does this proposal support sense of control? Does it enable participation in community and economic life? Does it impact on emotional wellbeing and resilience?</p>

Tudalen 81

**Health**

<b>Determinants of health</b>	<b>Relevant data /information</b>	<b>Positive and /or negative impacts</b>	<b>Prompts</b> (not an exhaustive list) Guidance from   HIA_Tool_Kit_V2_W EB.pdf
Tudalen 82  <b>Living/environmental conditions affecting health</b>	Expanding digital and remote engagement with young people and staff thereby reducing travelling across county/nationally	Positive improve air quality/reduce emissions from transport  Negative – possible exclusion of YP or are digitally disadvantaged	Built environment Neighbourhood design Housing Indoor environment Noise Air and water quality Attractiveness of area Green space Community safety Smell/odour Waste disposal Road hazards Injury hazards Quality and safety of play areas
<b>Economic conditions affecting health</b>	Appointment of Homelessness Prevention Officer and an additional 1.5 youth workers (January 2021) to offer a more strategic approach to preventing youth homelessness. This includes equipping schools and other services with the know-how to consider homelessness risks in interactions with young people. This includes a focus on hidden cohorts such as young people that are LGBT+, carers and experiencing mental ill health.  Developing young people’s leadership skills through a partnership with Glyndwr University. Thereafter, these young leaders work in youth clubs and at our annual residential		Unemployment Income Economic inactivity <input type="checkbox"/> Type of employment Workplace conditions

Health			
Determinants of health	Relevant data /information	Positive and /or negative impacts	Prompts (not an exhaustive list) Guidance from   HIA_Tool_Kit_V2_W EB.pdf
	camps providing support to young people. Some young leaders have gone on to represent the young people in their local areas in town and community councils. Two young leaders have gone on to study the Youth Work Degree at university.		
<b>Access and quality of services</b>	Provide online sexual health service delivered by the FIYP sexual health nurse who has a degree in youth work and two level 3 workers. This includes 1:1 support, videos and other resource. This is supplemented with a postal service for prophylactics. This will be supplemented with face-to-face sexual health clinics for young people when safe to do so.		Medical services Other caring services Shops and commercial services Public amenities Transport including parking Education and training Information technology
<b>Macr-economic, environmental and sustainability factors</b>	Adhere to FCC, regional and National policies and procedures		Government policies Gross Domestic Product Economic development Biological diversity Climate

United Nations Conventions on the Rights of the child			
	Relevant data or information	Positive and/or negative impacts	Prompts (not exhaustive)
<b>Relevant Article</b>			<a href="#">Summary of conventions</a>

Tudalen 83

There are four articles in the convention that are seen as special. They're known as the "General Principles" and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:

Article 2	The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background
Article 3	(best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
Article 6	(life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential
Article 12	2 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life

Tudalen 84

**Are there any data or information gaps and if so what are they and how do you intend to address them?**

Continuous dialogue with young people and partner agencies to identify any issues and concerns as they arise.

Note: If it is not possible to obtain this information now, you should include this in your action plan in Step 6 so that this information is available for future IIAs.

**10. How does your proposal ensure that you are working in line with the requirements of the Welsh Language Standards (Welsh Language Measure (Wales) 2011), to ensure the Welsh language is not treated less favourably than the English language, and that every opportunity is taken to promote the Welsh language (beyond providing services bilingually) and increase opportunities to use and learn the language in the community?**

All information is available bilingually

11. **If this IIA is being updated from a previous version of a similar policy or practice, were the intended outcomes of the proposal last time achieved or were there other outcomes?** (Please provide details, for example, was the impact confined to the people you initially thought would be affected, or were other people affected and if so, how?)
12. **What is the cumulative impact of this proposal on different protected groups when considering other key decisions affecting these groups made by the organisation?** (You may need to discuss this with your Chief Officer or Cabinet Member to consider more widely if this proposal will affect certain groups more adversely because of other decisions the organisation is making, e.g., financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc)

None identified

13. **How does this proposal meet with each of the 7 goals of the Well-being of Future Generations (Wales) Act 2015?**

For more information, please see: <https://futuregenerations.wales/about-us/future-generations-act/>

14. **How does this proposal meet with the 5 ways of working of the Well-being of Future Generations (Wales) Act 2015 ?**

For more information, please see: <https://futuregenerations.wales/about-us/future-generations-act/>

15. **Describe any intended negative impact identified and explain why you believe this is justified** (for example, on the grounds of advancing equality of opportunity or fostering good relations between those who share a protected characteristic and those who do not or because of an objective justification<sup>1</sup> or positive action<sup>2</sup>)

Some groups could be digitally excluded, however measures implemented during the pandemic go some way to mitigate

**Note<sup>1</sup>: Objective Justification** - gives a defence for applying a policy, rule or practice that would otherwise be unlawful direct or indirect discrimination. To rely on the objective justification defence, the employer, service provider or other organisation must show that its policy or rule was for a good reason – that is 'a proportionate means of achieving a legitimate aim'. A **legitimate aim** is the reason behind the discrimination which must not be discriminatory in itself and must be a genuine or real reason, e.g., health, safety or welfare of individuals. If the aim is simply to reduce costs because it is cheaper to discriminate, this will not be legitimate. Consider if the importance of the

aim outweighs any discriminatory effects of the unfavourable treatment and be sure that there are no alternative measures available that would meet the aim without too much difficulty (proportionate) and would avoid the discriminatory effect.

**Note<sup>2</sup>: Positive Action** - Where an employer takes specific steps to improve equality in the workplace to address any imbalance of opportunity, lessen a disadvantage or increase participation in a particular activity, for example, increasing the number of disabled people in senior roles where they are under-represented by targeting specific groups with job adverts or offering training to help create opportunities for certain groups. The public sector is expected to consider the use of positive action to help them comply with the Public Sector Equality Duty.

**16. Could any of the negative impacts identified amount to unlawful discrimination but are perceived to be unavoidable (e.g., reduction in funding)?**

Yes  No  Not Sure  (Please double click on the relevant box (X) and select 'checked' as appropriate)

**17. If you answered Yes or Not Sure to question 15, please state below, which protected group(s) this applies to and explain why (including likely impact or effects of this proposed change)**

NA

**18. If you answered No to question 15, are there any barriers identified which amount to a differential impact for certain groups and what are they?**

Digital exclusion

### STEP 3 - Procurement and Partnerships

The Public Sector Equality Duty (PSED) requires all public authorities to consider the needs of protected characteristics when designing and delivering public services, including where this is done in partnership with other organisations or through procurement of services. The Welsh Language Standards also require all public authorities to consider the effects of any policy decision, or change in service delivery, on the Welsh language, which includes any work done in partnership or by third parties. We must also ensure we consider the Socio-economic Duty when planning major procurement and commissioning decisions to consider how such arrangements can reduce inequalities of outcome caused by socio-economic disadvantage.

When procuring works, goods or services from other organisations (on the basis of a relevant agreement), we must have due regard to whether it would be appropriate :

- for the award criteria for that contract to include considerations to help meet the General Duty (to eliminate discrimination, promote equality of opportunity and foster good relations);
- to stipulate conditions relating to the performance of the contract to help meet the three aims of the General Duty.

This only applies to contractual arrangements that are “relevant agreements” which means either the award of a ‘public contract’ or the conclusion of a ‘framework agreement’, both of which are regulated by the Public Sector Directive (Directive 2004/18/EC) which regulates the specified EU thresholds. Further information can be found [here](#).

We must consider how such arrangements can improve equal opportunities and reduce inequalities of outcome due to protected characteristics and caused by socio-economic disadvantage, particularly on major procurement and commissioning decisions. The PSED applies to the work that private sector organisations undertake when delivering a public function on our behalf. We therefore need to ensure that those organisations exercise those functions by ensuring our procurement and monitoring of those services complies with the General Duty under Section 149 of the Equality Act 2010. In the same way, the Welsh Language Standards applies to any work undertaken on behalf of, and in the name of, public bodies that are themselves subject to the Standards, and so consideration should be given to how these requirements are monitored and communicated through the procurement documents. The Socio Economic Duty does not pass to a third party through procurement, commissioning or outsourcing. Therefore when we work in partnership with bodies not covered by the Socio Economic Duty, the duty only applies to us as the relevant public body.

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**Is this policy or practice to be carried out wholly or partly by contractors or in partnership with another organisation(s)?**

Yes  No  (Please double click on the relevant box (X) and select ‘checked’ as appropriate)

If No, please proceed to Step 4

**20. If Yes, what steps will you take to comply with the General Equality Duty, Human Rights and Welsh Language Legislation and the Socio-Economic Duty in regard to procurement and/or partnerships? Think about :**

**Procurement**

- Setting out clear equality expectations in Tendering and Specification documentation, showing how promotion of equality may be built into individual procurement projects
- On what you based your decisions in the award process, including consideration of ethnical employment and supply chain code of practice

**Partnerships**

Be clear about who is responsible for :

- Equality Monitoring relevant data
- Equality Impact Assessments
- Delivering the actions from the IIA

- Ensure that contract clauses cover the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and socio-economic requirements as well as Welsh Language Duties (remember that any duties from the Welsh Language Measure 2011 and Welsh Language Standards are also applicable to services provided on your behalf under contract by external bodies).
- Performance and Monitoring measures are included to monitor compliance, managing and enforcing contracts
- Ensuring that equality, human rights and Welsh Language legislation is complied with by all partners
- Demonstrating due regard to the Public Sector Equality Duty and the Socio-Economic duty

#### Procurement

- Work within FCC procurement policies and procedures.
- Set out clear equality expectations in Tendering and Specification documentation, showing how promotion of equality may be built into individual procurement projects if necessary ensure training is provided to partners or suppliers.
- We work to FCC procurement policies and procedures. We base our decisions for the award process, including consideration of ethnical employment and supply chain in line with the code of practice.
- Ensure that contract clauses cover the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and socio-economic requirements as well as Welsh Language Duties (remember that any duties from the Welsh Language Measure 2011 and Welsh Language Standards are also applicable to services provided on your behalf under contract by external bodies).
- Performance and Monitoring measures are included to monitor compliance, managing and enforcing contracts

#### Partnerships

IYP ensure there is a service level agreement in place prior to the commencement of any work taking place. The service level agreement will include a commitment to:

- Equality Impact Assessments
- Delivering the actions from the IIA
- Ensuring that equality, human rights and Welsh Language legislation is complied with by all partners
- Demonstrating due regard to the Public Sector Equality Duty and the Socio-Economic duty
- Equality monitoring relevant data

### **STEP 4 - Dealing with Adverse or Unlawful Impact and Strengthening the Policy or Practice**



21. **When considering proportionality, does the policy or practice have a significantly positive or negative impact or create inequalities of outcome resulting from socio-economic disadvantage?**

(Please give brief details)

Significantly positive impact	Significantly negative impact
<p>Flintshire Integrated Youth Provision (FIYP) aspires for all Flintshire young people to have the support that contributes to their being safe, healthy, reaching their potential and living free from disadvantage and inequalities of opportunity. As a youth work provision service, we are committed to: The importance and relevance of all young people's voice in all that we do.</p>	<p>NA</p>

22. **It is important that you record the mitigating actions you will take in developing your final policy/practice draft. Record here what measures or changes you will introduce to the policy or practice in the final draft which could reduce or remove any unlawful or negative impact or disadvantage and/or improve equality of opportunity/introduce positive change; or reduce inequalities of outcome resulting from socio-economic disadvantage? (This could also inform the Action Plan in Q30)**

Unlawful or Negative Impact Identified	Mitigation / Positive Actions Taken in the Policy/Practice	Completed (✓)
	<p>Flintshire Integrated Youth Provision (FIYP) aspires for all Flintshire young people to have the support that contributes to their being safe, healthy, reaching their potential and living free from disadvantage and inequalities of opportunity. As a youth work provision service, we are committed to: The importance and relevance of all young people's voice in all that we do.</p>	

23. **Will these measures remove any unlawful impact or disadvantage?**

Yes  No  (Please double click on the relevant box (X) and select 'checked' as appropriate)

24. If No, what actions could you take to achieve the same goal by an alternative means?

25. What measures or changes in the following important legislative areas have you included to strengthen or change the policy/practice:

- a) to foster good relations and advance equality of opportunity as covered by the General Duty in the Equality Act 2010;
- b) to reduce inequalities of outcome as a result of socio-economic disadvantage;
- c) to increase opportunities to use the Welsh language and in treating the Welsh language no less favourably than the English language as set out in the Welsh Language (Wales) Measure 2011 and reduce or prevent any adverse effects that the policy/practice may have on the Welsh language?

06/10/2019 10:00

Foster good relations and advance equality of opportunity as covered by the General Duty in the Equality Act 2010. Ensure all YP have the opportunity for equality and staff are trained accordingly.

Reduce inequalities of outcome as a result of socio-economic disadvantage. Flintshire Integrated Youth Provision (FIYP) aspires for all Flintshire young people to have the support that contributes to their being safe, healthy, reaching their potential and living free from disadvantage and inequalities of opportunity. As a youth work provision service, we are committed to:  
The importance and relevance of all young people's voice in all that we do.

Increase opportunities to use the Welsh language and in treating the Welsh language no less favourably than the English language as set out in the Welsh Language (Wales) Measure 2011 and reduce or prevent any adverse effects that the policy/practice may have on the Welsh language. With the appointment of a Welsh Language Officer to the IYP demonstrates commitment to promote enhance and enable YP to understand their cultural heritage, to use Welsh Language confidently in all settings and to contribute to WG target of a million Welsh Speakers by 2050

26. Do you have enough information to make an informed judgement?

Yes  No  (Please double click on the relevant box (X) and select 'checked' as appropriate)

27. If you answered Yes, please justify:

IYP follow local, regional and national strategies as well as FCC policies and procedures to make informed judgements

28. If you answered No, what information do you require and what do you need to do to make a decision?  
(Note: Should data collection be included in the action plan (Step 6)?)

NA

[You may need to stop here until you have obtained the additional information]

### STEP 5 - Decision to Proceed

29. Using the information you have gathered in Steps 1 – 4 above, please state on the table below whether you are able to proceed with the policy or practice and if so, on what basis?

*Please double click on the relevant box (X) and select 'checked' as appropriate)*

Decision	
<input checked="" type="checkbox"/> Yes	Continue with policy or practice in its current form
<input type="checkbox"/> Yes	Continue with policy or practice but with amendments for improvement or to remove any areas of adverse impact identified in Step 4
<input type="checkbox"/> Yes	Continue with the plan as any detrimental impact can be justified
<input type="checkbox"/> No	Do not continue with this policy or practice as it is not possible to address the adverse impact. Consider alternative ways of addressing the issues.

