

DEPARTMENT FOR EDUCATION AND CHILDREN



EVERY LEARNER MATTERS: Proposals to Promote Equity, Well-being, Inclusion and Excellence in Carmarthenshire's learning communities (2019 – 2030)

J. Aeron Rees

Pennaeth Cwricwlwm a Lles /

Head of Curriculum and Well-being

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Document for perusal of: Departmental Officers; Head teachers and school SLT; Governors and Elected Members.

ii. Purpose

- Proposals are offered to demonstrate:
 - Steps being taken to promote equity and inclusion, both in our words and deeds, as applied to all our learning communities in Carmarthenshire
 - Well-being and educational excellence are important parallel themes which can develop in a complementary and mutually beneficial manner, augmented by equity and inclusion
 - Further steps are suggested to pursue and develop these ideals over a protracted timescale

iii. Acknowledgements

DMT colleagues, John Buck; head teacher and learner consultees

iv. Preface

- Including all learners and ensuring that each individual has an equal opportunity for significant educational progress is a fundamental human right. This should be supported by an **equitable** and **inclusive** educational system
- Equitable and inclusive learning communities also stress **pupils' well-being**, coupled with a complementary focus upon educational **excellence**
- Major forces such as globalisation, migration, economic and social change are potentially propagating inequalities in our communities, families and the learning settings that serve them. Our wish in Carmarthenshire is that no one is left behind and that **each child can be the best they can possibly be**, by being afforded every opportunity to **fully realise their potential**
- In essence, '**Every learner matters and matters equally**' and this document paves the way towards realising that ideal in Carmarthenshire's learning communities
- This appetite to develop policy and practice in this area is governed by our collective **moral purpose** for education, and we wish to propose actions based upon an universally agreed **ethical** frame of reference
- The international and national policy backdrop is touched upon, which supports proposing a unifying vision for this area of emerging practice.
- We already have a lot to celebrate in Carmarthenshire whilst promoting equity and inclusivity. This baseline is built upon by suggesting further areas for development towards the future.
- This future can be further co-constructed with key officers and school practitioners
- Ensuring **minimum standards** in primary and secondary schooling would appear imperative if we're to attain **equality and Social Justice**
- In order to achieve as high a level of **equality** as possible (the end game), the means to that end (**equity, wellbeing, inclusion and excellence**) will need to be applied
- There is much good work being done already. This strategy suggests further short term actions as well as proposing a direction of travel which may extend over the next 10 years and beyond to 2030.

1. Definitions

Definitions

There's a wide-ranging philosophical and ethical discourse on educational equity and equality in professional and academic literature. A more detailed examination of this is provided in Appendix 1, together with a glossary of terms, which is recommended by way of reference.

For simplicity, in this context, the following definitions (based upon EAS 2018) are useful:

Well-being

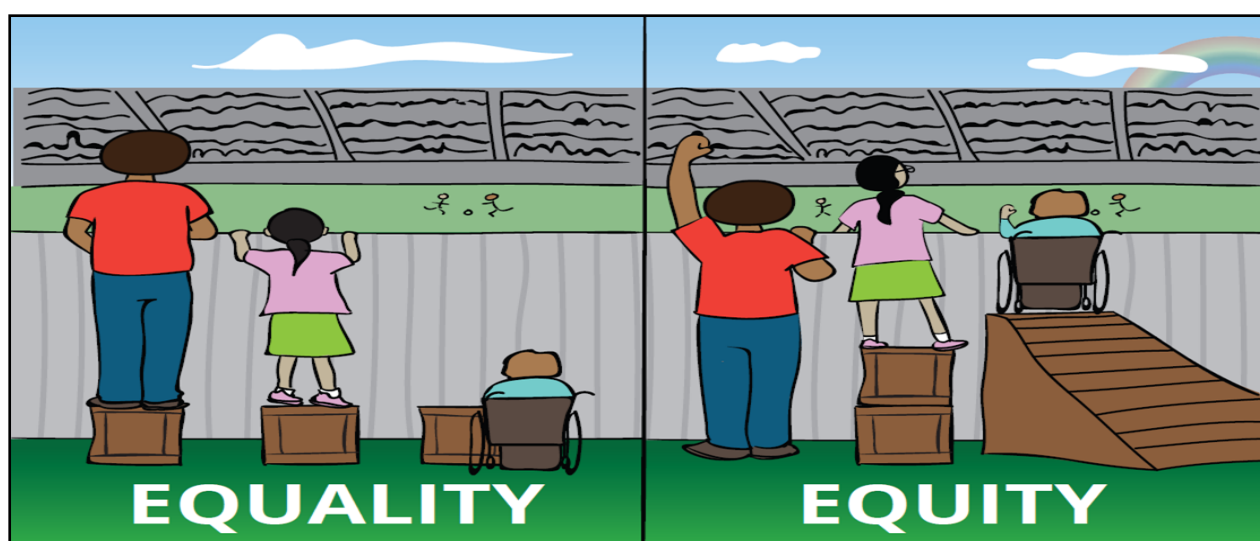
Well-being is about feeling good and functioning well, meaning that person's condition and experiences are positive (be they children, young people or adults within a learning community).

Equity

Equity has two dimensions.

- **Fairness** – making sure that personal and social circumstances (e.g. gender, socio-economic status, ethnicity etc.) should not be an obstacle to achieving educational potential
- **Inclusion** – ensuring a basic minimum standard for all, with a view to learners subsequently meeting or exceeding their known and assumed potential

Equity versus Equality: Both concepts are distinct, as illustrated in the cartoon below (**Fig. 1**):



Equality entails that people have the same things (e.g. resources) (being equal), whereas Equity entails everyone having what they need (fairness).

This strategy asserts a **link between equity and well-being** – young people who don't have what they need are, arguably, more exposed to experience lower levels of well-being. This may lead us to differentiate when resource allocation is considered.

Research suggests that, '*while work on emotional health and well-being is relevant to all pupils*' and therefore suggests a universal approach, '*some children are likely to have additional needs in this area*' (PPI Wales 2016). Children at greater risk of difficulties include those:

- from economically disadvantaged backgrounds
- who have experienced trauma, violence and or loss (e.g. a number of Adverse Childhood experiences)
- who are migrants or refugees
- who are looked after children etc.

Inclusion

A process that helps overcome barriers limiting the presence, participation and achievement of learners.

2. Vision

Vision

2.1. Mission Statement and Vision

Many departmental strategies and programmes are already in operation which serve and assist to promote: equity; equality; wellbeing; inclusion and excellence (see below). Further forward progress can profit from a unifying and overarching vision for developing important concepts described so far.

2.1.1. Our Motto (Fig.2)

Every Learner Matters

2.1.2. Some Fundamentals in relation to Well-being (Fig. 3)

Pupil Wellbeing is integral to our thinking and takes centre-stage

- Ensuring that our children and young people are **happy and thriving** is an over-riding aim
 - We want our learners to have a good circle of friends and be able to attend their learning setting as free as possible from worries which detract from learning
 - We want to ensure that our learners look forward with anticipation to their day
- **When pupils' basic needs and wellbeing are catered for, learners are more predisposed to learn**
- **Positive attitudes to learning make it more likely that learners will realise their potential and achieve high standards**

2.1.3. The Interplay between Vital Components (Fig. 4)



- Well-being and excellence go hand in hand – it is **NOT** a matter of **either / or**
- Inclusivity and Equity in learning settings underpin Wellbeing and Excellence
- These components in combination drive education and learning forward

2.1.4. Overarching principles for promoting equity and well-being in all our learning settings (Fig. 5)

Every Learner matters

... and matters equally, safe and supported in a positive learning environment...

Is nurtured, developed and challenged

... in rights-respecting, inclusive and motivating learning communities...,

Develops holistically

...as a **well-educated, well-qualified** and **well-rounded, resilient** young person

...and is ready for the **challenges and opportunities of life, living and the world of work**

...as a true bilingual citizen of Carmarthenshire, Wales and the global community

3. Key Enablers for this Strategy

3.1. Enablers for this Strategy

- **Carmarthenshire children have a flying start in life** – early support and intervention ensures that pre-schoolers are ready for formal education by the age of 3. This will entail family and parenting programmes as well as having regard for healthy habits and early speech and language acquisition.
- **No child or community to be left behind – this means that every school needs to be a good school.** This will assist to **defeat the destiny** of those preordained to live and grow up in a deprived household or community. Gaps are closed and learning settings work hard to keep the gaps closed as far as possible, by deploying various techniques and toolboxes in: the teaching armoury; in the way in which learning is arranged and grouped and in how schools set the tone via the hidden curriculum and its pervading ethos.
- **Leadership with a moral purpose** – A commitment to educational excellence, combined with a strong understanding of how a deep commitment to, and understanding of, wellbeing, equity and inclusivity can galvanise the school community. Pupils are safe, well looked after and are afforded every opportunity to thrive and realise their full potential.
- **An engaging and inspiring curriculum** – the basics and fundamentals are done very well, with a firm commitment to biliteracy, bilingualism, numeracy and digital competence. Pupils are offered all the wider opportunities stemming from the New Curriculum for Wales, intelligently contextualised for the individual learning setting. The curriculum **enriches** and **extends** pupils' learning experiences. Values, attitudes and personal characteristics are honed, as well as imparting knowledge, developing conceptual understanding and skills and competencies.
- **Pathways into post-compulsory education and the world of work** – irrespective of circumstance, young peoples' employability and work readiness for a globalised and dynamic regional economy is nurtured and facilitated in Carmarthenshire's learning settings.
- **A commitment to continuous improvement** – learning settings adopt a Growth Mindset and **improve their institutions one child at a time.**

3.2. Important concepts from current thinking and literature which can be considered in further developing strategy:

- **WG and ADEW Conference 14.1.19, 'Developing a Partnership Approach for mental health and well-being':**
 - Pupil voice in developing strategy is vital
 - Making sure that the new Health and Well-being Area of Learning and Experience is at the heart of the new curriculum
 - The need to normalise well-being in schools' work
 - Provide appropriate challenge to young people; not to be afraid to expose them to lived experiences in school (which can carefully build resilience) and not to overly medicalise issues
 - Important to ensure the well-being of the 'missing middle' of learners
 - Maslow's Hierarchy of needs – ensuring a basic level of well-being for all, before moving on to higher level 'esteem' needs; the importance of identity and belonging in this context

- The importance of school ethos and school environment; audit of school environment – what messages are given out subliminally e.g. who gets commended and awarded in schools; no favourites; no humiliation
- Applying support and intervention requires, in the first instance, a sound understanding of child development
- A whole-school approach is advocated, involving all 'trusted adults' – from head teacher to caretaker to catering staff; co-location of specialist services can be beneficial
- Parental engagement is key

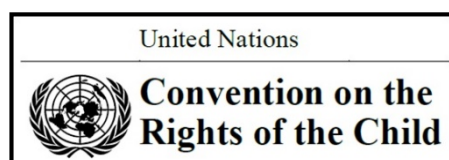
- **National Assembly for Wales:** Children, Young People and Education Committee (April 2018): '**Mind over Matter** – a report on the step change needed in emotional and mental health support for children and young people in Wales' (additional issues not mentioned above)
 - Mentions a direct correlation between the mental health of children experiencing Adverse Childhood Experiences and issues around deprivation, but that nobody (including the more affluent) is immune from mental distress and mental ill-health
 - Mention that academic attainment is not possible without well-being
 - Teachers must not have to carry the weight of a whole-school approach alone. They are trained to teach...whilst they may be perfectly positioned to recognise early signs of distress or worry, other professionals are crucial to ensuring that appropriate support is available
 - There are 27 recommendations, the ones considered most salient for schools including:
 - Improvements in the measuring of well-being in schools
 - A review to be instigated of the numerous well-being initiatives in schools, with a view to recommending a national approach
 - Piloting the role of 'guidance teacher'
 - Issuance of guidance on talking about suicide and self-harm, thus dispelling the myth that any discussion will lead to 'contagion'
 - Strengthen arrangements for young people transitioning into adult services
 - Well-being assessments on entry to care and on receipt of a referral order within youth justice
 - Complete a piece of work on the provision of behavioural and mental health support for looked after children and adopted children
 - Ensure a comprehensive piece of work on current and future availability of Welsh language mental health and support services

- **Public Policy Institute for Wales** (Sussex University 2016): '**Promoting Health, well-being and Resilience in Primary Schools**' (additional issues not mentioned above)
 - Makes a link between equity and well-being
 - Values early intervention such as therapeutic and trauma-informed approaches
 - Equity and well-being needs to coincide with other school priorities to have a chance of making traction
 - Stigma associated with counselling – may require a name change
 - Anti-bullying approaches are vital
 - Integrated, whole-school approach advocated:

- Each *focal outcome* (reducing socio-emotional difficulties, promoting emotional health)
- Each *level of outcome* (whole school, classroom, small group and individual pupil)
- Each *area of activity* (curriculum, pedagogy, specialist staff & services and school systems and climate)
- Evidence-based approaches which work can include:
 - CASEL – Collaborative for Academic, Social and Emotional Learning
 - Early Intervention Foundation
 - Kids Matter Primary
 - Blueprints

4. International, National and County Policy Context

4.1. International Context



The United Nations Convention on the Rights of the Child, or UNCRC, is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

Although all articles need to be viewed together due to their interdependence and equal worth, articles 3,12,13,14,19 28, 29 and 31 are particularly relevant in this current context:

- **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 12** (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.
- **Article 13** (freedom of expression): Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 14** (freedom of thought, belief and religion): Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.
- **Article 19** (protection from violence, abuse and neglect): Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- **Article 28** (right to education): Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- **Article 29** (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 31** (leisure, play and culture): Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



The **Sustainable Development Goals (SDGs)** (or **Global Goals for Sustainable Development**) are a collection of 17 global goals set by the United Nations in 2015.⁵ The formal name for the SDGs is: "Transforming our World: the 2030 Agenda for Sustainable Development." That has been shortened to "**2030 Agenda**". Goal 4, 'ensuring inclusive and quality education for all and promoting lifelong learning' has been entrusted to UNESCO, as the United Nations' specialised agency for education.



UNESCO leads and coordinates the Education 2030 agenda. The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.

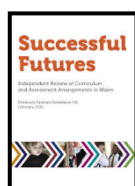
The 2017 publication, '**A guide for ensuring inclusion and equity in education**'¹ is an important document intended to support education policy-makers in embedding inclusion and equity in educational policy. The guide assists in: reviewing how well equity and inclusion currently figure in existing policies and help to assist with identifying which actions are needed to improve and develop policies. This guide informs thinking in this area of evolving policy.

4.2. National Context



Education in Wales: our national mission (action plan 2017-21)⁵ is Welsh Government's plan for ensuring that every young person in Wales has an equal opportunity to reach the highest standards via the new transformational curriculum currently being developed nationally. Four key enabling objectives

are offered. The third objective is of particular relevance, namely '**Strong and inclusive schools committed to excellence, equity and wellbeing**'. The narrative refers to supporting learners so that they are '*emotionally and physically ready to learn in a safe and supportive environment*'; *children having 'strong relationships and a positive sense of self – and who can understand their own health and emotions – are in a better position to reach their full potential ... [and that]...each learner must be challenged to achieve the best that they are capable of.*'⁶



Professor Graham Donaldson's **Successful Futures Report** (2015)⁷ provides the architecture for the **new curriculum for Wales**. Realising this initiative is integral to the reform Journey Wales has embarked upon and is strongly referenced in the national mission. Design of the new curriculum is underpinned by a number of principles, one being that the curriculum should be '*inclusive...taking account of [pupils'] views in the context of the UNCRC*'. In addition, the stress on learner wellbeing and developing the four purposes is consistent with the inclusivity and equity agenda.



The **Wellbeing of Future Generations Act** (2015) (WBFGA)⁸ has been embraced by Carmarthenshire Local Authority as a vitally important overarching strategic document, in discharging its well-being duties. Carmarthenshire County Council's Wellbeing objectives map out our progress towards each of the 7 well-being goals. Three goals are of particular significance to this report, namely:

- **A more equal Wales:** A society that enables people to fulfil their potential no matter what their background or circumstances
- **A healthier Wales:** A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood

- **A Wales of vibrant culture and thriving Welsh language:** A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, sports and recreation (see rationale below).

Departmentally, we contribute to a number of the well-being objectives and take a lead in a number, e.g. as described in the 'Start Well' component of Carmarthenshire County Council's new Corporate Strategy 2018-2023⁹ (June 2018). For Example, The Education Department takes a lead on Wellbeing Objective 4: Reduce the number of young adults that are Not in Education, Employment or Training.



Cymraeg 2050 aspires to realise a million Welsh Speakers by 2050¹⁰. Carmarthenshire's **Welsh in Education Strategic Plan (WESP)** to 2020 lays the local foundations for this ideal. Within the context of equity, the WESP argues that all learners in all learning settings should derive benefit from the opportunity to become fluently and equitably bilingual. This is viewed as being inclusive for all learners in the respect that we aspire for all to be able to derive benefits from confident bilingualism. This approach promotes equity.



The Welsh education inspectorate is a vital partner in driving forward educational standards. They are an important lever for change and have recently evolved their **common inspection framework (2017)**¹¹ to take account of the current policy landscape (e.g. new curriculum for Wales, WBFGA and UNCRC). In practice, and of relevance, this is manifested by five inspection areas – which include: wellbeing and attitudes to learning and care support and guidance. In addition, when reporting on standards, regard is given towards the progress of specific groups of learners. It is surmised that closing achievement gaps and ensuring equity is an important sub-text for this approach to inspection.