30. Are there any final recommendations in relation to the outcome of this Equality Impact Assessment?

NA

## STEP 6 - Actions and Arrangements for Monitoring Outcomes and Reviewing Data

The IIA process is an ongoing one that doesn't end when the policy/practice and IIA is agreed and implemented. There is a specific legal duty to monitor the impact of policies/practices on equality on an ongoing basis to identify if the outcomes have changed since you introduced or amended this new policy or practice. If you do not hold relevant data, then you should be taking steps to rectify this in your action plan. To review the EHRC guidance on data collection you can review their [Measurement Framework](#).

31. Please outline below any actions identified in Steps 1-5 or any additional data collection that will help you monitor your policy/practice once implemented:

Action	Dates	Timeframe	Lead Responsibility	Add to Service Plan (✓)
NA – Continue to collect relevant data following FCC policy and procedures	Commencement of the new plan TBC	Within the timescale of the plan	Ann Roberts /Claire Homard	✓

32. Please outline below what arrangements you will make to monitor and review the ongoing impact of this policy or practice including timescales for when it should be formally reviewed:

Monitoring and Review arrangements (including where outcomes will be recorded)	Timeframe & Frequency	Lead Responsibility	Add to Service Plan (✓)
Reports	Within the timescale of the plan	Ann Roberts/Claire Homard	✓
Impact assessment	Within the timescale of the plan		✓
Consult with YP and partners	Promote and inform staff prior to implementation of new plan		
Discuss with staff full and part time within the timescale of the plan			

Assess if new legislation or directive received from WG or is received for duration of the IYP plan	Within the timescale of the plan		✓
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**STEP 7 - Publishing the Integrated Impact Assessment**

Please arrange for this completed IIA to be agreed by your Chief Officer and arrange for translation and publishing with a copy sent to Stephanie Aldridge: [stephanie.aldridge@flintshire.gov.uk](mailto:stephanie.aldridge@flintshire.gov.uk).

Mae'r dudalen hon yn wag yn bwrpasol

# Eitem ar gyfer y Rhaglen 7



## EDUCATION, YOUTH & CULTURE OVERVIEW AND SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday, 3 <sup>rd</sup> February 2022
<b>Report Subject</b>	School Modernisation Update
<b>Cabinet Member</b>	Leader of the Council & Cabinet Member for Education
<b>Report Author</b>	Chief Officer, Education and Youth
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

Despite significant challenges brought about by the pandemic, Brexit and unprecedented rises in construction costs and issues with supply chain, the School Modernisation Team have made significant progress in the School Modernisation Programme since the last report to Education, Youth and Culture Overview and Scrutiny Committee. In the main, the Programme has been maintained and delivered within anticipated timelines.

The report informs the Education, Youth and Culture Overview and Scrutiny Committee of progress of the School Modernisation Programme across a wide number of projects.

### RECOMMENDATIONS

1	That Education, Youth and Culture Overview and Scrutiny Committee notes the contents of the report and progress of the School Modernisation programme.
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## REPORT DETAILS

<b>1.00</b>	<b>BACKGROUND AND CONSIDERATIONS</b>
1.01	<p><b><u>Lixwm V.A. School</u></b></p> <p>Following consultation through the Federation of Maintained Schools (Wales) Regulations (2014), Ysgol yr Esgob VA, Caerwys, and Lixwm VA Primary School formally federated 7th June 2021, following the statutory cooling off period.</p>
1.02	<p><b><u>Childcare programme</u></b></p> <p>The Welsh Government made capital grants available to councils for the purpose of childcare provision across Wales.</p> <p>The objectives of the programme is to provide 30 hours of government-funded early education and childcare for up to 48 weeks of the year to all three and four year olds of eligible working parents. The 30 hours will be made up of the existing minimum 10 hours of Foundation Phase Early Education (Early Entitlement) and up to 20 hours of childcare with a registered provider.</p> <p>A key policy driver for the Welsh Government is that the 30 hours offer is as clear and easy as possible for working parents to understand and children to access. Feedback from parents is that ideally, they want to be able to drop their children off and pick them up from the same site and access a seamless package of childcare, although wrap around provision between schools and non-maintained providers will continue to be an important part of the answer for some children and parents.</p> <p>The primary purpose of the capital programme is, therefore, to facilitate and support the co-location of the Foundation Phase and Childcare provision wherever possible. This is in line with our Prosperity for All commitment to “introduce a new model of Community Learning Centres, providing extended services with childcare, parenting support, family learning and community access to facilities built around the school day”.</p>
1.03	<p>Social Services lead on the Childcare Strategy and the production of a comprehensive Childcare Sufficiency Assessment (CSA) that looks at:</p> <ul style="list-style-type: none"><li>i) the supply of childcare in Flintshire including: type, quantity of provisions, location, costs, places available, choice; and</li><li>ii) the gaps in childcare including: location choice, barriers to take up provision, places unavailable.</li></ul> <p>The CSA was the basis of the successful bid to Welsh Government for early years’ capital.</p>
1.04	<p>The Council made a strategic decision at the outset to package up the projects within the Childcare programme for purposes of efficiency, for effective programme management, use of resources, best value (economies of scale) and procurement. To support this approach the client/operational role for the delivery of the Childcare Grant schemes was</p>



	<p>transferred from Social Services to the School Modernisation Team within Education and Youth. The Chief Officer for Education and Youth assumed the role of Senior Responsible Officer for the programme in June 2020. The construction programme is being managed through the School Modernisation team.</p>
	<p>The programme also includes different capital funding packages to maximise investment in a number of school sites and is formed from the following funding streams, WG Childcare Grant, WG Welsh Medium Grant, 21st Century schools, Flying Start and Flintshire County Council's own Capital funding.</p>
1.05	<p>Wynne Construction have been commissioned by the Council through a tender processes as the constructor for the programme on a two stage design &amp; build contract. The programme also includes a Flying Start project at Aston Family Centre and the Council funded capital project at Ysgol Brynffordd and the proposed project at Ysgol Croes Atti, Glannau Dyfrdwy.</p>
1.06	<p>Cabinet approved the following projects within the programme and progress is as follows:-</p> <ul style="list-style-type: none"> <li>• Westwood CP School, Buckley – Completed</li> <li>• Ysgol Derwen, Kinnerton - Completed</li> <li>• Ysgol Maes Y Felin, Holywell – Completed</li> <li>• Ysgol Sychdyn – Completed</li> <li>• Ysgol Merllyn, Bagillt – Completed</li> <li>• Aston Family Centre (WG, Flying Start Grant) – Completed</li> <li>• Ysgol Bro Carmel, Carmel - Site commencement Jan 2022, anticipated completion, May 2022.</li> <li>• Ysgol Yr Esgob, Caerwys - Site commencement Jan 2022, anticipated completion May 2022</li> <li>• Ysgol Y Llan, Whitford - Site commencement planned April 2022, anticipated completion August 2022</li> <li>• Ysgol Glan Aber, Bagillt - Site commencement planned May 2022 anticipated completion September 2022</li> </ul>
1.07	<p><b><u>Ysgol Croes Atti, Glannau Dyfrdwy site</u></b></p> <p>This proposed project is funded through the Welsh Government Childcare Grant and Welsh Government 21st Century school investment programme. It forms part of an extended work package which will see an investment of circa £1.1m in the Glannau Dyfrdwy site, improving provision for Welsh medium education in the Shotton area - an important strand of the Council's Welsh in Education Strategy. The construction commenced on site in January 2022 with the anticipated completion by August 2022.</p>
1.08	<p><b><u>Ysgol Glanrafon, Mold</u></b></p> <p>The project at Ysgol Glanrafon is funded primarily via external Welsh Government funding through the Childcare and Welsh Medium Grants with the balance secured through the Council's Repair and Maintenance</p>

	<p>allocations, S106 contributions and a small amount of Salix finance through the Council's energy team to support energy efficiency measures.</p> <p>Construction of the £4.2m project commenced on site November 2020 with the completion being anticipated by the end of April 2022.</p>
1.09	<p><b><u>Mynydd Isa – 3-16 Campus, Mynydd Isa</u></b></p> <p>The proposed project replaces Mynydd Isa Argoed High School and Mynydd Isa C.P. which is the last remaining primary provision operating on split sites (separate infants and junior provision). This is Wales's first Mutual Investment Model (MIM) and a WG pathfinder project. The Project will also be the Council's first Net Zero Carbon (NZC) school. Progress is as follows:</p> <ul style="list-style-type: none"> <li>• Planning permission granted January 2022</li> <li>• A design and Build contractor has been engaged</li> <li>• Submission of Full Business Case (FBC) planned to be submitted to WG in March 2022</li> <li>• Anticipated that a paper will be presented to Cabinet in June 2022, requesting approval to enter into construction phase. Thereafter, subject to approval, construction activities will commence</li> <li>• Anticipated completion July 2024</li> <li>• School/s Occupation - September 2024.</li> </ul>
1.10	<p><b><u>Drury C.P. and Penyffordd C.P.</u></b></p> <p>In November 2021, Cabinet approved to consult through 'The School Standards and Organisation (Wales) Act 2013, School Organisation Code' for an enlargement of the premises at two schools - Drury C.P. School and Penyffordd C.P. School.</p>
1.11	<p>The Code sets out Regulated Alterations to Community, Foundation and Voluntary schools requirements in relation to the enlargement of school premises.</p>
1.12	<p>The proposed investment projects at Drury C.P. and Penyffordd C.P. meet the triggers that require consultation on increased capacity for each school through the Welsh Government's legal framework.</p>
1.13	<p><b><u>Drury C.P.</u></b></p> <p>Having reviewed the pupil numbers and projections, it is proposed to increase the scope of the project. The proposal is to extend and refurbish the school to cater for an increased capacity of 180 FT.</p>

1.14	<p><b><u>Penyffordd C.P.</u></b></p> <p>A new primary school was constructed to replace the former infant and junior school with the school taking occupation of the new facility in September 2019.</p>
1.15	<p>The original planning approval for the new school at Penyffordd included a planned two classroom extension which would increase the capacity of the school to 375 FT pupils.</p>
1.16	<p>This project is now being brought forward due to local demand and is funded in the main from a combination of Section 106 developer contributions to education and topped up by the Council's own capital programme.</p>
1.17	<p>For both schools, delivery of these schemes cannot proceed until such time that statutory proposals to increase the capacity of the schools have been published, consulted upon and agreed by Cabinet. It is anticipated that online consultation will commence by 1<sup>st</sup> March 2022 (actual date to be determined). The initial period of statutory consultation will be open for 42 days.</p>
1.18	<p><b><u>Ysgol Castell Alun, Hope</u></b></p> <p>The £7.6m project to construct a new build three storey Art and Design Technology (DT) &amp; classroom block was completed and occupied at the start September 2021 as planned. The refurbishment and resurfacing of existing All Weather Pitch is on-going and will be completed in a number of weeks' time.</p>
1.19	<p><b><u>Ysgol Brynffordd</u></b></p> <p>This is a council funded project for extension and remodelling of the existing school with an investment of circa £1.090m in the school which completed earlier than anticipated in January 2022. The Project has delivered an extension to the school hall, community room and storage, a new reception/nursery class, library and staffroom, and toilet provision. The project has also reconfigured existing space to form a new Head's room and ALN space.</p>
1.20	<p><b><u>Saltney/Broughton Area</u></b></p> <p>Officers are currently working with the Headteachers in the Broughton and Saltney area to collaboratively develop documents which will be used to consult with their communities on the future of Primary and Secondary school provision in the area. It is anticipated that this informal consultation will take place during spring 2022, thereafter, it is anticipated that the Council's Cabinet will receive a consultation report sharing the communities views in June/July 2022.</p>

1.21	<p><b><u>Welsh Medium Provision</u></b></p> <p><b><u>Ysgol Croes Atti, Flint</u></b></p> <p>This project replaces the existing school on a new site. Tenders for contractor commission have been received. These are currently being checked and evaluated and following this there will be a formal appointment of the contractor (within the next two months). Once contractor is appointed arrangements will be made to start the design development process with the school.</p>
1.22	<p><b><u>Buckley/Mynydd Isa Area</u></b></p> <p>The Council have submitted an expression of interest for additional Welsh Government Welsh Medium (WM) funding. The submission highlights the need for new WM start up provision within Buckley/Mynydd Isa Area, as identified within the WESP. At the time of writing, WG are currently reviewing LA's submissions.</p>
1.23	<p>Finally, the Welsh Government have renamed the 21st Century Schools and Colleges Programme, the investment programme is now called; Sustainable Communities for Learning.</p>

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	<p>Decisions to commit to capital expenditure investing in assets to deliver high quality services efficiently have long term implications for future revenue budgets. Consideration must be given to schemes to ensure that they are affordable, sustainable and therefore prudent.</p>
2.02	<p>The estimated capital and associated debt revenue costs arising from the schemes within this report are set out on a scheme by scheme basis.</p>
2.03	<p>The estimated associated debt revenue costs arising from the project are included in the Council Medium Term Financial strategy.</p>
2.04	<p>The following Welsh Government Grants are fully funded (100%); Childcare, Welsh Medium, Flying Start and Community Learning.</p>
2.05	<p>The Welsh Government 21st Century schools programme is funded as follows:-</p> <ul style="list-style-type: none"> <li>• Capital – Schools : 65% WG / 35% LA</li> <li>• Capital – PRU / ALN Schools : 75% WG / 25% LA</li> <li>• MIM is funded at an intervention rate of 81% Welsh Government and 19% Council (through revenue budgets of both organisations).</li> </ul>

<b>3.00</b>	<b>IMPACT ASSESSMENT AND RISK MANAGEMENT</b>
3.01	All projects are managed using a risk register. Risks are managed accordingly, and financial risks are managed through a project contingency. Any high level risk which cannot be managed with the projects/programme will be incorporated into the risk register for the Education and Youth Portfolio.

<b>4.00</b>	<b>CONSULTATIONS REQUIRED/CARRIED OUT</b>
4.01	Reports on the SOP for 21st Century school have previously been to Education & Youth Overview and Scrutiny Committee and Cabinet.
4.02	Some projects within the programme will require statutory proposals. These will be carried out based subject to Cabinet mandate and based on WG's School Organisation Code legal framework. Determination on statutory proposals are the responsibility of Cabinet.
4.03	For projects that have been delivered, planning permission approval has been given. For projects not yet delivered, consultation will be required through the planning application process at the appropriate stage of development.
4.04	Meetings and conversations have taken place with Childcare Providers to provide information and guidance on the development of business cases which have formed an integral part of assessing the sustainability of proposals.

<b>5.00</b>	<b>APPENDICES</b>
5.01	None.

<b>6.00</b>	<b>CONTACT OFFICER DETAILS</b>
6.01	<b>Contact Officer:</b> Damian Hughes, Senior Manager, School Planning and Provision <b>Telephone:</b> 01352 704135 <b>E-mail:</b> <a href="mailto:Damian.hughes@flintshire.gov.uk">Damian.hughes@flintshire.gov.uk</a>

<b>7.00</b>	<b>GLOSSARY OF TERMS</b>
7.01	<b>21st Century Schools</b> - Is a collaboration between the Welsh Government (WG), the Welsh Local Government Association (WLGA) and local authorities. It is a major, long-term and strategic capital investment

programme with the aim of creating a generation of 21st century schools in Wales. **Now called: Sustainable Communities for Learning.**

**MIM** - The Mutual Investment Model is the Welsh Government's new form of Public Private Partnership.

**Capital funding** - Capital funding is usually linked to acquiring or improving a long-term asset such as equipment or buildings.

**Revenue funding** - Is linked to items that will be used within a year. Examples include salaries, heating, lighting, services and small items of equipment.

**Childcare Sufficiency Assessments:** - A report that brings together a range of different data and information to develop a picture of the current childcare market and to identify whether there are any gaps in supply.

**The Childcare Offer:** - 30 hours of funded childcare and education for 3 and 4 year olds, in working families for up to 48 weeks a year.

**School Organisation Code** – The new School Standards and Organisation (Wales) Act 2018 makes Local Authorities responsible (rather than the Welsh Ministers prior to October 2018) for the determination of most statutory school organisation proposals that receive objections.

# Eitem ar gyfer y Rhaglen 8



## EDUCATION, YOUTH & CULTURE OVERVIEW AND SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 2 <sup>nd</sup> February 2022
<b>Report Subject</b>	Council Plan 2022-23
<b>Cabinet Member</b>	Leader of the Council and Cabinet Member for Education
<b>Report Author</b>	Chief Executive
<b>Type of Report</b>	Strategic

### EXECUTIVE SUMMARY

The Council Plan for 2017-23 was adopted by County Council to show the key priorities of the Council for the five year term of the new administration. The Plan is subject to annual review.

The 2022/23 Draft Plan has been reviewed and refreshed for content following on from our response to the pandemic and our Recovery Strategy. The themes and priorities remain the same to 2021/22, however there are some developments with sub-priorities.

The 'super-structure' of the Plan continues to be aligned to a set of six Well-being Objectives. The six themes continue to take a long term view of recovery, ambition and work over the next two years.

The outline of the Council Plan for 2022/23 including the six themes, their priorities and actions is appended (as Part 1).

The six themes will be mapped out against the respective lead portfolios for reporting to the Overview and Scrutiny Committees.

Following Cabinet agreement the next stage of development for the Plan's outline content is for Scrutiny Committees to review and consider its contents. All comments and suggestions will then be collated and shared with Cabinet in advance of approval for adoption in June 2022.

### RECOMMENDATIONS

1	To review and provide feedback on the refreshed content of the themes for Council Plan 2022-23 prior to sharing with Cabinet in June 2022.
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## REPORT DETAILS

1.00	EXPLAINING THE COUNCIL PLAN 2021/22
1.01	It is a requirement of the Local Government and Elections (wales) Act 2021 for organisations to 'set out any actions to increase the extent to which the Council is meeting the performance requirements.' Plans for organisations should be robust; be clear on where it wants to go; and how it will get there.
1.02	<p>The Council Plan for 2022/23 continues to move towards a more rounded corporate plan, whilst still meeting the requirements of the Act.</p> <p>Changes include:</p> <ul style="list-style-type: none"><li>• Poverty<ul style="list-style-type: none"><li>○ Digital Poverty – definition expanded</li></ul></li><li>• Green Society and Environment<ul style="list-style-type: none"><li>○ New sub-priority added - Climate Change Adaptation</li><li>○ New sub-priority added – Green Access</li><li>○ Green Environment – new definition</li></ul></li><li>• Economy<ul style="list-style-type: none"><li>○ Digital and Transport Infrastructure divided into two separate sub-priorities:<ul style="list-style-type: none"><li>▪ Transport Connectivity</li><li>▪ Digital Infrastructure</li></ul></li></ul></li><li>• Education and Skills<ul style="list-style-type: none"><li>○ New-sub-priority added – Well-being</li></ul></li></ul>
1.03	<p>The Council Plan for 2022-23 has a super structure of six themes and supporting priorities as follows:</p> <p><b>Theme: Poverty</b> Priorities:</p> <ul style="list-style-type: none"><li>- Income Poverty</li><li>- Child Poverty</li><li>- Food Poverty</li><li>- Fuel Poverty</li><li>- Digital Poverty</li></ul> <p><b>Theme: Affordable and Accessible housing</b> Priorities:</p> <ul style="list-style-type: none"><li>- Housing support and homeless prevention</li><li>- Housing Needs and Housing Options</li><li>- Social Housing</li><li>- Private Rented Sector</li><li>- Empty Properties</li></ul> <p><b>Theme: Green Society and Environment</b> Priorities:</p> <ul style="list-style-type: none"><li>- Carbon Neutrality</li><li>- Climate Change Adaptation</li><li>- Fleet Strategy</li><li>- Green Environment</li><li>- Green Access</li></ul>



	<ul style="list-style-type: none"> <li>- Renewable Energy</li> <li>- Active and Sustainable Travel Options</li> <li>- Circular Economy</li> </ul> <p><b>Theme: Economy</b> Priorities:</p> <ul style="list-style-type: none"> <li>- Town Centre Regeneration</li> <li>- Business</li> <li>- Transport Connectivity</li> <li>- Digital infrastructure</li> <li>- LDP Targets</li> <li>- Spending money for the benefit of Flintshire</li> <li>- Reducing Worklessness</li> </ul> <p><b>Theme: Personal and Community Well-being</b> Priorities:</p> <ul style="list-style-type: none"> <li>- Independent Living</li> <li>- Safeguarding</li> <li>- Direct Provision to support people closer to home</li> <li>- Local Dementia Strategy</li> <li>- A well-connected, safe and clean local environment.</li> </ul> <p><b>Theme: Education and Skills</b> Priorities:</p> <ul style="list-style-type: none"> <li>- Educational Engagement and Achievement</li> <li>- Digital Learning Opportunities</li> <li>- Learning Environments</li> <li>- Learning Community Networks</li> <li>- Specialist Educational Provision</li> <li>- Welsh Education Strategic Plan (WESP)</li> <li>- Well-being</li> </ul>
1.04	The work on the detail behind the priorities has progressed well and is attached at Appendix 1. Cabinet have agreed to the content. The next step is for all Scrutiny Committees to be consulted with over the next cycle.
1.05	Following this cycle of consultation, the Plan will be presented to Cabinet in its second stage prior to adoption by the County Council in July. The final Council Plan (both parts 1 and 2) will be available as a web-based document published on the website.

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
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2.01	Council planning and service portfolio business recovery planning is dovetailed with the periodic review of the Medium Term Financial Strategy and Capital Programme.
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<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
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3.01	Consultation has been carried out with Chief Officers, Cabinet members and the wider internal senior management network on the framework of the Plan.
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All Scrutiny committees will have the opportunity to be engaged in the development of the Plan.

## 4.00 IMPACT ASSESSMENT AND RISK MANAGEMENT

### 4.01 Impact Assessment

An Integrated Impact Assessment (IIA) is currently underway for Council Plan Part 1. This will be completed by March and outcomes shared with Chief Officer Team for consideration. Findings from the IIA could be included in Part 1 and inform Part 2 Council Plan as a better fit. Last year's IIA Summary is available as a background document.

#### Ways of Working (Sustainable Development) Principles Impact

Long-term	Throughout the 2022/23 Council Plan development we will ensure the five ways of working are embedded within our ambitions and easily reported on.
Prevention	
Integration	
Collaboration	
Involvement	

#### Well-being Goals Impact

Prosperous Wales	Throughout the 2022/23 Council Plan development we will be ensuring we capture our contributions to the seven well-being goals within our ambitions.
Resilient Wales	
Healthier Wales	
More equal Wales	
Cohesive Wales	
Vibrant Wales	
Globally responsible Wales	

#### Council's Well-being Objectives

The Council undertook a review of its Well-being Objectives during the development of the 2021/22 Council Plan. The updated set of Well-being Objectives are a more focused set of six. The Well-being Objectives identified have associated themes for which they resonate. See the full list below.

Theme	Well-being Objective
Poverty	Protecting people from poverty by supporting them to meet their basic needs
Affordable and Accessible Housing	Housing in Flintshire meeting the needs of our residents and supporting safer communities
Green Society and Environment	Limiting the impact of the Council's services on the natural environment and supporting the wider communities of Flintshire to reduce their own carbon footprint
Economy	Enabling a sustainable economic recovery

	Personal and Community Well-being	Supporting people in need to live as well as they can
	Education and Skills	Enabling and Supporting Learning Communities
<p><b>Risk Management</b></p> <p>The risks to the statutory requirements of the Plan include: not publishing the plan within statutory timescales and, not adhering to the prerequisite content.</p> <p>Both these risks are managed through adherence to well established procedures for publishing the Plan and ensuring that the content of the Plan reflects the statutory requirements.</p> <p>An additional risk is that the Plan is not endorsed by Members; consultation with Members both individually and as part of the Scrutiny invites engagement.</p>		

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1: Draft Council Plan (Part 1) 2022-23.

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	Summary Integrated Impact Assessment – Council Plan 2021/22.

<b>7.00</b>	<b>CONTACT OFFICER DETAILS</b>
7.01	<p><b>Contact Officer:</b> Jay Davies, Strategic Performance Advisor  <b>Telephone:</b> 01352 702744  <b>E-mail:</b> <a href="mailto:jay.davies@flintshire.gov.uk">jay.davies@flintshire.gov.uk</a></p>

<b>8.00</b>	<b>GLOSSARY OF TERMS</b>
8.01	<p><b>Council Plan:</b> the document which sets out the annual priorities of the Council. It is a requirement of the Local Government (Wales) Measure 2009 to set objectives and publish a Plan.</p> <p><b>Medium Term Financial Strategy:</b> a written strategy which gives a forecast of the financial resources which will be available to a Council for a given period, and sets out plans for how best to deploy those resources to meet its priorities, duties and obligations.</p>

Mae'r dudalen hon yn wag yn bwrpasol

## Council Plan 2022/23 – Part 1

Priority Name	Poverty
Description/ Well-being Objective	Protecting people from poverty by supporting them to meet their basic needs
<p><b>Income Poverty</b></p> <p>Definition: People on low income who are unable to meet day to day living costs</p>	<ul style="list-style-type: none"> <li>• Families are supported to be financially resilient by:               <ol style="list-style-type: none"> <li>a) Maximising the number of people signposted for support to facilitate longer term change - by March 2023</li> <li>b) Ensuring that take-up to benefit entitlement is maximised in a timely way by processing claims efficiently - by March 2023</li> <li>c) Maximising take-up of the Discretionary Housing Payments scheme and other financial support - by March 2023</li> <li>d) Continuing to offer our community hub (Contact Centres) approach giving access to a range of programmes, services and agencies together in one place - by March 2023</li> </ol> </li> </ul>
<p><b>Child Poverty</b></p> <p>Definition: Children who do not have access to adequate food, clothing, shelter and education to lead a healthy and active life</p>	<ul style="list-style-type: none"> <li>• The cost of sending children to school is reduced by:               <ol style="list-style-type: none"> <li>a) Making the processes for claiming free school meals as simple and straightforward as possible to increase the percentage of take-up against entitlement - by March 2023</li> <li>b) Encouraging take-up of free school breakfast for year seven pupils eligible for free school meals - by March 2023</li> <li>c) Maximising take-up of the school uniform grant – by March 2023</li> <li>d) Developing a network of school uniform exchanges across the county supported by enhanced web and social media promotion – by March 2023</li> </ol> </li> <li>• Free access to books, ICT networks, devices and library services are maintained by:               <ol style="list-style-type: none"> <li>a) Maintaining the network of seven libraries in partnership with Aura - by March 2023</li> <li>b) Increasing usage of online resources for children and young people - by March 2023</li> </ol> </li> <li>• Children have access to play opportunities by:               <ol style="list-style-type: none"> <li>a) Ensuring children have access to staffed open-access playwork projects in local communities - by March 2023</li> <li>b) Ensuring children have access to well-maintained outdoor play areas which offer a varied and rich play environment - by March 2023</li> </ol> </li> <li>• Working with partners to ensure children in areas of social deprivation have access to food, exercise and enrichment schemes during school holidays – by March 2023</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensuring children have the opportunity to access meaningful community sports programmes (which impact on a range of issues including anti-social behaviour, child sexual exploitation, drug and alcohol prevention and County Lines) – by March 2023</li> <li>• Providing children with access to well-maintained outdoor play areas which offer a varied and rich play environment – by March 2023</li> <li>• Maintaining access to Free Swimming to help tackle health inequalities – by March 2023</li> </ul>
<p><b>Food Poverty</b></p> <p>Definition: People who are not able to access food that meets their daily nutritional needs and requirements</p>	<ul style="list-style-type: none"> <li>• Everyone in Flintshire has access to affordable, good fresh food by: <ul style="list-style-type: none"> <li>a) Developing a “Well Fed at Home service” - by December 2022</li> <li>b) Continuing to develop delivery of a “Hospital to Home” meals service - by March 2023</li> <li>c) Introducing a transported and delivered food service “Mobile Meals” to those who are vulnerable - by March 2023</li> </ul> </li> </ul>
<p><b>Fuel Poverty</b></p> <p>Definition: Households that have higher than average fuel costs and meeting those costs will cause them to experience poverty</p> <p><b>Affordable and accessible housing</b></p> <p><b>Personal and Community Well-being</b></p>	<ul style="list-style-type: none"> <li>• Reducing the risk of fuel poverty for residents by increasing the energy efficiency of homes - by March 2023 <b>Linked to Affordable and accessible housing</b></li> <li>• Engaging, supporting and referring vulnerable households to reduce fuel poverty and improve health and wellbeing - by March 2023 <b>Linked to Personal and Community Well-being</b></li> </ul>
<p><b>Digital Poverty</b></p> <p>Definition: Inability to interact fully in a digital world when, where and how an individual needs to.</p>	<ul style="list-style-type: none"> <li>• Support people to use digital technology through promotion of suitable training to develop digital skills and confidence in the communities we serve – by March 2023</li> <li>• Provide free of charge public access to the internet and devices where necessary at Flintshire Connects Centres and Aura library services – by March 2023</li> <li>• Increasing loans of devices through the Aura Digital Access Scheme - by March 2023</li> <li>• Increasing take-up of digital learning opportunities supported by Aura - by March 2023</li> </ul>