1.4 County Context

In 2015/16, an Elected Members' Education and Children's Scrutiny Committee Task and Finish Group was established to study narrowing the attainment gap with respect to learners in receipt of free school meals. The group was established to research and review the attainment gap between e-FSM learners and their non-eligible classmates. A further aim as a group was to identify ways of closing the gap. A number of expert witnesses were called – with evidence drawn from academia, consortia, local authority and schools. The prime aim was to study and address the impact of deprivation upon schooling. Whilst the equality focus was confined to the impact of

poverty on attainment, this work succeeded in recommending that a good practice guide of interventions be developed as a toolkit for schools to consider when designing interventions to close the gap. Also, and critically, a launch event was arranged, which has been the springboard for further action, which includes this report. The launch event and its ramifications are described below.



The launch event (held on 28.6.17) was entitled, **LEARNING & TEACHING FOR A NEW ERA:** an equitable and innovative future for our schools. The conference had an international flavour, with a number of high-profile keynote speakers, including: *Dr Bill Maxwell* (Education Scotland); *Andrew Macintyre* (OECD, Paris); *David Taylor* (Stanley Park High School, Surrey); *Mette Hauch* (Autens Future Schools, Denmark), *Anna Bolt* (Glyncollen School, Swansea); *Huw*

Foster-Evans (Welsh Government). and *Fiona Carnie* (European Forum for Freedom in Education). The conference afforded an opportunity to debate how schools can be assisted to realise a more equitable future for our communities and how recent reforms, instigated in Wales, are contextualised in the European and global contexts. Debate was also undertaken about realising our moral purpose of transforming learning and achievement for all, irrespective of home circumstance and upbringing, thus 'defeating destiny' by counteracting the potential influence of poverty.

The event offered great opportunities to network with leading practitioners, which has led to partnering with colleagues in Scandinavia to develop a proposal entitled the **Digital Empowerment, Equity and Participation (DEEProject)**. This proposal did not merit funding under the ERASMUS strategic partnership bid but is being considered to be re-worked, potentially as an exchange of practice proposal is under the European Union Erasmus+ programme. This ambitious project aims to deliver world-class computational thinking and design thinking in Carmarthenshire and study how disadvantaged learners are empowered by virtue of their innovative learning. In addition, our discussions with colleagues in Finland and Denmark have provided other avenues to pursue and develop in the realms of educational equity.



Erasmus+



1.5 Schools The ultimate aim is to ensure that international and national policy imperatives fully infuse with school and classroom practice, as guided by local authority steer in strategizing and operationalising key concepts. The aim is also to co-construct the way further forward with schools. Many initiatives, as described above, are established and are featuring in our ongoing discussions with school leaders. We anticipate further operational progress, proceeding in earnest during 2018/19 onwards. One initiative of relevance to highlight in this context is the **UNICEF Rights Respecting Schools** initiative. **The Rights Respecting Schools Award**¹² puts children's rights at the heart of schools. UNICEF works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. This programme has been showcased in head teacher events and a number of schools have embarked on the scheme and ways are being considered to widen the scheme's appeal to more schools.

5. Opportunities and Challenges

5.1. Some Opportunities and Challenges in pursuit of the Equity vision (as exemplified by various elements)

Fig. 6: Equity

Element	Opportunities and Useful Concepts	Challenges
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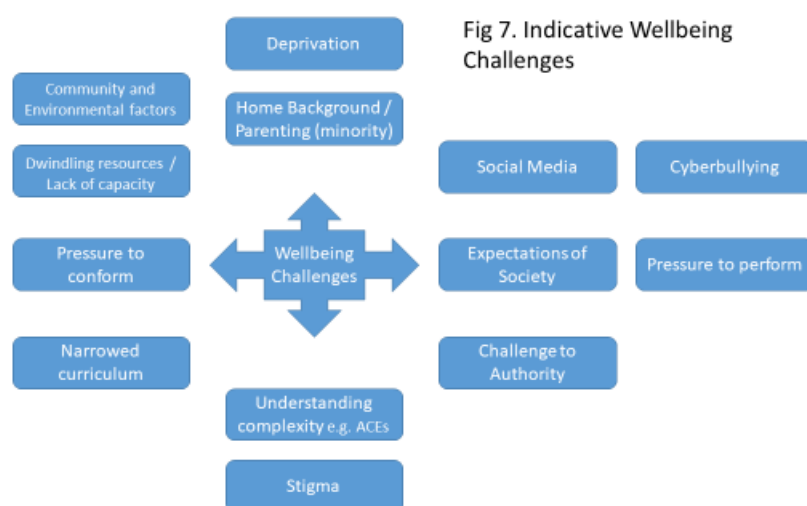
Literature Review	<ul style="list-style-type: none"> - Equity champions throughout the system as demonstrated via leadership - Equity to guide all plans and policies - Inclusive curricula - Collaboration to reduce polarisation – Schools and special units to collaborate to minimise segregation Peer learning to increase participation - Link with teachers' standards and CPD - Assessment toolkit 	<ul style="list-style-type: none"> -international migration -globalisation (income gaps) -implementation challenges -exclusion - marginalisation - disparity - vulnerability - inequity - Foibles of education system counteracting equity
June 2017 Conference feedback (from Delegates)	<ul style="list-style-type: none"> - Formative assessment - Progress measures - Diagnostic use of data - Slimmed down curriculum (but broad and balanced) - Teach less, learn more (deep learning) - Subsidiarity - New Estyn arrangements (potentially) - Promoting equity - Successful Futures - Shared moral purpose - Invest in professional capital - High performing, equitable and inclusive system 	<ul style="list-style-type: none"> - Workload - Gaming and sharp practice - Narrow, high stakes accountability - Categorisation - Morale - Budgets
ADEW Welsh Future Leaders in Education Programme	<ul style="list-style-type: none"> - Excellence championed - Data informed practice - Learning for all - Learning community - Outstanding teachers and leaders - Led by learners - Pull not push - Personalised learning - Supportive - Equitable - Inclusive - Inter-connected - Self-reflecting - Resilient - Accountability links to Inclusivity - Flexible, responsive - Pride - Collective moral purpose - Parity of all learning pathways - Well-being = #1 priority 	
Carmarthenshire DEC Behaviour Service Review	<ul style="list-style-type: none"> - Early support and intervention - De-escalation - Decentralisation - Re-inclusion - Therapeutic intervention - Emotion coaching - Trauma and ACE Aware 	<ul style="list-style-type: none"> -Increasing complexity - Growing volume of learners deemed vulnerable (e.g. ACEs) - Vulnerability and need profiling younger and noticeable in yearly years settings - Parenting issues and needs - Hearts and minds shift required

- Restorative Practice
- Understand behaviour
- Outreach
- Invest in schools (capital)
- Invest in training and up-skilling of school and special setting staff
- Welcome behaviour being given a strategic priority

5.2. Some Opportunities and Challenges in pursuit of the well-being vision

5.2.1. Well-being Challenges

Students and practitioners offer a number of challenges to well-being. In any strategic plan, operational steps to minimise these challenges require careful consideration and planning. Projects which help to counteract these challenges should be considered. (see Fig.7 below).



5.2.2. Wellbeing Factors and opportunities to pursue

Likewise, whilst planning strategically, operational steps to maximise these positive attributes require careful thought. Projects which help promote these positive factors should be considered. (see Fig. 8)

Fig. 8. Indicative Positive Wellbeing Factors



6. Towards Implementation

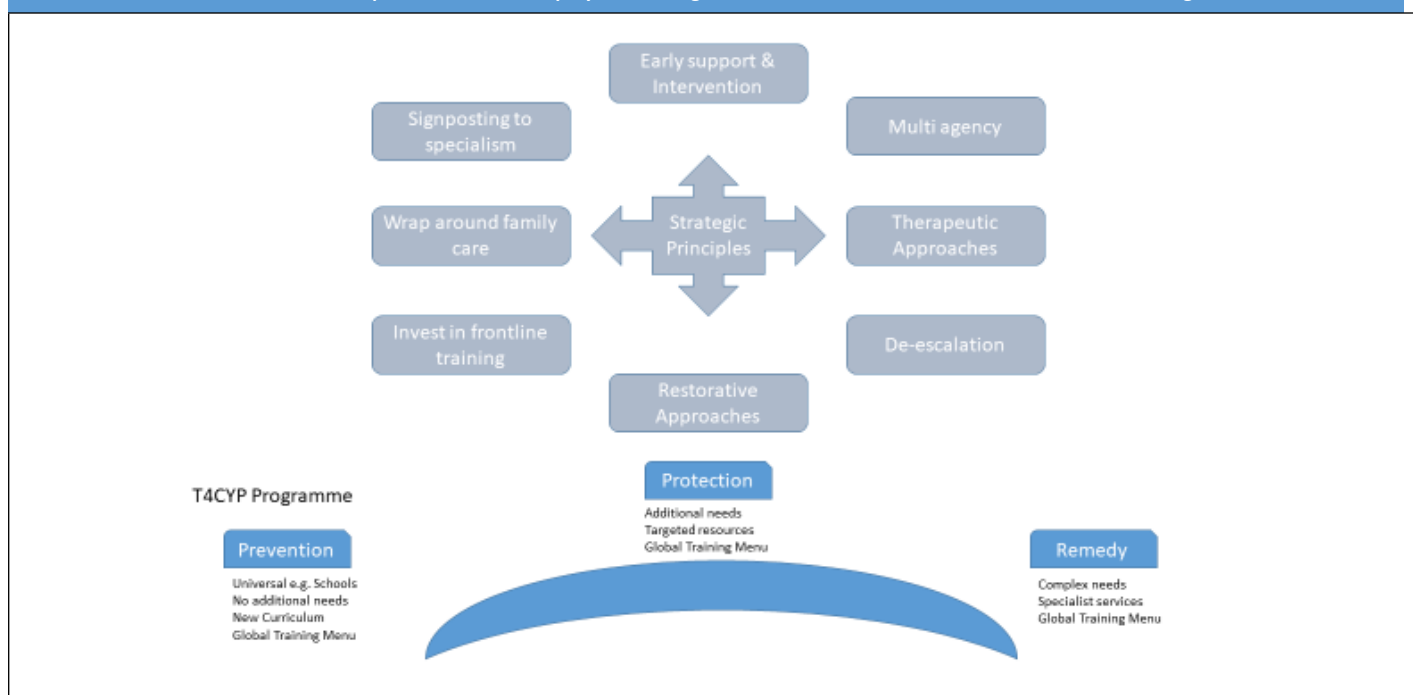
6.1. Maximising Opportunities and surmounting Challenges – will be a way of ensuring that benefits are accentuated and obstacles diminished. Practical solutions to opportunities and challenges are proposed, to be pursued in stakeholder workshops (see Recommendation II)