Priority Name	Affordable and Accessible Housing
<b>Description/ Well-being Objective</b>	Housing in Flintshire meeting the needs of our residents and supporting safer communities
<b>Housing support and homeless prevention</b>  Definition: Offering support to people to retain their housing and live well and avoiding homelessness	<ul style="list-style-type: none"> <li>• Commissioning a wide range of housing related support that meets the needs of the people of Flintshire - by March 2023</li> <li>• Promoting housing support and homeless prevention services with our residents and partners - by March 2023</li> <li>• Ensuring a multi-agency partnership approach to homeless prevention and develop a culture where homelessness is “everyone’s business” - by March 2023</li> <li>• Ensuring when homelessness does occur it is rare, brief and non-recurring - by March 2023</li> <li>• Developing and extending our Housing First and Rapid Rehousing approaches for those who do experience homelessness - by March 2023</li> <li>• Remodelling the “emergency beds” Homeless Hub accommodation offer and service delivery - by March 2023</li> <li>• Exploring opportunities to develop a young person’s homeless hub offering accommodation and support services - by March 2023</li> </ul>
<b>Housing Needs and Housing Options</b>  Definition: Helping people to explore their housing options so they can access the right homes to meet their needs  <b>Poverty</b>	<ul style="list-style-type: none"> <li>• Promoting the Single Access Route to Housing (SARTH), Common Housing Register, Affordable Housing Register and Housing Support Gateway within the community and with professionals - by March 2023</li> <li>• Developing self-service approaches that enable people to identify their own housing options through online support - by March 2023</li> <li>• Piloting a risk assessment process to identify pre tenancy support needs to reduce risk of tenancy failure - by March 2023 <a href="#">Linked to Poverty</a></li> <li>• Reviewing our sheltered housing stock to ensure that it continues to meet the needs and aspirations of current and prospective tenants - by March 2023</li> </ul>
<b>Social Housing</b>  Definition: Working with housing partners to develop and invest in affordable housing - with modern methods of construction, and a commitment towards carbon neutral  <b>Poverty</b>	<ul style="list-style-type: none"> <li>• Working with housing association partners to build new social housing properties and additional affordable properties - by March 2023</li> <li>• Increasing the Council’s housing portfolio by building social housing properties and affordable properties for North East Wales (NEW) Homes - by March 2023</li> <li>• Ensuring that the Council’s housing stock meets the Welsh Housing Quality Standard and achieves a minimum SAP energy efficiency rating of 65 - by December 2022 <a href="#">Linked to Green and Environment</a></li> <li>• Developing plans for the de-carbonisation of Council homes in line with Welsh Government guidance to ensure their thermal efficiency is optimised and the cost of heating homes are minimised - by March 2023 <a href="#">Linked to Green and Environment</a>, <a href="#">Linked to Poverty</a></li> </ul>

<p><b>Green and Environment</b></p>	<ul style="list-style-type: none"> <li>Working with residents to ensure our communities are well managed, safe, and sustainable places to live - by March 2023 <a href="#">Linked to Green and Environment</a></li> <li>Supporting our tenants to access technology and create sustainable digital communities - by March 2023 <a href="#">Linked to Poverty</a></li> <li>Listening to our tenants and working with them to improve our services, homes and communities - by March 2023</li> </ul>
<p><b>Private Rented Sector</b></p> <p>Definition: Supporting the private sector to raise standards in the management and condition of housing and promote tenancy sustainment in our communities</p>	<ul style="list-style-type: none"> <li>Engaging with private sector tenants, giving them a voice and responding to their needs - by March 2023</li> <li>Working in partnership with landlords and private sector agents to better understand their needs - by March 2023</li> <li>Developing a “landlord offer” that encourages landlords to work with the Council to raise standards of property management and condition of homes where needed - by March 2023</li> <li>Improving access to private sector properties for those who are homeless, at risk of homeless and in housing need - by March 2023</li> <li>Mapping Houses of Multiple Occupation (HMO’s) across Flintshire to ensure legal minimum housing standards are met and to improve residents’ quality of life - by March 2023</li> </ul>
<p><b>Empty Properties</b></p> <p>Definition: Bringing empty homes back into use to enhance the local housing market and improve our local communities</p> <p><a href="#">Economy</a></p>	<ul style="list-style-type: none"> <li>Bringing empty homes back into use through the Empty Homes Loan - by March 2023</li> <li>Exploring opportunities to develop a project management service for non-commercial landlords to encourage take up of the Empty Home Loan Scheme - by March 2023</li> <li>Targeting ‘problem’ empty homes in our communities and using enforcement powers where appropriate to improve our communities and increase housing supply - by March 2023</li> <li>Exploring opportunities to maximise housing and revitalise our towns through the redevelopment of the High Street - by March 2023 <a href="#">Linked to Economy</a></li> </ul>
<p><b>Priority Name</b></p>	<p><b>Green Society and Environment</b></p>
<p><b>Description/ Well-being Objective</b></p>	<p>Limiting the impact of the Council’s services on the natural environment and supporting the wider communities of Flintshire to reduce their own carbon footprint.</p>
<p><b>Carbon Neutrality</b></p> <p>Definition: A net carbon zero Council by 2030 and supporting wider decarbonisation actions across the County, making this central to Covid-19 recovery</p>	<ul style="list-style-type: none"> <li>Gathering information on annual Council greenhouse gas emissions to submit to Welsh Government and the Carbon Programme Board - by June 2022</li> <li>Reviewing the procurement policy to reduce greenhouse gas emissions from suppliers - by March 2023</li> <li>Developing plans towards net zero carbon for our assets in line with Welsh government guidance’ – by March 2023</li> <li>Working with Flintshire’s leisure and culture trust partners to reduce carbon emissions – by March 2023</li> </ul>



<p><b>Climate Change Adaptation</b></p> <p>Definition: Be more resilient to the changes that have happened due to climate change and prepare for predicted future change</p>	<ul style="list-style-type: none"> <li>• Carrying out flood investigation and alleviation – March 2023</li> <li>• Assessing the feasibility of schemes within land assets for resisting flood and drought while enhancing biodiversity and increasing carbon storage – March 2023</li> </ul>
<p><b>Fleet Strategy</b></p> <p>Definition: Reducing the environmental impact of our fleet</p>	<ul style="list-style-type: none"> <li>• Converting the authority’s fleet to electric and alternative fuels (hydrogen etc) - by March 2023</li> </ul>
<p><b>Green Environment</b></p> <p><b>Definition:</b> Enhance and increase biodiversity and trees to deliver multiple benefits for people, wildlife and the environment.</p>	<ul style="list-style-type: none"> <li>• Delivering an increase in canopy cover as part of the Urban Tree and Woodland Plan - by March 2023</li> <li>• Enhancing the natural environment through the delivery of the Section 6 Environment Act Wales biodiversity duty - by March 2023</li> </ul>
<p><b>Green Access</b></p> <p><b>Definition:</b> The promotion, good management and protection of our green spaces to deliver multiple benefits to the environment and our residents and visitors</p>	<ul style="list-style-type: none"> <li>• Exploring opportunities to develop the Flintshire Coast Park – by March 2023</li> <li>• Undertaking scoping work to look at the formal establishment of a Regional Park – by March 2023</li> </ul>
<p><b>Renewable Energy</b></p> <p>Definition: The promotion and support of renewable energy opportunities across the Council Estate and wider communities.</p> <p><b>Economy</b></p>	<ul style="list-style-type: none"> <li>• Assessing the feasibility of renewable energy and land assets and link to wider carbon ambitions - by September 2022</li> <li>• Agreeing appropriate investment strategy for future renewable energy developments - by September 2022 <b>Linked to Economy</b></li> </ul>

<p><b>Active and Sustainable Travel Options</b></p> <p>Definition: Provide opportunities for increasing levels of walking and cycling (active travel) and enable access to other alternative and sustainable methods of travel</p> <p><b>Economy</b></p> <p><b>Personal and Community Well-being</b></p>	<ul style="list-style-type: none"> <li>• Promoting the use of public transport through the further development of the Council's core bus network - by March 2023 <b>Linked to Economy</b></li> <li>• Promoting active travel and further develop the Council's cycleway network - by March 2023 <b>Linked to Personal and Community Well-being</b></li> <li>• Promoting multi modal transport journeys and the development of strategic transport hubs - by March 2023 <b>Linked to Economy</b></li> <li>• Developing the County's electric car charging network - by March 2023</li> <li>• Promoting active travel and further developing the County's walking and cycling network - by March 2023 <b>Linked to Personal and Community Well-being</b></li> </ul>
<p><b>Circular Economy</b></p> <p>Definition: Support and promote the Welsh Government's strategy to create a sustainable, circular economy in Flintshire</p> <p><b>Poverty</b></p> <p><b>Personal and Community Well-being</b></p> <p><b>Education and Skills</b></p> <p><b>Economy</b></p>	<ul style="list-style-type: none"> <li>• Achieving Welsh Government recycling targets - by March 2023</li> <li>• Developing and extending the Standard Yard Waste &amp; Recycling Transfer Station - by March 2023</li> <li>• Support and promote Re-Use and Repair initiatives in partnership with Refurbs Flintshire - by March 2023 <b>Linked to Poverty, Linked to Personal and Community Well-being, Linked to Education and Skills</b></li> <li>• Promoting the option to reuse and repair unwanted items at Household Recycling Centres by partnering with local Charities or social enterprises- by March 2023 <b>Linked to Poverty, Linked to Personal and Community Well-being, Linked to Education and Skills</b></li> <li>• Working in partnership, actively support and engage with community led groups by developing environmental and recycling initiatives - by March 2023 <b>Linked to Poverty, Linked to Personal and Community Well-being, Linked to Education and Skills</b></li> <li>• Support local businesses in their efforts to reduce their carbon footprint and become more resource efficient - by March 2023 <b>Linked to Economy</b></li> </ul>
<p><b>Priority Name</b></p>	<p><b>Economy</b></p>
<p><b>Description/ Well-being Objective</b></p>	<p><b>Enabling a sustainable economic recovery and growth</b></p>
<p><b>Town Centre Regeneration</b></p> <p>Definition: Regenerate and re-invent our town centres</p>	<ul style="list-style-type: none"> <li>• Monitoring the health and vitality of town centres to support effective management and business investment decisions - by March 2023</li> <li>• Encouraging and supporting investment in town centre properties to facilitate more sustainable uses - by March 2023 <b>Linked to Affordable and accessible housing</b></li> <li>• Improving the environment in town centres - by March 2023</li> </ul>

<p><b>Personal and Community Well-being</b></p> <p><b>Affordable and accessible housing</b></p>	<ul style="list-style-type: none"> <li>Supporting the growth of community enterprises in town centre locations - by March 2023</li> </ul>
<p><b>Business</b></p> <p>Definition: Enable business continuity and encourage appropriate investment</p> <p><b>Green Society and Environment</b></p>	<ul style="list-style-type: none"> <li>Engaging town centre small businesses and improve support packages available to them - by March 2023</li> <li>Supporting small and/or local businesses to engage with public sector procurement opportunities - by March 2023</li> <li>Engaging small businesses and improve support packages available to them - by March 2023</li> <li>Supporting recovery of the County's street and indoor markets - by March 2023</li> <li>Supporting growth of the local and regional food and drink business sector through marketing and collaborative projects - by March 2023</li> <li>Supporting recovery of the tourism and hospitality sectors and rebuild confidence in the industry - by March 2023</li> <li>Increasing the scale and impact of the social business sector - by March 2023</li> <li>Supporting local businesses in their efforts to reduce their carbon footprint and become more resource efficient - by March 2023</li> </ul> <p><b>Linked to Green Society and Environment</b></p>
<p><b>Transport Connectivity</b></p> <p>Definition: Develop and promote effective transport connectivity while supporting recovery and economic growth</p> <p><b>Poverty</b></p> <p><b>Green Society and Environment</b></p>	<ul style="list-style-type: none"> <li>Developing and delivering transport infrastructure improvements as part of North Wales Metro programme and the Council's Integrated Transport Strategy - by March 2023 <b>Linked to Green Society and Environment</b></li> <li>Ensuring Flintshire strategic transport priorities are well-represented in the Regional Transport Plan from the forthcoming Corporate Joint Committee development - by March 2023 <b>Linked to Green Society and Environment</b></li> </ul>
<p><b>Digital Infrastructure</b></p> <p><b>Definition:</b> Ensure the digital networks facilitate and support recovery and growth</p>	<ul style="list-style-type: none"> <li>Starting delivery of the local plans within North Wales Growth Deal for digital infrastructure – by March 2023</li> <li>Connecting further rural communities to improved digital infrastructure - by March 2023</li> </ul>
<p><b>Local Development Plan (LDP) Targets</b></p>	<ul style="list-style-type: none"> <li>Ensuring timely adoption of the LDP once Inspector's Report received - by December 2022</li> </ul>

<p><b>Definition:</b> Achieve LDP policy objectives for growth, protection and enhancement</p>	<ul style="list-style-type: none"> <li>• Monitoring overall Plan performance via the Annual Monitoring Report (AMR) and submit to Welsh Government - by March 2023</li> <li>• Maintaining and updating the LDP housing trajectory in line with planning decisions made - by March 2023</li> <li>• Making decisions at Planning Committee in line with the adopted LDP - by March 2023</li> <li>• Referencing the LDP growth strategy in early work on a North Wales Strategic Development Plan (SDP) - by March 2023</li> </ul>
<p><b>Spending money for the benefit of Flintshire</b></p> <p><b>Definition:</b> Grow our local economic vitality through social value commitments and procurement strategy</p>	<ul style="list-style-type: none"> <li>• Continuing to generate social value outcomes through the Council's procurement activities – By March 2023</li> <li>• Supporting supply chain partners to convert their social value offerings through procurement commitments, into real and tangible benefits – By March 2023</li> <li>• Reviewing the Social Value Strategy to ensure broader social value commitments can be achieved – By March 2023</li> <li>• Generating local spend to support economic growth through the inclusion of social value measures in procurement activity – By March 2023</li> </ul>
<p><b>Reducing worklessness</b></p> <p><b>Definition:</b> Work with our partners to support individuals to gain employment</p> <p><b>Poverty</b></p>	<ul style="list-style-type: none"> <li>• Co-ordinating a multi-agency approach to support businesses to recruit people from disadvantaged groups - by March 2023 <b>Linked to Poverty</b></li> <li>• Delivering mentoring and wider support programmes to assist disadvantaged people to re-engage with the labour market - by March 2023 <b>Linked to Poverty</b></li> </ul>
<p><b>Priority Name</b></p>	<p><b>Personal and Community Well-being</b></p>
<p><b>Description/ Well-being Objective</b></p>	<p>Supporting people in need to live as well as they can</p>
<p><b>Independent Living</b></p> <p><b>Definition:</b> People will be supported to live as independently as possible through the right type of support, when they need it.</p>	<ul style="list-style-type: none"> <li>• Developing a plan to provide additional placements for step down care within our in house provision – by March 2023</li> <li>• Continuing to grow the Microcare market, utilising one Development Officer post – by March 2023</li> <li>• Developing an Early Years Strategy to ensure that all our children ages 0-7 have the best possible start in life and are able to reach their full potential –by March 2023</li> <li>• Plan for the relocation of Tri Ffordd supported employment project to a central site in Mold by March 2023</li> </ul>
<p><b>Safeguarding</b></p> <p><b>Definition:</b> Implement and promote the new safeguarding procedures so our</p>	<ul style="list-style-type: none"> <li>• Continuing to promote the corporate e-learning package – by March 2023</li> <li>• Preparing for the implantation of the new Liberty Protect Safeguard procedures – by March 2023</li> </ul>