6.2. Strategic Principles that can be applied in arriving at implementation strategies – these are thematic approaches and theoretical constructs which can help to assist with the design of projects and interventions to assist with the delivery and development of equity and well-being

6.2.1. Equity related principles

- Aspirational baseline attainment for all learners – especially literacy, numeracy and digital competence
- A broad, balanced and ethical curriculum
- Weighted resourcing as needs arise (e.g. Best use of Pupil Development Grant for FSM Learners)
- Meritocratic resourcing as needs arise (e.g. Seren/MAT programme for all eligible learners irrespective of circumstance or background)
- Dissemination and application of best practice regarding closing attainment gaps (Carmarthenshire Education Services directory and toolkit)

6.2.2. Well-being related principles (Fig. 9)



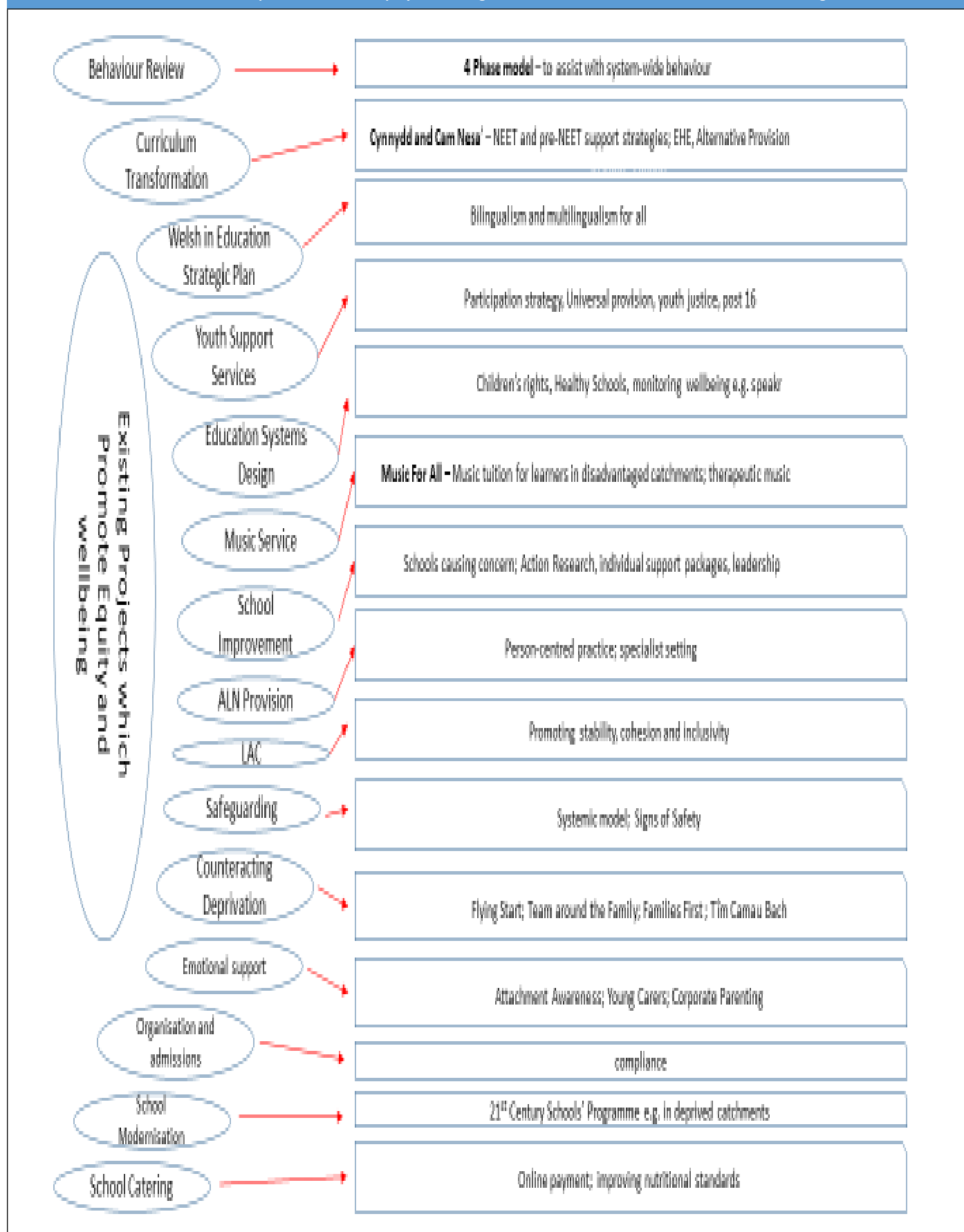
6.2.3. Inclusion-related principles

'Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. Inclusion is not just about learners with special needs [which is a specialised field in itself, outside the scope of this report]. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners'.¹⁷ An inclusive system might have the following characteristics:

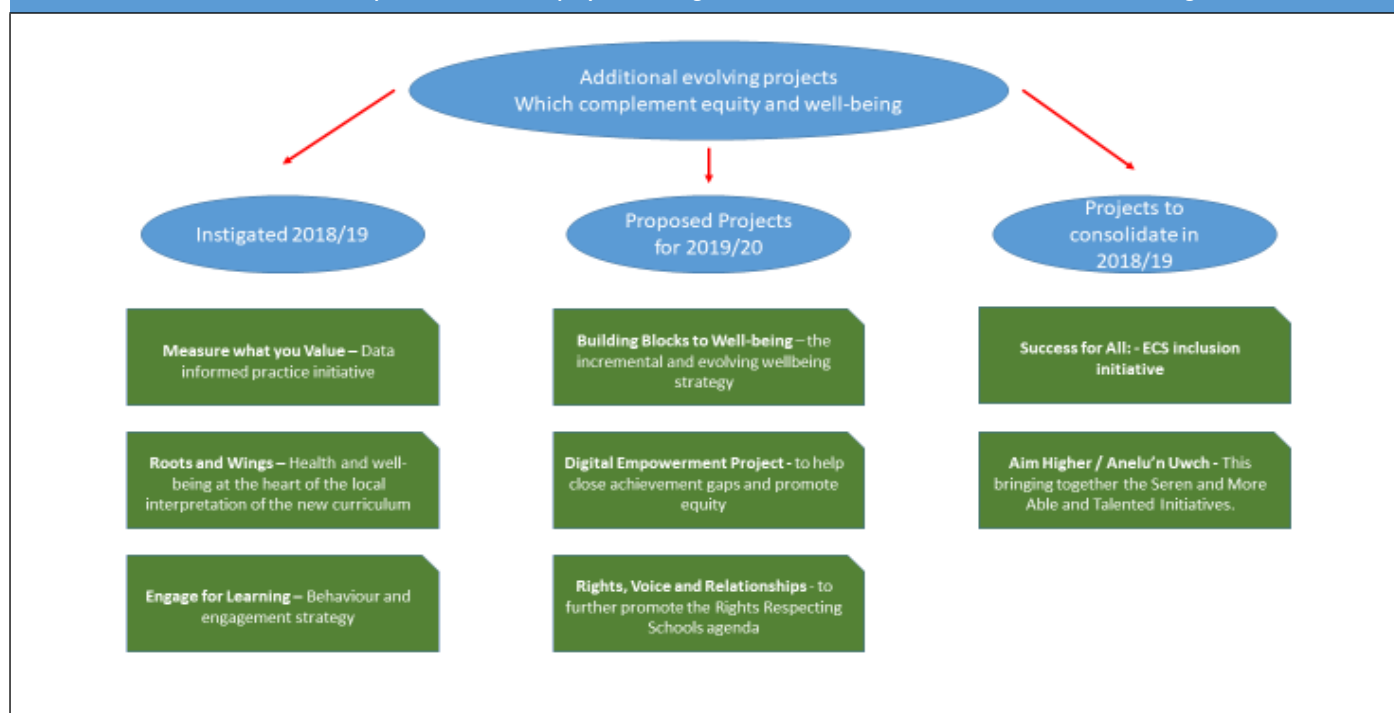
- Value and support diversity and learners differences
- High expectations for all learners in differentiated curriculum for all
- Understanding learners' strengths and needs
- Reduce barriers within learning environments
- Shared responsibility for the success of learners
- Prevent prejudice and promote Social Justice
- Teach and learn about other cultures, religions and belief systems

6.3. Existing Projects that Promote Equity and Wellbeing

Work and Action already underway. As an **integrated** department which spans Education and Children's Services, there is **already a lot to celebrate** currently. Work streams and **initiatives across all four divisions** considered relevant, as promoted by present departmental working, are taken from our current Business Plans and summarised in **Fig. 10** below (and **it is recommended to study more detail appended in Appendices 2 and 3**).



6.3.3. Additional **evolving** projects which complement equity and well-being (Fig. 11)



6.3. Other projects instigated in 2018/19 (as our equity and wellbeing understanding evolves) (Fig 12):



Measure what you value is the departmental *data informed practice* initiative. We aim to nurture a culture of *intelligent accountability* whilst promoting *ethical* use of data. The project will promote the use of **progress measures** and **value added** systems, so that **diagnostic assessment** becomes the firm focus for individuals and groups of learners. In addition, research into various assessments of wellbeing will provide a firm basis for planning care, support and guidance for our learners, whilst also aiming to maximise learning potential. This will include baseline assessment, bespoke and more specialist assessment for higher end need and checking in systems on a day-to day school level.



Roots and Wings / Gwreiddiau ac Adenydd: Is the local implementation of the New curriculum for Wales. We believe that every school can be a good school, with an inspiring curriculum. With this in mind, we will foster a culture of intelligent and ethical curriculum design, to provide an engaging, relevant and vibrant curriculum. The **Health and well-being Area of Learning and Experience (AOLE) will be central to our local interpretation of the new curriculum for Wales.** Our local curriculum will develop 21st century knowledge, conceptual understanding, skill & competencies, values and attitudes – whilst also developing key personal characteristics. Curriculum design will be predicated upon subsidiarity, so that pupils' sense of place, identity and historical context (roots), whilst also providing opportunities to fly – with strong pathways into the world of work, Higher and further education (wings) in a globalised world. There will be a stress on employability with strong links to the regenerating local, regional (City Deal) and global economies. The local pupil offer is co-constructed with learner and will ensure mastery of basic skills and the literacy, numeracy and digital competence cross-curriculum competencies of the new curriculum.



Engage for Learning: Is the ECS Behaviour and engagement Strategy. **Supporting good behaviour and engagement amongst the pupil and student populace is everyone's business.** As a community of educators, we can proactively address challenges, seize upon opportunities and ensure that our schools and settings are even more orderly, productive and safe. There is a universal acknowledgement that need is getting greater, complexity more profound and that there's an imperative to take action.

Higher standards will follow as more children and young people realise their full potential, in learning spaces that are happy, purposeful and nurturing. All our pupils and students deserve the best possible conditions, in order that they can be more predisposed to learn effectively - so that they become the great people we all aspire them to be. A preferred option to move forward with the 4 phase plan has been tabled and is now being worked up for implementation and capital investment.

6.4. Proposed Projects to be initiated for 2019/20 onwards (Fig. 13)



Building Blocks to Well-being - Is the incremental and evolving wellbeing strategy. Predicated on the assertion that when staff and pupils' basic needs are catered for, strong foundations are laid down which can lead to self-actualisation.

A suite of measures are envisaged. Measuring and monitoring wellbeing is the prime focus of the 'measure what you value, not value what you measure' component. A range of other measures build upon pupils' wellbeing **from preventative, Universal measures to protection measures** for those with

additional support needs and **remedy** measures for those with complex or more acute needs. This project aims to dovetail closely with the Engage for Learning initiative (see Fig 15 below).



DEEProject: is the Digital Empowerment and Engagement Project. Twenty first century life, living and the world of work present us with numerous complex challenges which require creativity, flair and innovation to solve. Before computers can be used to solve a problem, the problem itself and the ways in which it could be resolved must be understood. This is the basis of Computational Thinking. In addition, the progressive march of automotive processes in the modern workplace demands a sharper focus on creative problem solving and innovative design to underpin and realize the full benefits offered by this, and other, technological advancements. This will be tied in to robotics, hands-on maker learning, design thinking (linked to entrepreneurship) and the deployment of virtual reality applications We plan to research how the pupils are digitally empowered via their learning. **This project is planned to be piloted in schools serving areas of deprivation, so that we can close achievement gaps and promote equity.**



Rights, Voice and Relationships: This project aims to further promote the **Rights Respecting Schools** agenda, build a consensus around children and young peoples' rights and further augment opportunities to ensure learner voice and participation in all its guises. This project will embrace the **Rebuilding Schools from the Bottom Up** approach and philosophy where pupils, staff, parents and

the wider school community become active participants in a democratic coalition, for the benefit of educational provision and transformative change and development.

6.5. Existing Initiatives which can be consolidated in 2018/19 (Fig. 14)



Success for All: Is an ECS inclusion initiative. Including all learners and ensuring that each individual has an equal opportunity for educational progress - thus ensuring all learners realise their full potential - is a fundamental human right. Particular regard will be offered to students experiencing disadvantage, supported by an **equitable** and **inclusive** educational system. Pupils will be offered opportunities to fully realise their personal and academic potential, regardless of background, circumstance and learning setting attended. This piece of work will harmonise and consolidate work already underway and forge stronger links

between the Supporting Vulnerable Learners Group, the Vulnerability Assessment Profile process, Educated Other than at School, Elective Home Education, Education Welfare and European Structural Funded Projects, such as Cynnydd and Cam Nesa'. This work can be taken forward by a dedicated officer within the ECS structure.



Aim Higher / Anelu'n Uwch: This brings together the Seren and More Able and Talented Initiatives. Pathways into further education, higher education and the world of work in the 21st Century globalised economy is vital for the success and ultimate wellbeing of our young people and the communities they plan to live in. The **more able and talented from all backgrounds** can be supported with their learning journeys, within the context of a carefully differentiated curriculum for all. This initiative recognises that **all pupils have a talent** which can be nurtured.

It aims to instil ambition where that ambition is dormant and open the eyes of our learners to the possibilities that lay in store for them, as they develop as productive and valued citizens of Wales and the world.

6.6. Building Blocks to Well-being and the Well-being Provision Pyramid

Subject to further consultation, well-being support to schools can be arranged and developed by planning around the following models:

- **Building blocks to well-being** – which proposes that basic needs require to be met, and relationships developed, to attain a baseline level of well-being support. Once established for individuals, groups and for the whole school community, it is argued that children and young people will then be more predisposed to learn effectively.
- **Well-being Provision Pyramid** – a hierarchical framework which establishes a universal entitlement for all learners, with facility for greater support, intervention and remedial for those with enhanced needs. This model can help to arrange and categorise training needs of staff, provide a typology and toolkit of interventions whilst also signposting the right level of support in direct proportion to need.

These two models are illustrated in Fig. 15 overleaf.

Building Blocks to Well-being

(Based on Maslow's Hierarchy of Needs)

BUILD CAPACITY TO LEARN

*Realise potential,
need to know and
understand*

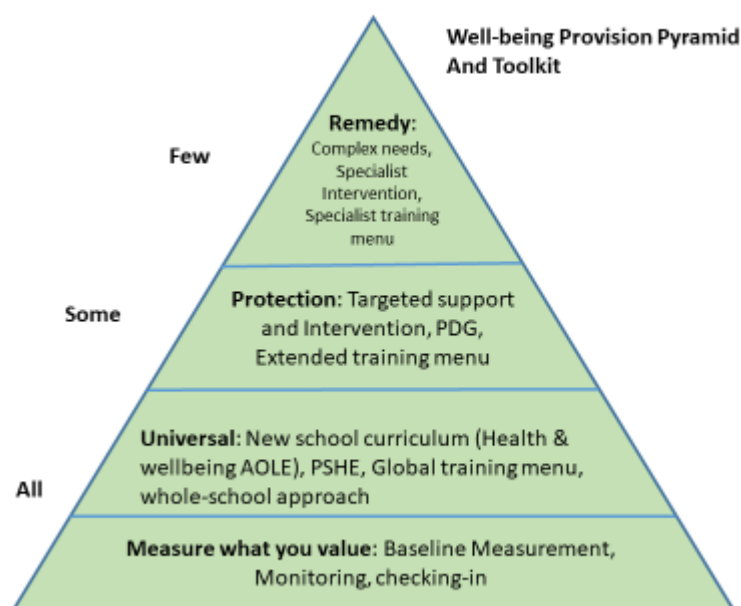
BUILD RELATIONSHIPS

*Recognise, be regarded,
be included, belong*
Family love & care, trust,
communication