<p>employees understand how they can help safeguard people in the community</p>	
<p><b>Direct Provision to support people closer to home</b></p> <p>Definition: The services we provide so people can access the support they need in their local community</p>	<ul style="list-style-type: none"> <li>• Setting up a registered Children’s Home to help avoid the need for residential placements outside Flintshire - by March 2023</li> <li>• Continuing to growing our in-house homecare service to support more people to live at home - by March 2023</li> <li>• Continuing to growing our in-house fostering service to support more looked after children - by March 2023</li> <li>• Developing an action plan for the progression of the advocacy priority – by March 2023</li> </ul>
<p><b>Local Dementia Strategy</b></p> <p>Definition: Continuing to improve the lives of people living with dementia in Flintshire</p>	<ul style="list-style-type: none"> <li>• Establishing a Dementia Strategy Implementation Group, to include representation from people with lived experience – by March 2023</li> </ul>
<p><b>A well-connected, safe and clean local environment.</b></p> <p>Definition: Resilient communities where people feel connected and safe</p> <p><b>Green Society and Environment</b></p>	<ul style="list-style-type: none"> <li>• Protecting residents and our environment from pollution and other public health and safety hazards by achieving the Streetscene Standard - by March 2023</li> <li>• Working in partnership, actively support and engage with community led groups by developing Local Environmental Quality initiatives - by March 2023 <b>Linked to Green Society and Environment</b></li> <li>• Working with two local communities to inform a long term vision and delivery plan for using the Flexible Funding Grant programme to achieve positive outcomes for people – by March 2023</li> <li>• Contributing to Public Health Wales’ priorities through partnership working with Aura by: <ul style="list-style-type: none"> <li>○ Improving mental well-being and resilience – by March 2023</li> <li>○ Promoting healthy behaviours – by March 2023</li> <li>○ Securing a healthy future for the next generation – by March 2023</li> </ul> </li> </ul>
<p><b>Priority Name</b></p>	<p><b>Education and Skills</b></p>
<p><b>Description/ Well-being Objective</b></p>	<p>Enabling and Supporting Learning Communities</p>
<p><b>Educational Engagement and Achievement</b></p> <p>Definition:</p>	<ul style="list-style-type: none"> <li>• Maintaining support for settings and schools with rollout of the revised curriculum for pupils from 3-16 which better prepares them for their future lives and employment – by March 2023</li> <li>• School employees continuing to access the GwE professional learning offer and engage in cluster working – by March 2023</li> </ul>

<p>Providing diverse learning opportunities to support educational achievement in schools and communities</p>	<ul style="list-style-type: none"> <li>• Embedding the revised processes and procedures in relation to attendance and exclusion, using data to better inform and target interventions at both a pupil and school level – by March 2023</li> <li>• Working with schools to support development and implementation of flexible and bespoke educational packages to improve attendance and engagement – by March 2023</li> </ul>
<p><b>Digital Learning Opportunities</b></p> <p>Definition: Supporting education engagement and achievement through proactive use of accessible digital media</p> <p>Poverty</p> <p>Personal and Community Well-being</p>	<ul style="list-style-type: none"> <li>• Supporting schools and wider education services to increase their digital offer for children and young people - by March 2023</li> <li>• Upskilling employees within the Education &amp; Youth Portfolio through access to the GwE professional learning offer and other appropriate training opportunities – by March 2023</li> <li>• Embedding the delivery plan for Integrated Youth Services by maintaining focus on increased digital engagement- by March 2023</li> <li>• Continuing to increase the range of digital material hosted on the North East Wales Archive website and other digital services to encourage greater participation - by March 2023</li> <li>• Continuing to monitor schools' provision for learners who are 'digitally disadvantaged' – by March 2023</li> <li>• Supporting schools to maximise their available hardware via the national Hwb programme and to ensure sustainable funding plans in place – by March 2023</li> <li>• Increasing take-up of digital learning opportunities supported by Aura - by March 2023 <a href="#">Linked to Poverty</a></li> <li>• Providing community training for online learning platforms in a partnership with Aura and Adult Community Learning - by March 2023</li> </ul>
<p><b>Learning Environments</b></p> <p>Definition: Creating aspirational and flexible learning environments</p>	<ul style="list-style-type: none"> <li>• Starting construction of the proposed 3-16 campus at Mynydd Isa - by March 2023</li> <li>• Consult on increasing capacity of Drury CP and Penyffordd CP schools through the School Organisation Code – by March 2023</li> <li>• Commissioning a contractor and start design and development process for Drury CP and Penyffordd CP – by March 2023</li> <li>• Seeking Council approval to progress Band B Wales Government 21st Century Schools Investment Programme - by March 2023</li> <li>• Progressing the development of a new premises plan for the North East Wales Archive – by March 2023</li> </ul>
<p><b>Learning Community Networks</b></p> <p>Definition: Supporting our learning communities to engage and achieve through extensive partnership working unpinned by</p>	<ul style="list-style-type: none"> <li>• Continuing to consolidate the joint working between Flintshire County Council and Denbighshire County Council through the North East Wales Archive to provide a sustainable and resilient service – by March 2023</li> <li>• Developing the Delivery Plan for Adult Community Learning to increase engagement and improve skills within local communities – by March 2023</li> </ul>



<p>common safeguarding practices</p> <p><b>Personal and Community Well-being</b></p>	<ul style="list-style-type: none"> <li>• Developing a Supporting Learners strategy to increase levels of engagement and provide appropriate progression routes to further engagement, study or employment – by March 2023</li> <li>• Expanding the adult learning offer to reflect national, regional and local priorities in order to provide the skills required through partnership planning – by March 2023</li> <li>• Working with Adult Community Learning and Flintshire Learning Recovery &amp; Wellbeing Network Partners to share best practice and maximise opportunities for learning within the community with opportunities to be available in all Aura libraries - by March 2023</li> <li>• Working in partnership with Open University Wales to support and signpost library users to Open Learn courses and subsequent learning pathways with Open Learn Champions in each library - by March 2023</li> <li>• Working in partnership with Aura to provide Alternative Provision to young people excluded from school to help gain meaningful qualifications – by March 2023</li> </ul>
<p><b>Specialist Educational Provision</b></p> <p>Definition: Extending local capacity to support learners with additional learning needs (ALN)</p>	<ul style="list-style-type: none"> <li>• Implementing Year two of the Transformation plan for children and young people with additional learning needs, in line with Welsh Government legislation and associated guidance – by March 2023</li> <li>• Further defining and embedding the menu of outreach support and training to be offered to schools via Plas Derwen Pupil Referral Unit – by March 2023</li> <li>• Developing a strategic proposal for the next phase of the Additional Learning Needs provision which increases the level of in-house provision and seeks to reduce the reliance on out of county provision – by March 2023</li> </ul>
<p><b>Welsh Education Strategic Plan (WESP)</b></p> <p>Definition: Working with schools and partners to support the Welsh Government’s strategy to enable one million Welsh speakers by 2050</p>	<ul style="list-style-type: none"> <li>• Continuing to increase capacity and take up of Welsh medium education to achieve Welsh Government targets – by March 2023</li> <li>• Continuing to improve Welsh language skills of employees in schools to more effectively support learners and the delivery of the curriculum – by March 2023</li> <li>• Providing targeted support and intervention to schools to raise standards and promote bilingualism – by March 2023</li> <li>• Extending the range of youth services delivered bilingually to encourage young people to retain and use their Welsh language skills into early adulthood – by March 2023</li> <li>• Embedding the role of the Integrated Youth Provision Welsh language coordinator – by March 2023 <ul style="list-style-type: none"> <li>○ Ensuring all digital and face to face youth and play provision has an increasing bilingual offer which supports the expansion of the Council’s Welsh Language immersion programme – by March 2023</li> </ul> </li> </ul>
<p><b>Well-Being</b></p> <p>Definition: Working with schools and partners to provide</p>	<ul style="list-style-type: none"> <li>• Rolling out the National Framework for Embedding a Whole School Approach to Emotional Health and Wellbeing in all Flintshire schools – by March 2023</li> <li>• Supporting all secondary schools to complete the School Health Research Network survey in 2022</li> </ul>

<p>opportunities for children, young people and the education workforce to engage in activities which support their emotional health and well-being</p>	<ul style="list-style-type: none"><li>○ Developing action plans based on the findings, particularly in relation to Emotional Health and Wellbeing – by March 2023</li><li>● Meeting the requirements under Wellbeing Whole School Approach Development Fund for employee training and pupil engagement – by March 2023</li><li>● Consolidating the Inspire Youth Work Hospital Project which provides support to young people at risk of self-harming behaviour – by March 2023</li><li>● Improving awareness of trauma informed practice with schools and Education and Youth employees – by March 2023</li></ul>
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# Eitem ar gyfer y Rhaglen 9



## EDUCACTION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 3 <sup>rd</sup> February, 2022
<b>Report Subject</b>	Council Plan 2021-22 Mid-Year Performance Reporting
<b>Cabinet Member</b>	Leader of the Council and Cabinet Member for Education
<b>Report Author</b>	Chief Officer (Education and Youth)
<b>Type of Report</b>	Strategic

### **EXECUTIVE SUMMARY**

Flintshire County Council Reporting Measures 2020/21 were identified by portfolios and approved by Cabinet in September 2020. This report presents a summary of performance at the mid-year point for 2020/21 relevant to the Education, Youth & Culture Overview & Scrutiny Committee.

This mid-year performance monitoring report for the 2021/22 Council Plan shows that 70% of activities are making good progress with 73% likely to achieve their planned outcomes. 53% of the performance indicators have met or exceeded their targets, 2% are being closely monitored and 20% are currently not meeting target. The remaining 25% account for measures which are new and are being monitored as a baseline year.

This report is an exception-based report and concentrates on under-performance against target.

### **RECOMMENDATIONS**

1.	That the Committee consider the Mid-Year Performance Monitoring Report to monitor areas of under performance and request further information as appropriate.
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## REPORT DETAILS

1.00	<b>EXPLAINING THE PERFORMANCE AT YEAR END 2020/2021</b>
1.01	<p>The year-end performance monitoring reports provide explanation of the progress being made toward the agreed measures set out in the Flintshire County Council Reporting Measures 2020/21.</p> <p>These measures were approved by Cabinet after targets for 2020/21 were re-assessed for forecasted performance due to the disruptions caused during the response phase of the pandemic.</p>
1.02	<p>This report is an exception-based report and concentrates on under-performance against in-year targets.</p>
1.03	<p><b>Monitoring Activities</b></p> <p>Each of the sub-priorities under each theme within the Plan have high level activities which are monitored over time. 'Progress' shows action against scheduled activity and is categorised as:</p> <ul style="list-style-type: none"> <li>• RED: Limited Progress – delay in scheduled activity and, not on track.</li> <li>• AMBER: Satisfactory Progress – some delay in scheduled activity, but broadly on track.</li> <li>• GREEN: Good Progress – activities completed on schedule and on track.</li> </ul> <p>A RAG status is also given for the assessment of our current level of confidence in achieving the 'outcome(s)' in-year for each sub-priority. Outcome is categorised as:</p> <ul style="list-style-type: none"> <li>• RED: Low – lower level of confidence in the achievement of the outcome(s) in-year.</li> <li>• AMBER: Medium – uncertain level of confidence in the achievement of the outcome(s) in-year.</li> <li>• GREEN: High – full confidence in the achievement of the outcome(s) in-year.</li> </ul>
1.04	<p>In summary our overall progress against activities is:</p> <p><b>Progress RAG</b></p> <ul style="list-style-type: none"> <li>• Making good (green) progress in 99 (70%)</li> <li>• Making satisfactory (amber) progress in 38 (27%)</li> <li>• Making limited (red) progress in 5 (3%)</li> </ul> <p><b>Outcome RAG</b></p> <ul style="list-style-type: none"> <li>• A high (green) level of confidence in the achievement of 104 (73%) outcomes.</li> <li>• A medium (amber) level of confidence in the achievement of 31 (22%) outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>• A low (red) level of confidence in the achievement of 7 (5%) outcomes.</li> </ul>
1.05	<p><b>Monitoring our Performance</b></p> <p>Analysis of performance against the performance indicators is undertaken using the RAG status. This is defined as:</p> <ul style="list-style-type: none"> <li>• RED - under-performance against target.</li> <li>• AMBER - where improvement may have been made but performance has missed the target.</li> <li>• GREEN - positive performance against target.</li> </ul>
1.06	<p>Analysis of current levels of performance against target shows the following:</p> <ul style="list-style-type: none"> <li>• 27 (53%) have achieved a green RAG status</li> <li>• 1 (2%) have an amber RAG status</li> <li>• 10 (20%) have a red RAG status</li> <li>• 13 (25%) have no target set</li> </ul>
1.07	<p>The performance indicators (PIs) which show a red RAG status for current performance against target are:</p> <p><b>Number of libraries open</b> Deeside Library will be reopening in October 2021 to give us all seven libraries open.</p> <p><b>Percentage of secondary school offering the free breakfast to those eligible year 7 pupils</b> The free fruit for high school initiative commenced in September 2021 for a three-month period to help alleviate breakfast hunger. The initiative is for all high school pupils there is no eligibility criteria. The fruit has been received positively by all schools, both pupils and staff are enjoying the fruit.</p>

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	There are no specific resource implications for this report.

<b>3.00</b>	<b>IMPACT ASSESSMENT AND RISK MANAGEMENT</b>					
3.01	<p><b>Ways of Working (Sustainable Development) Principles Impact</b></p> <table border="1"> <tr> <td>Long-term</td> <td rowspan="4">Throughout all of the Mid-Year Monitoring Report there are demonstrable actions and activities which relate to all of the Sustainable Development Principles.</td> </tr> <tr> <td>Prevention</td> </tr> <tr> <td>Integration</td> </tr> <tr> <td>Collaboration</td> </tr> </table>	Long-term	Throughout all of the Mid-Year Monitoring Report there are demonstrable actions and activities which relate to all of the Sustainable Development Principles.	Prevention	Integration	Collaboration
Long-term	Throughout all of the Mid-Year Monitoring Report there are demonstrable actions and activities which relate to all of the Sustainable Development Principles.					
Prevention						
Integration						
Collaboration						

Involvement	Specific case studies will be included in the Annual Performance Report for 2021/22.
<b>Well-being Goals Impact</b>	
Prosperous Wales	Throughout the Mid-Year Monitoring Report there is evidence of alignment with the Well-being Goals. Specific strategic and policy reports include impact and risk assessments.
Resilient Wales	
Healthier Wales	
More equal Wales	
Cohesive Wales	
Vibrant Wales	
Globally responsible Wales	
<b>Council's Well-being Objectives</b>	
The Council undertook a review of its Well-being Objectives during the development of the 2021/22 Council Plan. The updated set of Well-being Objectives are a more focused set of six. The Well-being Objectives identified have associated themes for which they resonate. See the full list below.	
<b>Theme</b>	<b>Well-being Objective</b>
Poverty	Protecting people from poverty by supporting them to meet their basic needs
Affordable and Accessible Housing	Housing in Flintshire meeting the needs of our residents and supporting safer communities
Green Society and Environment	Limiting the impact of the Council's services on the natural environment and supporting the wider communities of Flintshire to reduce their own carbon footprint
Economy	Enabling a sustainable economic recovery
Personal and Community Well-being	Supporting people in need to live as well as they can
Education and Skills	Enabling and Supporting Learning Communities

<b>4.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
4.01	The Reporting Measures are monitored by the respective Overview and Scrutiny Committees according to the priority area of interest.
4.02	Chief Officers have contributed towards reporting of relevant information.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1: Council Plan 2021/22 Performance Report – Mid-Year.

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	Council Plan 2021/22.

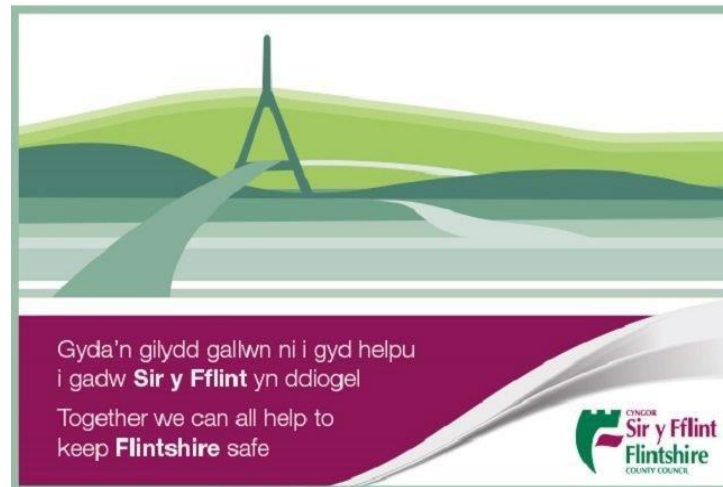
<b>7.00</b>	<b>CONTACT OFFICER DETAILS</b>
7.01	<p><b>Contact Officer:</b> Ceri Shotton, Overview &amp; Scrutiny Facilitator  <b>Telephone:</b> 01352 702305  <b>E-mail:</b> <a href="mailto:ceri.shotton@flintshire.gov.uk">ceri.shotton@flintshire.gov.uk</a></p>

<b>8.00</b>	<b>GLOSSARY OF TERMS</b>
8.01	<p><b>Council Plan:</b> the document which sets out the annual priorities of the Council. It is a requirement of the Local Government (Wales) Measure 2009 to set Improvement Objectives and publish a Council Plan.</p> <p><b>Action</b> – Each sub-priority have high level activities attached to them to help achieve the outcomes of the sub-priority.</p> <p><b>Progress RAG</b> – Shows if the action at this point in time is making limited progress (Red), satisfactory progress (Amber) or good progress (Green).</p> <p><b>Outcome RAG</b> – Shows the level of confidence in achieving the outcomes for each action.</p> <p><b>YTD Actual</b> – The data for the year so far including previous quarters.</p> <p><b>YTD Target</b> – The target for the year so far including the targets of previous quarters.</p>

Mae'r dudalen hon yn wag yn bwrpasol

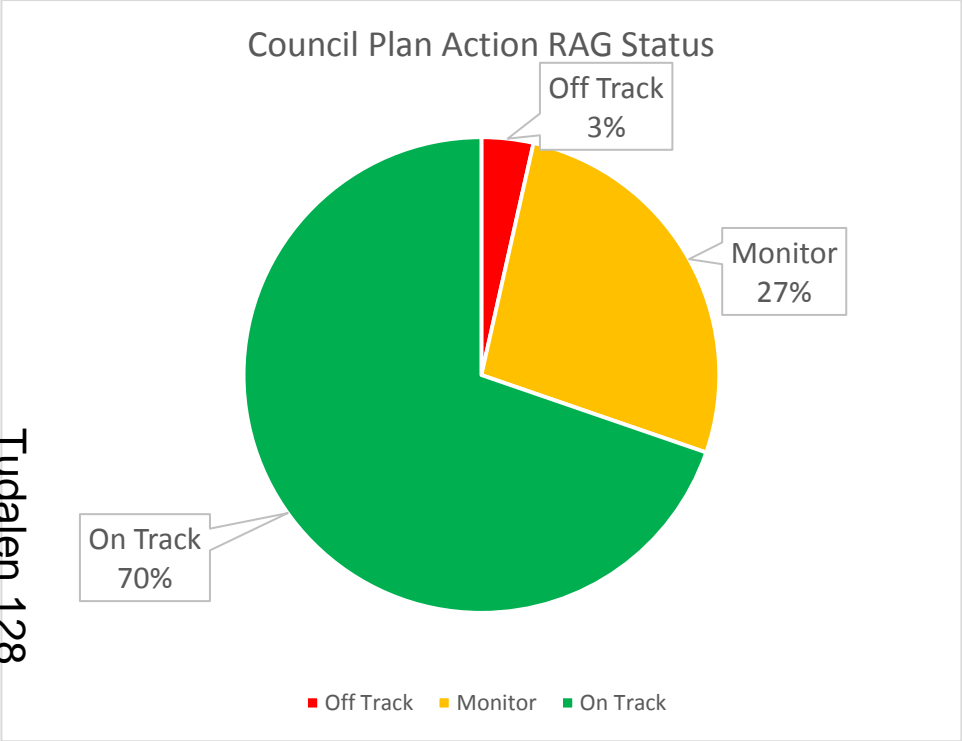
## Council Plan Mid-Year Report 2021/22

Tudalen 127

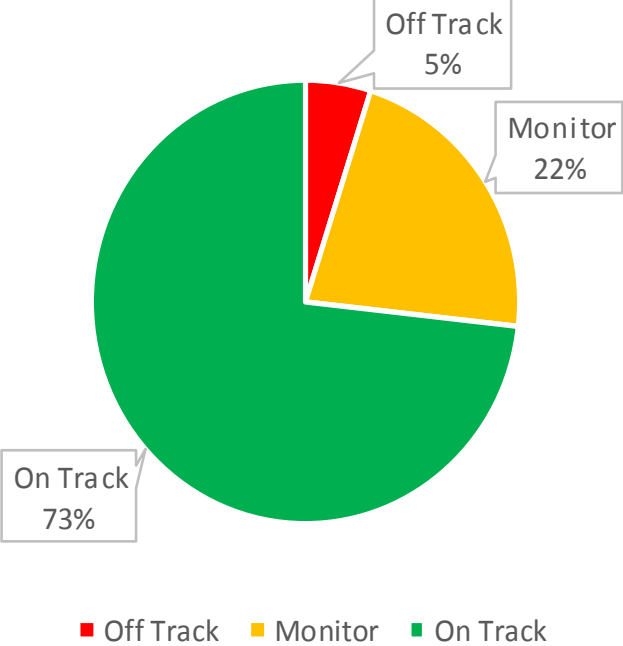


# Analysis

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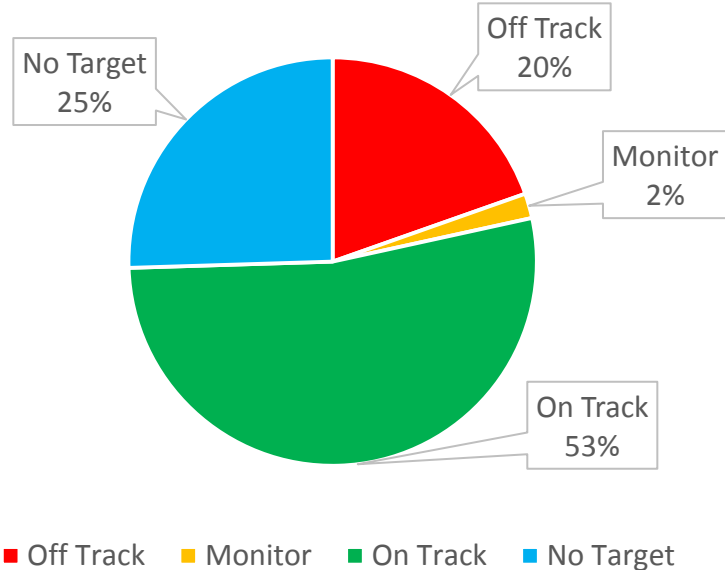


### Council Plan Outcome RAG Status





Council Plan Performance Measures



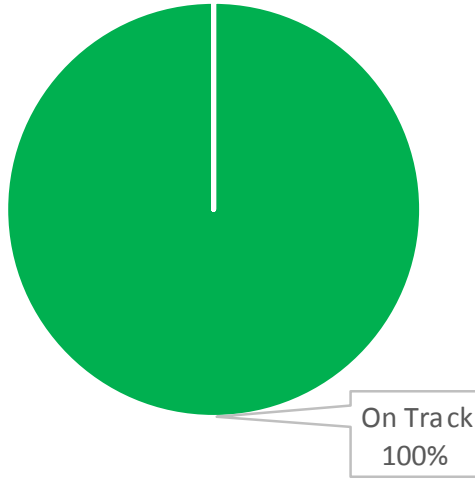
**Measures Off Track**

Area	Title	
Child Poverty	Number of libraries open	▲
Child Poverty	Percentage of secondary school offering the free breakfast to those eligible year 7 pupils	▲
Digital Poverty	People can access information digitally to retain their digital skills	▲
Private Rented Sector	Number of inspections of HMOs	▲
Social Housing	Number of Council Homes under construction	▲
Circular Economy	Percentage of waste reused, recycled or composted	▲
Reducing Worklessness	Number of individuals entering employment, learning or volunteering	▲
Reducing Worklessness	Number of individuals receiving support	▲
Transport and Digital Infrastructure	Number of bus quality partnerships on the core network	▲
Transport and Digital Infrastructure	Number of schemes delivered through the Welsh Government Active Travel Fund	▲

# Poverty

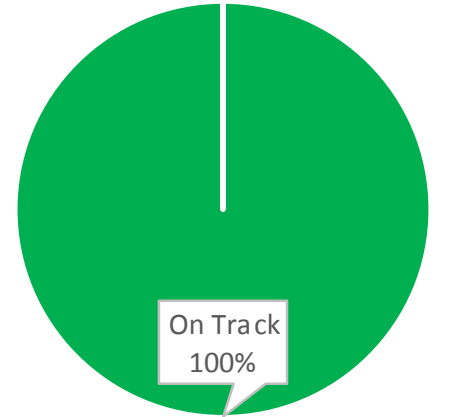
# Poverty Overall Performance

## Poverty Action RAG Status



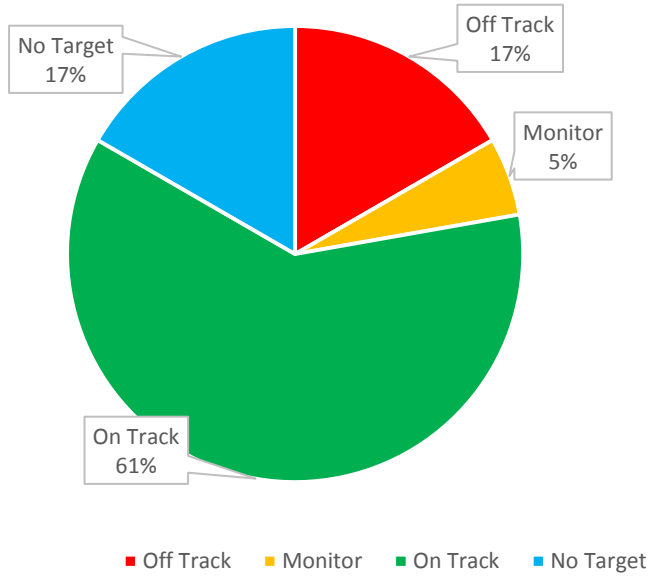
■ Off Track ■ Monitor ■ On Track

## Poverty Outcome RAG Status



■ Off Track ■ Monitor ■ On Track

### Poverty Performance Measures



### Measures Off Track

Area	Title	
Child Poverty	Number of libraries open	▲
Child Poverty	Percentage of secondary school offering the free breakfast to those eligible year 7 pupils	▲
Digital Poverty	People can access information digitally to retain their digital skills	▲

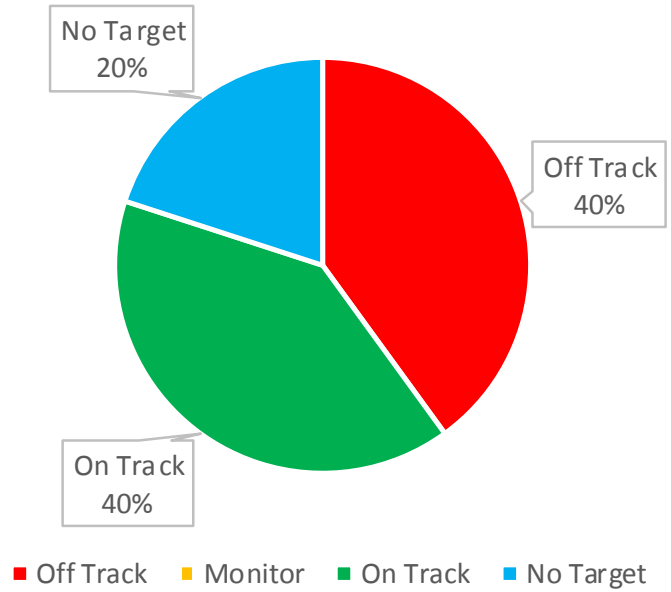
## Child Poverty Actions

Action	Percentage Complete	RAG	Outcome RAG	Comment
Encouraging take-up of the free school breakfast for year 7 pupils eligible for free school meals	90%	★	★	Nine out of eleven high schools are taking part in this initiative. The fruit is available for all pupils, there is no eligibility criteria. The fruit is available around the school, form rooms, and after PE lessons as a mid-morning snack to help alleviate breakfast hunger.
Ensuring children have access to staffed open-access playwork projects in local communities	50%	★	★	Following the delivery of Easter play projects and summer play-schemes. We have met our target for community play settings.
Ensuring children have access to well-maintained outdoor play areas which offer a varied and rich play environment	80%	★	★	All actions that were identified in the annual Play Sufficiency Plan 2021/2022 have been met. We are still undertaking an evaluation of the capital spend.
Increasing usage of online resources for children and young people	30%	★	★	Spaces are now being utilised by community partners as restrictions are lifted/relaxed.
Maintaining the network of seven libraries in partnership with Aura	50%	★	★	Deeside Library reopening in October 2021 to achieve target.
Making the processes for claiming free school meals as simple and straightforward as possible to increase the percentage of take-up against entitlement	100%	★	★	The process is online and straightforward, meaning the customer can easily apply for Free School Meals.
Maximising the take-up of the school uniform grant	73%	★	★	Uniform Grant Funding from Welsh Government is £403,275 for July 2021 - June 2022. Expenditure at September 2021 is £294,075. This equates to 73% of the allocated funding spent so far.