LEARNING ENVIRONMENT

Safe, Secure, Welcoming
Basic Physical needs
(hunger, thirst, sleep,
warmth)

Typology of Well-being interventions



6.7. Emergencies and Reactive Strategies – these strategies can be put into play when an **unforeseen or crisis situation develops** in our schools and settings and can be developed along the lines of the model outlined. There are existing procedures which have been deployed in the past, and these may be worthy of review. (Fig.16)



6.7.1. Emergency Response Procedures – for review (Fig. 17)



6.8. Staff Well-being – There are strong arguments that staff who care for young people also need to attend to their own well-being, and be supported to do so. This sentiment is resonant of the saying, *'caring for the carers'*. Staff can, and should, be leading by example, attending to personal and organisational health, fitness, well-being, thus ensuring appropriate work/life balance. A range of strategies are being developed by corporate Health and Safety staff, in concert with dedicated health and well-being officers. A range of corporate strategies can also be applied in a school and learning setting context and this needs to be encouraged and disseminated further. In addition, some recent work by the Bryngwyn & Glanymor Federation in conjunction with Estyn deserves greater examination, where draft staff well-being policies are being evolved by consideration of recent work by the OECD. Furthermore, there are opportunities to incorporate a variety of Staff well-being toolkits:

- Business in the Community (BITC)
- NHS
- National excellence in Schools¹⁸
- Anna Freud – ten steps to wellbeing¹⁹

There is some debate about staff resilience. This is important, but 'resilience' is sometimes criticised for attending to the symptoms of a problem rather than tackling the root cause. Tackling the root causes is everybody's business and demands and expectations upon staff carefully managed. This also needs to feed into the national debate.

7. Conclusions

Ensuring **minimum standards** in primary and secondary schooling would appear imperative if we're to attain **Equality and Social Justice**, namely that all, or as many as possible, children and young people are:

- Literate, and can communicate (read, write, speak and listen) confidently and as equally as possible in at least two languages
- Numerate
- Digitally adept
 - to system-wide expected, age-appropriate norms
- have been exposed to an engaging and motivating curriculum (increasingly governed by the new curriculum for Wales, as manifested by our Carmarthenshire local curriculum), and are thus, to the best of their abilities:
 - Well qualified and well educated
 - Responsible citizens of Wales and the world... fully prepared for life, living and the world of work in the 21st Century

In order to achieve as high a level of **equality** as possible (the end game), the means to that end (**equity, wellbeing, inclusion and excellence**) will need to be applied. This will entail:

- Weighting our resources to support needy and vulnerable learners where deemed pertinent (a process which could come over as unequal allocation of resources on the face of it – but is at the essence of our understanding of equity)
- Tempering that approach by system-wide concern and regard for **all other** learners

Perfect equality is not likely to be achieved. Factors unique to every individual learner will come in to play:

- Natural intelligence & talent (**nature**) – is effectively beyond the control of educators
 - However, educators and others can work towards bringing out and **nurturing** that talent – irrespective of accident of birth, home background and circumstance
- Pupil's hard work and application
- Positive engagement with learning...
 - Are qualities which can be espoused for all learners – though there will be differing lifestyle choices and perspectives between individuals in where they want to go, who they want to be and how they want to conduct themselves

Learners with a number of these factors in combination are more likely to attain good qualifications, which can lead to further opportunities in life and learning. Therefore, there is an innate **meritocratic** element to consider where we, in Carmarthenshire, also support More Able and Talented learners (e.g. Seren Network). This may come over initially as inequitable, but really needs to be supported so that we ensure that future leaders, managers and specialists in a whole host of professions and vocations are nurtured and identified and are both ethically and morally sound – which in turn can help to sustain and equip thriving communities and civilisation for the future.

This is a fast moving and evolving area and it's been a challenge to encapsulate the current picture and take a time-shot. The strategy and recommendations incorporate a number of models which can be a basis for steering further action. These models are not set in stone. Flexibility, therefore, is key and it is hoped that the recommendations provide further latitude to evolve policy in a dynamic fashion.

This report demonstrates how what we're doing already has the firm hallmarks of an equitable and inclusive approach. Further actions are suggested (see report recommendations below) – which can be taken forward and further developed by a wider group of leaders and practitioners – so that the journey to 2030 can be forged collectively.

Every Learner matters and matters equally. That is our simple, but also very complex, quest

8. Recommendations

- I. **Vision:** Disseminate draft vision, refine further by consultation with key stakeholders and seek to encourage buy-in and adoption – whilst also providing latitude for local adaptation.
- II. **Further Stakeholder engagement:**
 - a. Conduct a force field analysis in focus groups (to be arranged by end of summer term 2019), incorporating:
 - i. The Carmarthenshire delegates of the December 2017 EFFE seminar in Cardiff
 - ii. Curriculum and Well-being Strategic Group
 - iii. School PSE leads
 - iv. Pupils
 - b. to apply solutions and actions to our opportunities and challenges; and to arrange them thematically.
 - c. Using the above exercises to further develop a typology of wellbeing interventions which can develop into:
 - i. A menu of graduated support and intervention for schools, settings, pupils and young people
 - ii. A global training menu for staff – both officers and school practitioners (**Fig. 15: Pyramid diagram**), to also consider extrapolating or modifying special sector working in mainstream settings
 - d. Elicit how to further develop the vision and spread the message, including a well-being conference for head teachers and lead staff in summer term 2019.
 - i. **Schools** – Actions identified above are all relevant for our schools and special settings. In addition, further initiatives are anticipated:
 - a. **School Leadership, Management and Governance**– e.g. Equity and Wellbeing Champions
 - b. **Teaching and Learning** – e.g. developing the New curriculum for Wales, especially the Health and Wellbeing AOLE as an authentic and relevant curriculum for all learners; developing an ethical approach to curriculum design
 - c. Well-being, pastoral support, advice and guidance
- III. **Strategic and Operational overview:** to be assigned to a **designated 3rd Tier Manager**;
 - a. Expedite this overall strategy and initiate a programme to support schools and settings to improve provision for well-being and equity

- b. Consolidate and assist to oversee **the implementation of existing and proposed initiatives** via e.g. conferences, specific training, resources, toolkits and workshops
- c. Further flesh out and populate the **Building blocks to Well-being** concept and the **Well-being Pyramid**
- d. Audit successful programmes which already exist in our schools and elsewhere for promoting:
 - i. **Equity**
 - 1. work to operationalise the existing Departmental equity directory
 - 2. Investigate the '**Rebuilding schools from the bottom up**' initiative
 - ii. **Wellbeing:**
 - 1. The Sussex University paper's evidence-based toolkit exemplars
 - 2. Others such as Action For Children's Guide Project
- e. **Develop further initiatives** as guided by stakeholder engagement (Rec. II)
- f. **Monitor** the rapidly developing **policy landscape** and apply emerging thinking to future delivery models
- g. **Crisis Planning and Procedures:** evaluate existing practice and apply recent lessons learnt to issue updated guidance
- h. **Departmental tie-in:** Encourage activity which augment equity and well-being across the 4 divisions of the Department for Education and Children
- i. **Corporate tie-in:** Liaise with Health and Wellbeing team, so that school and setting based staff and office staff can better provide for children and young people by being supported in maintaining their own **work-life balance** and **their own well-being** and apply best practice in relation to recognised well-being toolkits
- j. Develop a short, medium and long term (10 years) **development plan**
- k. Develop an **evidence framework** to ensure the effectiveness of the strategy (see EAS guidelines 2018) e.g.
 - i. School self-evaluation reports; Estyn reports
 - ii. School Development Plans incorporate methods of embedding equity and well-being practice
 - iii. Engagement with the Professional Learning Offer
 - iv. Adoption of Equity well-being policies
 - v. Each school and setting has an Equity and well-being lead
 - vi. Tracking and monitoring the progress of vulnerable learners
 - vii. Dissemination of good practice and case-studies
 - viii. Effective use of the Pupil Development grant demonstrated
- IV. **Needs Analysis:** - Using geo-mapping and other techniques to update our needs analysis profile
- V. **Resourcing:** Investigate the resourcing of this strategy and its line management

Appendix 1: **A more detailed word on definitions**

Glossary and Concepts (*terms are sometimes subject to a multiplicity of definitions. An attempt has been made to select those which are: most relevant to the thrust of the paper; easiest to understand and drawn from authoritative sources*)