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# Child Poverty Measures

## Child Poverty Performance Measures



Tudalen 134

## Measures Off Track

Area	Title	
Child Poverty	Number of libraries open	▲
Child Poverty	Percentage of secondary school offering the free breakfast to those eligible year 7 pupils	▲

# Child Poverty

Number of libraries open



	Actual (YTD)	Target (YTD)	Last Year	Current RAG Rating
Tudalen 185	6.00	7.00		▲

Comment				
Seaside Library will be reopening in October 2021 to give us all seven libraries open.				

# Child Poverty

Percentage of secondary school offering the free breakfast to those eligible year 7 pupils



Tudalen 136

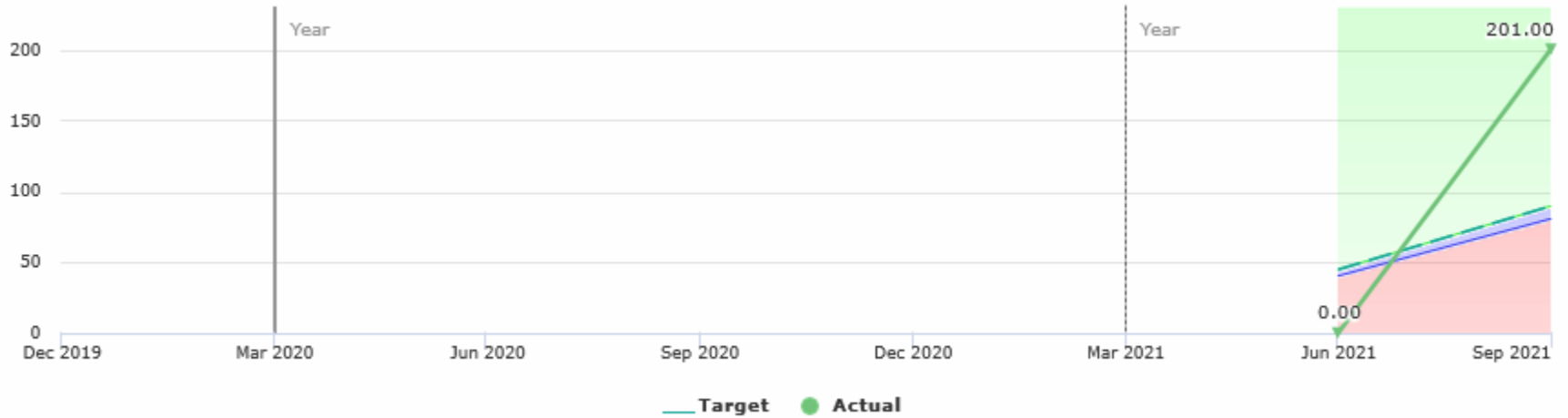
Actual (YTD)	Target (YTD)	Last Year	Current RAG Rating
90.00%	100%		▲

Comment
The free fruit for high school initiative commenced in September 2021 for a three-month period to help alleviate breakfast hunger. The initiative is for all high school pupils there is no eligibility criteria. The fruit has been received positively by all schools, both pupils and staff are enjoying the fruit.



# Child Poverty

Total number of children pre-registered for community and school play sessions/support

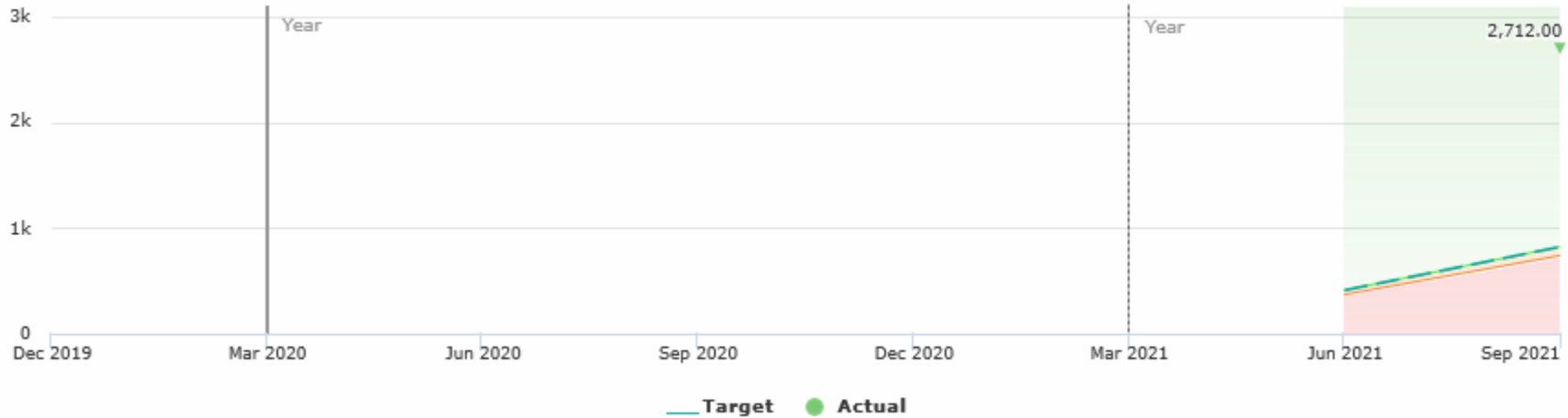


	Actual (YTD)	Target (YTD)	Last Year	Current RAG Rating
Tudalen 137	201.00	90.00		★

Comment				
Tudalen 137	201 children were preregistered for our community play projects at Connah's Quay Central, the Holway and Riverside Gypsy Traveller Projects. The impact of this funding is evidenced in our reports to Welsh Government in tackling child poverty via play opportunities in key areas. This has allowed us to progress towards happier healthier children and recovery for families following lockdowns.			

# Child Poverty

Total number of children pre-registered for Summer Play Scheme



Tudalen 138

Actual (YTD)	Target (YTD)	Last Year	Current RAG Rating
2,712.00	1,238.00		★

Comment
<p>For 2021, families preregistered for summer playscheme via the online system. The popularity of the playscheme programme delivered locally at 55 sites was evident. There was a great need for the service with measurable outcomes for families. This was evident in families recording that their children were happier and healthier.</p> <p>Families also recorded that the playscheme provision had helped with their mental health and wellbeing.</p> <p>The system was developed in 2020 for both Safeguarding and Covid Control on site. A digital divide still is evident with 400+ of these registrations presented pre scheme in hard copy format.</p> <p>Covid-19 Control on site. A digital divide still is evident with 400+ of these registrations presented pre scheme in hard copy format.</p>

# Child Poverty

Usage statistics of online resources for children and young people

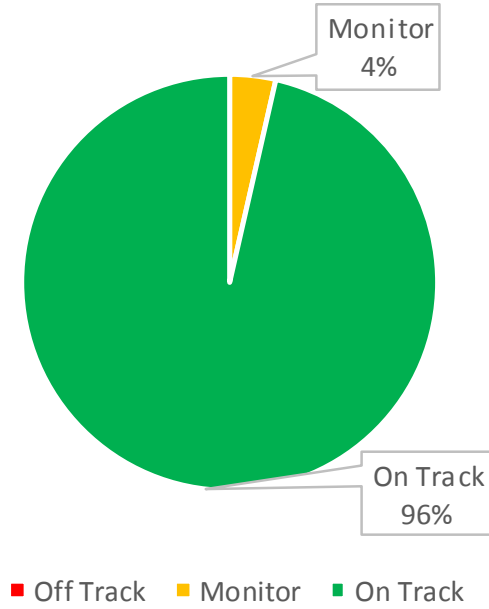


Tudalen 139	Actual (YTD)	Target (YTD)	Last Year	Current RAG Rating
<b>Comment</b>				
Statistics currently unavailable from supplier, issue due to be resolved November 2021.				

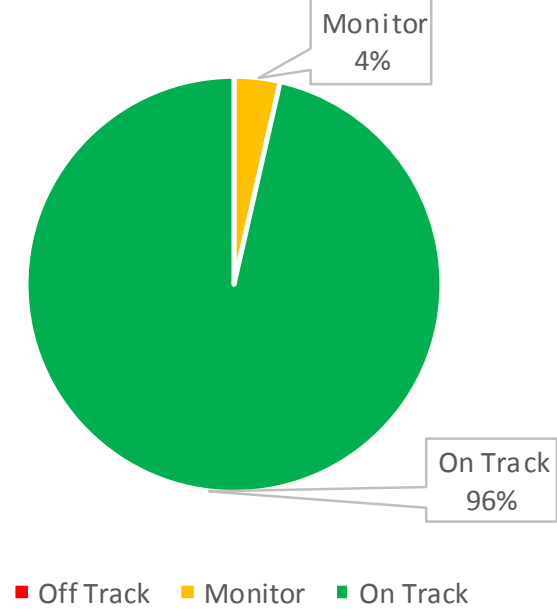
# Education and Skills

## Education and Skills Overall Performance

### Education and Skills Action RAG Status



### Education and Skills Outcome RAG Status



## Educational Engagement and Achievement Actions

Action	Percentage Complete	RAG	Outcome RAG	Comment
Continuing to broaden the offer of alternative education opportunities to support learner engagement	50%	★	★	The offer to Key Stage 4 (KS4) pupils has been increased and broadened to include a range of options alongside the more traditional vocational opportunities. Work is underway to explore Covid safe practice relating to work experience options. A Key Stage 2 (KS2) Alternative Education coordinator has been appointed to offer provision for vulnerable learners and to support schools in the development of their own programmes.
Continuing to improve attendance and reduce exclusions to maximise educational achievement	60%	★	★	The roles of officers in relation to matters of attendance and exclusion have been redefined. The Education Welfare Service now has regular representation on the Early Help Hub to facilitate early intervention and engagement. Data requirements have been identified in relation to these two areas and this is being used to inform practice. Schools/pupils are being identified and targeted for intervention and support.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 12</p> Maintaining support for the rollout of the revised curriculum for pupils from 3-16 which better prepares them for their future lives and employment	33%	★	★	<p>All schools have access to a national professional learning offer as part of the support to schools for the new Curriculum for Wales. This cross regional offer is aimed at supporting all school practitioners, and focuses initially on Senior Leaders with the following themes:</p> <ul style="list-style-type: none"> <li>• Leading Change</li> <li>• Leadership for the new curriculum</li> <li>• Developing a Shared Vision</li> <li>• Planning for Curriculum Change – to include curriculum design, progression and assessment</li> <li>• Leading Pedagogy</li> <li>• Time and Space for Professional Learning</li> </ul> <p>All school leaders have been offered workshops on vision and curriculum planning for Curriculum for Wales, which has encompassed early thinking on planning for progress and the place of the 12 pedagogical principles in the curriculum. By the end of July 2021, 67.5% of Flintshire schools had attended one or more of these workshops. A high number of Flintshire teachers have also expressed an interest in contributing to the ongoing support programme for schools through the new Areas of Learning Experience (AOLE) teams being established across the region.</p> <p>Regional presentations for school leaders on the key elements of the new assessment guidelines have been introduced to clusters, with exemplars of how this could look like within a school context from September 2022.</p>

## Educational Engagement and Achievement Actions

Action	Percentage Complete	RAG	Outcome RAG	Comment
Continuing to support the raising of standards at all key stages to enable onward learner progression	33%	★	★	<p>Extensive high level Reform Journey training for schools leaders has been delivered across the region and will continue through the autumn term.</p> <p>All schools are actively involved in Curriculum for Wales Cluster collaboration. All school leaders have been offered workshops on vision and curriculum planning for Curriculum for Wales.</p> <p>Support is now being targeted to ensure that all schools will have a clear plan identifying actions for 2021-22 so that they are in a position to meet the new statutory requirements for September 2022. Each plan will identify how schools address specific aspects including professional learning to support all staff; effective deployment of grants; trialing and evaluating approaches within curriculum design across all 6 Areas of Learning Experiences (AOLEs) and wider engagement with stakeholders. All Flintshire schools have an allocated Supporting Improvement Adviser (SIA) through the regional school improvement service (GwE). Contact during the first half term of autumn 2021 is focusing on ensuring that each school has a robust school development plan in place.</p> <p>Almost all schools have engaged effectively with local 'alliances' or 'clusters' where they have collaborated with peers to identify, develop and share blended learning resources. The number of school-to-school resources available via the GwE Support Centre now totals over 200 and the number of 'visits' since launch is almost 40,000 with the number of resources downloaded since launch reaching nearly 8,000.</p> <p>In secondary schools, teaching and learning leaders in schools have been involved in discussions through forums on what they see as their strengths and development needs for improving pedagogy in their schools. This has fed into the professional development offer for 2021 -2022. On request, some schools have received input on what makes good teaching and learning for progress, with training developed based on the 12 principles. Planning for the Teaching and Learning offer is ongoing.</p> <p>Support has continued for the very small number of schools in Flintshire who are in an Estyn category. This has resulted in improved planning for teaching and learning. Repeated, regular visits/meetings with schools have involved training staff, collaboratively support them in planning and assessing learner progress, how to track and use this to move learners forward and inform their provision, monitoring the impact of activities to date and identifying and sharing resources pertinent to school/learner needs within the setting.</p>

## Digital Learning Opportunities Actions

Action	Percentage Complete	RAG	Outcome RAG	Comment
Continuing to support learners who are 'digitally disadvantaged' to access IT devices to promote equity and engagement	33%	★	★	<p>Bespoke support is provided by the Primary Learning Adviser and the Council's IT services. A shared officer between Flintshire and Wrexham is engaged to support with connectivity as needed on a case by case basis. Schools in Flintshire are reminded on a termly basis to ensure this is kept as a priority and asked if any digitally disadvantaged learners have been identified that need support with either devices or connectivity that the school cannot support with. The home school will support in the majority of cases, all schools have met their ratio for desktop devices and have contingency devices available for disadvantaged learners as needed.</p> <p>If the school does not have sufficient devices for any reason the Council will signpost other bodies and charitable funding that can be accessed, schools can also use their Pupil Development Grant funding or saved funding for IT sustainability.</p> <p>Flintshire Education and Youth Portfolio are working on an <i>Edtech</i> strategy model document for schools. This is being consulted on currently and includes a section on addressing digital disadvantage.</p>
Developing a new delivery plan for Integrated Youth Services with a greater focus on digital engagement to increase participation	75%	★	★	<p>The consultation exercise with young people and wider stakeholders has been completed. This has informed the new delivery plan for Integrated Youth Services which is now going through final editing before moving through the Cabinet and Scrutiny cycle for approval.</p>
Increasing take-up of digital learning opportunities supported by Aura	50%	★	★	<p>Adult Community Learning and Learn my Way schemes now open and available. Libraries able to offer these learning opportunities in person and online now restrictions have been listed/relaxed.</p>
Increasing the range of digital material hosted on the North East Wales Archive website and other digital services to encourage greater participation with the service	50%	★	★	<p>Acquired a large-format scanner with Welsh Government funding. We now have two operational scanners which increases capacity for digitisation.</p> <p>We have taken the opportunity of one of our archivists being seconded to the Ruthin branch of North East Wales Archives to replace him with two archive assistants who both have digitisation in their work programmes and thus increase capacity.</p> <p>We are active in a North Wales initiative to establish priority documents for digitisation.</p>
Providing community training for online learning platforms in a partnership with Aura and Adult Community Learning	50%	★	★	<p>Adult Community Learning scheme on track to meet target for April 2022.</p>



## Digital Learning Opportunities Actions

Action	Percentage Complete	RAG	Outcome RAG	Comment
Providing digital art workshops based on collections at Gladstone Library, in an Arts Council Funded partnership with Gladstone Library and visual artist	50%	★	★	Workshops being delivered in October/November 2021.
Supporting schools and wider education services to increase their digital offer for children and young people	33%	★	★	The Education and Youth Portfolio continues to support and monitor access to digital learning including for those learners who may require support with either devices or connectivity. This is undertaken through regular discussion with and updates from schools. Bespoke support is provided by the Primary Learning Adviser and the Council's IT services. All schools have met their ratio for desktop devices and have contingency devices available for disadvantaged learners as needed. Work is under way on developing a Flintshire <i>Edtech</i> strategy model document for schools. This is being consulted on currently. Schools have unlimited access to the resources on Hwb, the Wales Government education platform. All schools in the region have distance learning modules that they can access via the regional school improvement service (GwE).

## Learning Environments Actions

Action	Percentage Complete	RAG	Outcome RAG	Comment
Increasing usage of community spaces in re-developed Flint Library and Wellbeing Hub	50%	★	★	Spaces now being utilised by community partners as Covid restrictions are lifted/relaxed.
Progressing the North East Wales Archive funding bid through the Stage 1 Heritage Horizons Award of the National Heritage Lottery Fund	100%	✓	★	The stage-one funding bid to National Lottery Heritage Fund was submitted. Unfortunately it was not successful.
Providing high quality learning environments through the Council's capital investment programme and Welsh Government grant funding streams	85%	★	★	The building at Ysgol Castell Alun, Hope was handed over in September, external works continue with an anticipated completed of December 2021. The project at Ysgol Brynfford is making good progress and will be complete prior to Christmas, a number of months earlier than planned. The community hub at Queensferry campus (Ty Calon) was completed during September, with work anticipated to be complete at Queensferry CP during October, external works on the site will continue until February 2022.

## Learning Community Networks Actions

Action	Percentage Complete	RAG	Outcome RAG	Comment
Continuing to support learners who are 'digitally disadvantaged' to access IT devices to promote equity and engagement	33%	★	★	<p>Bespoke support is provided by the Primary Learning Adviser and the Council's IT services. A shared officer between Flintshire and Wrexham is engaged to support with connectivity as needed on a case by case basis. Schools in Flintshire are reminded on a termly basis to ensure this is kept as a priority and asked if any digitally disadvantaged learners have been identified that need support with either devices or connectivity that the school cannot support with. The home school will support in the majority of cases, all schools have met their ratio for desktop devices and have contingency devices available for disadvantaged learners as needed.</p> <p>If the school does not have sufficient devices for any reason the Council will signpost other bodies and charitable funding that can be accessed, schools can also use their Pupil Development Grant funding or saved funding for IT sustainability.</p> <p>Flintshire Education and Youth Portfolio are working on an <i>Edtech</i> strategy model document for schools. This is being consulted on currently and includes a section on addressing digital disadvantage.</p>
Developing a new delivery plan for Integrated Youth Services with a greater focus on digital engagement to increase participation	75%	★	★	<p>The Adult Community Learning Delivery Plan for Flintshire 2021-2022 was finalised and submitted to Welsh Government in June 2021. This included planned 25,218 hours of provision for learners. The partnership is continuing to develop its strategy to effectively plan and publicise Adult Community Learning (ACL) funded courses and to raise its profile. Terms of reference for the new partnership have been agreed. A lead providers' sub-group has been established, and meetings calendared. Work to implement the provision plan is underway. The partnership held a focus week at the start of September 2021 as a formal launch and with a view to increasing the profile of adult community learning on social media for learners in Flintshire and Wrexham.</p>
Increasing take-up of digital learning opportunities supported by Aura	33%	★	★	<p>Following Cabinet approval, the North East Wales Adult Community Learning (ACL) Partnership is now established between Flintshire and Wrexham. The Partnership meets regularly throughout the year and has agreed terms of reference. In accordance with Welsh Government guidance on roles and remits for ACL partnerships, the core membership is represented by local authorities, further education institutes, higher education institutes and third sector organisations. The forward plan is focusing on ensuring that there is a comprehensive range of provision across both counties, which meets the priorities outlined within the Adult Learning in Wales policy statement. This includes focus on:</p> <ul style="list-style-type: none"> <li>• Essential Skills, English for Speakers of Other Languages (ESOL) and Digital Literacy. Support opportunities for learner progression into further or higher provision, or into employment (paid or voluntary), as appropriate – linked to the priorities identified by the regional Skills Partnerships;</li> <li>• Support opportunities for informal learning; and</li> <li>• Support and develop the use of technology in the delivery of blended learning</li> </ul>

				programmes.
Increasing the range of digital material hosted on the North East Wales Archive website and other digital services to encourage greater participation with the service	50%	★	★	All Aura libraries have Open Learn champions in place to assist with signposting.
Providing community training for online learning platforms in a partnership with Aura and Adult Community Learning	50%	★	★	Learning opportunities remain available at all Aura libraries.

## Specialist Educational Provision Actions

Action	Percentage Complete	RAG	Outcome RAG	Comment
<p>Completing the build project for Plas Derwen (Pupil Referral Unit) to transform the delivery of this specialist service</p>	90%	★	★	<p>The Flintshire Welsh Advisory Team have delivered on-line training for Welsh co-ordinators in Flintshire primary schools. English medium primary schools have received a copy of 'Language patterns to Develop Welsh in English medium Primary Schools.' This resource, developed in-house, has been well received by schools. It focuses on suitable everyday Welsh language and planning Welsh across the curriculum.</p> <p>Cluster work for Welsh is continuing to develop with the first meeting of the new academic year for Welsh Language Cluster Coordinators held in September. Two successful Welsh Language Development Days were also held at Ysgol Maes Garmon, for Year 6 pupils from across Flintshire schools.</p> <p>The Siarter Iaith (Language Charter) Co-ordinator has completed progress reports for the region which will feed into a composite report for Welsh Government. Funding has been allocated to the Welsh medium cluster to support Siarter Iaith and Cymraeg Campus activities for 2021-2022. During the summer term, a Flintshire primary school was the first school in North Wales to achieve the Silver Award for Cymraeg Campus. Network meetings of Heads of Welsh Departments in secondary schools have been held. A number of these meetings were arranged collaboratively as a region as well as in smaller local authority networks. Skills working groups have been established across the region with three working groups meeting to discuss strategies and collate resources for oracy, reading and writing interventions in Key Stage 3. Teachers were offered a series of workshops to offer specific training on several Google for Education apps. GwE are currently offering a programme of specific training for Welsh departments on their Reform Journey towards the delivery of the Curriculum for Wales.</p>
<p>Continuing to embed the implementation plan to deliver a new statutory approach for supporting children and young people with additional learning needs from 0-25 years</p>	50%	●	★	<p>A Welsh Language Officer has been permanently appointed into the Youth Service Team to extend the range of bilingual service and provide training and support to youth services staff to be more confident in the use of Welsh in their clubs and activities. Two Immersion Youth Workers working directly in secondary schools are fully bilingual. All social media content for the Youth Service is fully bilingual. An audit was undertaken of the Welsh language skills of the play workers who delivered the summer play schemes which identified more staff with Welsh language skills than was previously thought. Welsh medium play schemes were provided in the summer holidays and staff in English medium play schemes were actively encouraged to use everyday Welsh with the children. Informal observations of the children at play identified that many were spontaneously using their Welsh language skills by personal choice.</p>

Action	Percentage Complete	RAG	Outcome RAG	Comment
Developing a long term strategy to ensure sufficient and appropriate capacity to support learners with a range of additional educational needs that maximises local expertise and financial resources	40%	★	★	A feasibility survey has been commissioned following agreement at Programme Board. Meetings have taken place between officers, headteachers and the architects to clarify the provision requirements and an options document is nearing completion. This will be presented for discussion with senior Council leaders before Christmas.
Increasing the capacity of Plas Derwen staff to delivery more outreach work to share their expertise across the schools workforce	40%	★	★	Additional temporary staff have been appointed to support the delivery of services such as Nurture Outreach and the revised model for this area of service has been shared via Headteacher Federation meetings. A temporary Fresh Start Coordinator has also been appointed to coordinate the bespoke packages for individuals who require a more tailored package of education. The staff teams and pupils are settling themselves in the new Plas Derwen building and once the school community is more established, further consideration will be given to the implementation of the broader outreach model to be offered.

## Welsh Education Strategic Plan (WESP) Actions

Action	Percentage Complete	RAG	Outcome RAG	Comment
<p>Continuing to improve pupils' standards of Welsh in all schools to encourage greater bilingualism</p>	33%	★	★	<p>The Flintshire Welsh Advisory Team have delivered on-line training for Welsh co-ordinators in Flintshire primary schools. English medium primary schools have received a copy of 'Language patterns to Develop Welsh in English medium Primary Schools.' This resource, developed in-house, has been well received by schools. It focuses on suitable everyday Welsh language and planning Welsh across the curriculum.</p> <p>Cluster work for Welsh is continuing to develop with the first meeting of the new academic year for Welsh Language Cluster Coordinators held in September. Two successful Welsh Language Development Days were also held at Ysgol Maes Garmon, for Year 6 pupils from across Flintshire schools.</p> <p>The Siarter Iaith (Language Charter) Co-ordinator has completed progress reports for the region which will feed into a composite report for Welsh Government. Funding has been allocated to the Welsh medium cluster to support Siarter Iaith and Cymraeg Campus activities for 2021-2022. During the summer term, a Flintshire primary school was the first school in North Wales to achieve the Silver Award for Cymraeg Campus. Network meetings of Heads of Welsh Departments in secondary schools have been held. A number of these meetings were arranged collaboratively as a region as well as in smaller local authority networks. Skills working groups have been established across the region with three working groups meeting to discuss strategies and collate resources for oracy, reading and writing interventions in Key Stage 3. Teachers were offered a series of workshops to offer specific training on several Google for Education apps. GwE are currently offering a programme of specific training for Welsh departments on their Reform Journey towards the delivery of the Curriculum for Wales.</p>
<p>Extending the range of youth services which can be delivered bilingually to encourage young people to retain and use their Welsh language skills into early adulthood</p>	50%	★	★	<p>A Welsh Language Officer has been permanently appointed into the Youth Service Team to extend the range of bilingual service and provide training and support to youth services staff to be more confident in the use of Welsh in their clubs and activities. Two Immersion Youth Workers working directly in secondary schools are fully bilingual. All social media content for the Youth Service is fully bilingual. An audit was undertaken of the Welsh language skills of the play workers who delivered the summer play schemes which identified more staff with Welsh language skills than was previously thought. Welsh medium play schemes were provided in the summer holidays and staff in English medium play schemes were actively encouraged to use everyday Welsh with the children. Informal observations of the children at play identified that many were spontaneously using their Welsh language skills by personal choice.</p>

## Welsh Education Strategic Plan (WESP) Actions

Action	Percentage Complete	RAG	Outcome RAG	Comment
Improving the Welsh language skills of staff in schools to more effectively support learners and the delivery of the curriculum	33%	★	★	<p>The Flintshire Welsh Advisory Team delivered on-line training for Welsh Co-ordinators during September. English medium primary schools have received a copy of the resource developed by the team, 'Language patterns to Develop Welsh in English medium Primary Schools.' Training is underway this term for Newly Qualified Teachers or teachers who are new to the Welsh language Foundation Phase and Key Stage 2. An additional session has been put on to Met increased demand as a result of the Welsh Government funded scheme for newly qualified teachers during this autumn term.</p> <p>Two Flintshire teachers completed in summer 2021, the Sabbatical Scheme, Welsh in a Year Course 2020-21. There are 21 Flintshire practitioners currently completing the 'Croeso' on line training: Practitioners in Education.</p>
Increasing the capacity and take up of Welsh medium education to achieve Welsh Government targets	33%	★	★	<p>A draft 10 year Welsh Education Strategic Plan is currently being finalised for consultation at the end of October 2021. The consultation period will run for eight weeks before submission to Welsh Government for approval in January 2022.</p> <p>In response to local demand for Welsh medium education in the Shotton area, the local authority was able to utilise a school building freed up by an amalgamation/new build in the English medium primary sector to create additional Welsh medium provision. This site is known as Glannau Dyfdrwy, under the leadership and governance of Ysgol Croes Atti. As at September 2021, Glannau Dyfdrwy has 77 learners alongside 197 learners on the Flint site. Embedding and extending this provision in Shotton to increase the numbers of pupils in the Welsh medium sector remains a key priority within the WESP. Developing more Welsh medium provision in other areas of the County remains part of our school modernisation strategy. Capacity at Ysgol Glanrafon will increase from 309-356 when construction is completed in September 2022. Capacity at Ysgol Croes Atti will increase From 207 – 240 on construction of new school with the new site having potential to have a capacity of 420.</p> <p>The number of Welsh second language primary pupils transferring via the Trochi immersion programme into Welsh medium secondary education has increased in 2021 to 14. Numbers for previous years were: 2020 - 9; 2019 - 8 ; 2018 – 12</p>
Maintaining Welsh Government Quality Indicator for Welsh Language resources in Aura libraries	50%	★	★	4% of resource budget on target to be spent on Welsh language resources by March 2022.