Equity	<p>‘Ensuring that there is a concern with fairness, such as that the education of all learners is seen as being of equal importance.’¹</p> <p>‘Equity considers the social justice ramifications of education in relation to fairness, justness and impartiality of its distribution at all levels.’²</p> <p>‘Equity demands fairness in every situation... Therefore people are treated fairly but differently as their circumstances are given weight. It seeks to provide all the individuals an equal opportunity, to let them attain their maximum potential. In this way, equity ensures that all the individuals are provided the resources they need to have access to the same opportunities as the general population.’³</p>
Equality	<p>‘The state of being equal in terms of quantity, rank, status or degree.’¹</p> <p>‘Equality is when everyone is treated in the same way, without giving any effect to their need and requirements. In finer terms, it is a state of getting the same quantity or value or status. It is a situation where each and every individual is granted same rights and responsibilities, irrespective of their individual differences.’³</p>
Inclusion	<p>‘A process that helps overcome barriers limiting the presence, participation and achievement of learners.’¹</p>
Well-being	<p>‘The balance point between an individual’s resource pool and the challenges faced... [i.e.] centre on a state of equilibrium or balance that can be affected by life events or challenges’.⁴</p>
Diversity	<p>People’s differences which may relate to their race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class and immigration status¹</p>
Gender equality	<p>The understanding that women and men have equal conditions for realising their full human rights and for contributing to, and benefitting from, economic, social, cultural and political development¹</p>
Meritocracy	<p>Educational [and other] opportunities distributed on the basis of merit.²</p>
Social Justice	<p>Social Justice is about making society function better: transforming lives is about giving people with multiple disadvantages the support they need to turn their lives around.¹³</p>

Comparison Chart and Schematics to aid understanding of terminology

i. Equity v Equality

BASIS FOR COMPARISON	EQUITY	EQUALITY
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BASIS FOR COMPARISON	EQUITY	EQUALITY
Meaning	Equity is the virtue of being just, even-handed and impartial.	Equality is described as a state, where everyone is at the same level.
What is it?	Means	End
Distribution	Fair	Even
Recognizes	Differences, and attempts to counteract unequal individual opportunities.	Sameness and treats everyone as equal.
Ensures	People have what they need.	Providing everyone, the same things.

ii. Wellbeing (further exploration of the concept)

Wellbeing is a growing field of interest in education and is certainly increasingly important for practitioners and learners in Carmarthenshire. However, we need to be clear as to what constitutes wellbeing, given that there are challenges to arriving at a workable definition. 'Collins English Dictionary defines well-being as; "the state of being comfortable, healthy, or happy". As this definition suggests, Wellbeing is a complex concept which means different things to different people and which is influenced by various different factors.'¹⁴

The Challenge of defining Wellbeing is set out concisely in an article in the International Journal of Wellbeing by Dodge et al (2012)⁴, extracts of which are quoted or paraphrased below.

"Most researchers now believe that wellbeing is multi-dimensional construct... Furthermore, it can mean different things to different people, as pointed out by Shin and Johnson (1970), who stated that wellbeing is "a global assessment of a person's quality of life according to his own chosen criteria.".... This is augmented by the World Health Organisation's definition of quality of life:

'An individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns. It is a broad ranging concept affected in a complex way by the person's physical health, psychological state, personal beliefs, social relationships and their relationship to salient features of their environment' (WHO 1997).

Dodge et al introduce the idea of a set point or equilibrium for wellbeing which fluctuates between '*challenges and resources to cope*', which is resonant of work by Kloep, Hendry and Saunders (2009), who state '*each time an individual meets a challenge, the system of challenges and resources comes into a state of imbalance, and the individual is forced to adapt his or her resources to meet this particular challenge.*' So stable wellbeing is '*when individuals have the psychological, social and physical resources they need to meet a particular psychological, social and/or physical challenge.*' It is also argued that challenges can be both positive or negative – a negative life challenge such as a bereavement would upset the equilibrium, requiring resources to restore equilibrium. Conversely, pursuing a course of action to attain an unfulfilled ambition on the road to harmony and self-actualisation, would tip the scales in a

different manner, where personal resources would be expended to attain that ambition, thus restoring the wellbeing equilibrium.

The diagram below therefore illustrates a definition of Wellbeing as, *“The balance point between an individual's resource pool and the challenges faced... [i.e.] centre on a state of equilibrium or balance that can be affected by life events or challenges’*.⁴



This concept has three redeeming features:

- **Simplicity** – now that wellbeing is a term used by the lay person as well as academics
- **Universal application** – this can be applied to all individuals regardless of age, culture or gender
- **Optimism** – reflects the current emphasis on positive psychology, which puts the pursuit of wellbeing in the hands of individuals by demonstrating that they can increase their resources or challenges to maintain a sense of equilibrium.⁴
 - Additionally, it is also useful for the professional, working with children and young people in the respect of providing opportunities to intervene if individuals are in a state of dis-equilibrium. Professionals can also work to build a person's resources for current and future life, whilst also helping to address challenges in themselves and others as and when they occur.

APPENDIX 2: work on Equity and Wellbeing already being implemented by Departmental Actions and Initiatives

To date we have already..... (Taken from Business plans for 2017/18)

Division	Service Area / Thematic Area	Action Already Undertaken
Curriculum and Wellbeing	Behaviour and Engagement Support Service	- Behaviour Review completed (2017/18) . Key concepts to promote equity and wellbeing (see table 1 above). Now being taken forward by the recently appointed Behaviour Transformation Manager. 4 phase model being implemented in earnest from September 2018 onwards

	Welsh in Education & Welsh for Adults	<ul style="list-style-type: none"> - WESP approved (March 2018). Launched (June 2018). Key concepts include: every learner to have two 1st languages by the end of primary school, perpetuated into secondary; more learners to be more equitably and confidently bilingual (bioracy, biliteracy, biculturalism); develop concept of triple literacy and multilingualism. This strategy is pluralistic, inclusive and diminishes linguistic segregation and polarisation. - Major implementation push via recently appointed Welsh Language Development Manager.
	Learning Transformation	<ul style="list-style-type: none"> - Wide range of support for young people at risk of becoming NEET (e.g. Cynnydd/Cam Nesa European funded projects) - Supporting Vulnerable Learners' Group is proactively supporting young people with a range of needs - Alternative Provision: CBSA initiative is helping to keep young people who are at risk of dropping out of school on roll and engaged in learning - 14-19 developments: Seren, BAC, CEG, WRE learning pathways etc
	Youth Support Service	<ul style="list-style-type: none"> - Young Peoples' Participation: Carmarthenshire youth Council is making excellent progress by broadening its membership; delivering a very laudable conference on mental health in 2017 and making further links with school councils - Youth Justice: Diversionary and preventative work is keeping more young people out of the judicial system - School based youth work [add] - Universal provision Doe [add] - Post 16 [add] - Thematic work – Restorative approaches; substance misuse work [add]
	Education Systems Design	<ul style="list-style-type: none"> - PSE [add] - Promotion of Children's rights with UWTSD - Wellbeing in terms of the Healthy Schools Initiative – highest number of schools completing phase 4 of Healthy Schools Scheme throughout Wales - Measuring Wellbeing – the 'measure what you value, not value what you measure' initiative is making beneficial progress
	Music Service	<ul style="list-style-type: none"> - Raising self-esteem and confidence: Very high quality peripatetic and extra- curricular programme open to 5000+ children and young people, with a number of ensembles enjoying national and international exposure - Music for All is now becoming a more prominent strapline with added curriculum diversification activity
	Curriculum Transformation and Design	<ul style="list-style-type: none"> - Articulated a vision for the local curriculum - Making proactive links with the regional economy - Monitor regional curriculum design progress - Poised to implement further initiatives when the new curriculum becomes available for comment in April 2019, for implementation in September 2022

Education Services	School Improvement (working towards ensuring all learners realise their potential by reducing within school and between school variation)	<ul style="list-style-type: none"> - We have continued to support Schools Causing Concern most effectively through a range of strategies including the utilisation of 'Improvement Panels' working in collaboration with Governors and ERW partners. This work has witnessed much success and progress including removal from Estyn follow-up categories where appropriate. - 'Effective practice' sharing and collaboration between Inclusion, School Improvement and School-based colleagues has supported curriculum provision well, for example, the teaching and learning of literacy. - All schools benefit from detailed support packages implemented as a result of ERW Core Support Visits. This work has been implemented, supported and monitored by all members of the 'School Improvement Team.' As a result, it has succeeded in supporting individual learner progress and end of Key Stage outcomes and achievement. - We have provided all schools with useful resources such as 'One Page Profiles' and 'Individual Development Plan' templates. These have been developed well and are supporting higher levels of personalised learning for pupils. - School-based Action Research projects have produced positive outcomes through innovative collaboration across Cluster Families. - We have continued to implement a range of strategies to support school attendance across all phases. Secondary school attendance remains above the Wales average for the fourth year in succession. - Guidance and support for effective school management and resource systems has impacted well on current practice. - Support for School Leadership and Governance continues to benefit from a wide range of seminar and workshop activities.
	ALN and Specialist Provision	<ul style="list-style-type: none"> - We have further enhanced our Person-Centred Practice through the appointment and work of our Person-Centred Champions and undertaking of 'PCP Conferences.' - Specialist Setting Remodelling: The Behaviour Support Service now integrated with 'Canolfan Bro Tywi.' In addition, 'Canolfan Y Gors' provision has been further strengthened under the management of the Carmarthenshire Secondary Teaching and Learning Centre. - ALN Transformation: Ongoing support for all schools and in particular, their ALNCOs, through bespoke seminar and workshop activities which have focused effectively on key priorities including ALN transformation.
Children's Services	Looked after Children (promoting stability, cohesion and inclusivity)	<ul style="list-style-type: none"> - We have seen a continued reduction in the number of looked after children over the last five years from 271 during 2012/13 to 192 at the end of September 2017 (29% reduction). Refocusing the work of front-line social work teams, and an increased emphasis upon preventative work has helped achieve this. Our focus on preventative services has been effective and has enabled us to support more children at home, preventing the need for more formal intervention. - We have continued to perform well in maintaining looked after children (LAC) within the same school, (4.2% having had 1 or more changes of school between April-end Sept '17) much better than the Wales average during 2016/17 (12.7%), which has enabled good education outcomes.
	Safeguarding	<ul style="list-style-type: none"> - All childcare teams have now implemented the systemic model along with the 'Signs of Safety', and this way of working is also developing across all teams including Fostering Service. The

		<p>format of assessments has been adjusted to suit. Feedback from families and other agencies has been positive.</p> <ul style="list-style-type: none"> - Since implementation there has also been a significant decline in the number of children on the child protection register from 104 (2014/15) to 77 at the end of September 2017.
	Counteracting Deprivation	<ul style="list-style-type: none"> - 1832 children (0-3) living in deprived communities are able to benefit from the Flying Start (FS) programme across 17 geographical areas in the county. - We are continuing to extend the Team Around the Family (TAF) approach across the county for 0-25 year olds, and the Eligibility document regarding thresholds and access to TAF services has been completed - Transition to the new Families First (FF) programme will be completed by April 2018 and will comprise of 13 projects focussing on three key areas: Parenting Support; Support for Young People; and disability support. - Tim Camau Bach has extended their remit to provide services between the ages of birth to 16 years.
	Practical and Emotional Support	<ul style="list-style-type: none"> - The Education and Well-being (LAC) Team are continuing to deliver Attachment awareness training, advice and support to all schools to better equip them in being able to meet the emotional needs of vulnerable children. - The Young Carers services continues to work collaboratively with schools, health, and voluntary sector, to ensure they are 'young carers aware' and to deliver a range of initiatives for young carers. Schools are engaging in the Young Carers Awareness Award. - Corporate Parenting Next Step team are increasingly providing a range of training and support for care leavers helping to reduce the number of NEET.
Access to Education	School Catering Service (attending to basic needs and supporting families in relative poverty)	<ul style="list-style-type: none"> - Good progress has been made in delivering online payments for school meals & school payments, with a contract awarded to Parentpay following a competitive tender exercise. The pilot schools will go live in January 2018, with others following during 2018/2019. - Supported Rhydygors School to develop their catering service, improving nutritional standards, and saving costs
	Modernisation (improving the school estate for the educational and wellbeing benefits of learners)	<ul style="list-style-type: none"> - Since April 2017, two business cases have been approved by the Welsh Government. This has meant construction has commenced on the Pontyberem and Llangadog schemes. - Currently, 69% (11 out of 16) Band A projects have received Welsh Government Full Business Case (FBC) approval. - Construction continues at pace on the Parc Y Tywyn scheme. - Construction has been completed on the Coedcae, Pen Rhos (Seaside), Trimsaran and St John Lloyd RC schemes and the new buildings handed over to the school on time. - The MEP capital plan invested around £23 million across school infrastructure improvement projects in 2017/18, in varying stages of project development or delivery. - In order to mitigate the risk of delay, four projects identified in Band B of the MEP programme have developed early for acceleration in the programme.

	School Organisation and Admissions	<ul style="list-style-type: none"> - A programme of works to comply with the requirements of the Disability Discrimination Act (DDA) and Council's Inclusion and Equality Strategies is progressing well.
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APPENDIX 3: Proposed actions with respect to equity and wellbeing (taken from 2018/19 business plans)

Between now and August 2019, we plan to...

Division	Service Area	Action Already Undertaken
	Behaviour and Engagement Support Service	<ul style="list-style-type: none"> - Behaviour Review: Implement Phase 1 (building capacity to deal with challenging behaviour and disengagement in mainstream settings; develop Business cases for Phase 2 (off site Observation Hubs and Phase 3 (new build for PRU); Scope out scenarios for Phase 4 (specialist provision)
	Welsh in Education, Welsh for Adults and Adult and Community Learning	<ul style="list-style-type: none"> - WESP: - A rolling programme to move all schools along the language continuum; - ACL: Work with wider partnership to facilitate the integration of Refugees into the county
	Learning Transformation	<ul style="list-style-type: none"> - young people at risk of becoming NEET – Cynnydd Exit Strategy - Supporting Vulnerable Learners' Group – close down more cases - Alternative Provision: Implement the CBSA initiative
	Youth Support Service	<ul style="list-style-type: none"> - Young Peoples' Participation: Deliver the Children & Young People's Participation Strategy, including support for the Carmarthenshire Youth Council - Youth Justice: [add] - School based youth work [add] - Universal provision Doe [add] - Post 16 [add] - Thematic work – Restorative approaches; substance misuse work [add] - Work towards the Silver Youth Work Quality Mark
	Education Systems Design	<ul style="list-style-type: none"> - PSE [add] - Promotion of Children's rights with UWTSD - Wellbeing : Wellbeing toolkit and Wellbeing Fair - Measuring Wellbeing – measure what you value, not value what you measure - Measuring Equity – begin to make inroads in the application of new metrics so that educational equity in Carmarthenshire is considered holistically
	Music Service	<ul style="list-style-type: none"> - Music for All : Develop pilots with respect to Music Therapy (initially with Heol Goffa Special School) - Establish a county-wide Intermediate choir
	Curriculum Transformation and Design	<ul style="list-style-type: none"> - Employability tied in to City Deal

		<ul style="list-style-type: none"> - Contextualise the new curriculum for Wales to address local curriculum requirements and pilot rich learning tasks based around AOEs and holistic, inclusive learning
Education Services	School Improvement (working towards ensuring all learners realise their potential by reducing within school and between school variation)	<ul style="list-style-type: none"> - Continue to support Schools Causing Concern - School-based Action Research to support and embed the evolving curriculum - Guidance and support for effective school management - Support for School Leadership and Governance
	ALN and Specialist Provision	<ul style="list-style-type: none"> - Specialist Setting capacity Remodelling: - Continue to support schools to prepare for ALN Transformation:
Children's Services	Looked after Children (promoting stability, cohesion and inclusivity)	<ul style="list-style-type: none"> - We have seen a continued reduction in the number of looked after children - Maintaining placement stability for looked after children We will continue to monitor this through placement panel and permanency panel, alongside placement support meetings and the role of the senior practitioner in fostering - Our new Edge of Care service will continue to focus is on prevention and maintaining children at home with families and friends and out of the care system wherever possible, utilising an integrated approach in collaboration with others. - Ensuring reviews of foster carers are carried out annually.
	Safeguarding	<ul style="list-style-type: none"> - We will bolster arrangements for safeguarding Electively Home Educated young people
	Counteracting Deprivation	<ul style="list-style-type: none"> - continuing to work with partners to improve appropriate accommodation options and housing support for all vulnerable young people (aged 16-25). - encourage an increase on attendance rates across Flying Start settings
	Practical and Emotional Support	<ul style="list-style-type: none"> - we have developed a Resource Allocation Tool which will help us allocate resources to disabled children in a fair and equitable way - A guidance document has been completed for 'When I'm Ready' placements to strengthen this area of support to foster carers and young people who are cared for beyond their 18th birthday. - Continue to attract Welsh speaking childminders
Access to Education	School Catering Service (attending to basic needs and supporting families in relative poverty)	<ul style="list-style-type: none"> - Maintaining and improving take-up of school meals. A lot of effort is focussed on promoting school meals, making them as attractive as possible to children & young people, whilst delivering on Welsh Government's requirements for healthy eating.
	Modernisation (improving the school estate for the educational and wellbeing benefits of learners)	<ul style="list-style-type: none"> - In order to mitigate the risk of delay, projects identified in Band B of the MEP programme are being developed early for acceleration should it be concluded that Band A projects are not be in a position to proceed
	School Organisation and Admissions	<ul style="list-style-type: none"> - Further enhancement of the School Admissions process is being addressed through a TIC Admissions review and engagement of all stakeholders

EVERY LEARNER MATTERS: Proposals to Promote Equity, Well-being, Inclusion and Excellence in Carmarthenshire's learning communities		
Director / Other thematic	SER	<ul style="list-style-type: none"> - SER tool - Harmonising opportunities through provision criteria in primary school footprint process

General Bibliography and sources of further ideas which have been considered

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