**Appendix 2a**

# School Improvement and Social Inclusion – Behaviour, Anti-bullying and Pupil engagement – additional information

***What does the service provide?***

De-delegated “Behaviour Support”, in Tower Hamlets relates to work with a wide range of vulnerable groups, the majority of which are overseen by the Social Inclusion Panel (SIP) and the Fair Access Panel (FAPP) and/or supported through the Behaviour Support Team. This cohort includes those at risk of exclusion from school, social isolation and emotional distress from bullying and poor outcomes due to multiple vulnerabilities. The Behaviour and Attendance Partnership, to which all Tower Hamlets Schools belong, has identified that they are committed to taking collective responsibility for this cohort and ensuring their outcomes improve.

**Amount requested: £152K (maintained mainstream schools).**

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| **Maintained schools** | **£152K** |
| **Per pupil rate:** |  |
| **Primary (maintained schools)** | **£4.21** |
| **Secondary (maintained schools)** | **£7.24** |

**A comparison cost to show what the cost per pupil if all schools contributed, maintained schools through de-delegation and academies/free schools by subscription is below:**

**£186.5K (all mainstream schools)**

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| **Maintained schools** | **£152K** |
| **All schools** | **£186.5K** |
| **Per pupil rate:** |  |
| **Primary (all schools)** | **£3.59** |
| **Secondary (all schools)** | **£5.08** |
| **Primary (maintained schools)** | **£4.29** |
| **Secondary (maintained schools)** | **£7.23** |

The table below shows what is funded by this money. It will be used for salaries and does not include on-costs but the amount has risen to reflect the rise in teachers’ salaries. Due to reducing service budgets, it is likely that we may need to include on-costs in the future.

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| **Item** | **Amount (£k)** |
| **Maintained schools only:**  Staffing(Behaviour Support Team)  2.5 fte for specialist teaching staff   * 1.25 x post for Primary Behaviour Support and Anti-bullying * 1.25 x post for Secondary Behaviour Support and Anti-bullying | £113K  The reason the split is equal between primary and secondary is that, although there are many more primary schools, the complexity of referral from secondary is usually much greater and requires a higher level of input from BST. |
| Other Operating Costs | £33.5k |
| ELOP fee and resources | £1.5K |
| Contribution to the costs of Social Inclusion Panel and Budget Holding Lead Professional budget | £10K |

***Academies and Free Schools cannot choose to de-delegate so each school requiring this service would need to be charged through an individual Service Level Agreement. The per pupil cost would be higher for academies and free schools if not all schools buy in.***

***What does the De-delegated funding cover?***

Whole School Improvement work with schools on behaviour, exclusions and pupil engagement

* Systemic, whole school work with schools on improving Positive Behaviour for Learning, reducing exclusions and improving pupil engagement and social inclusion. Where Ofsted or local reviews have identified Personal development, Behaviour and Attitudes may be a cause for concern; this would entail a programme of support to ensure schools are enabled to receive an improved judgement on further inspection.
* Whole school Inclusion reviews to support schools identify areas for development in their inclusive practice and provide strategies and materials to achieve improvement.
* Anti-bullying support and cyber-safety for parents, policy development, assemblies, lesson planning and staff training.
* Preparation and support for Ofsted
* Immediate access to advice and guidance to Headteachers, SENCOs and Behaviour Leads on complex cases, reducing exclusions and providing reintegration planning following exclusion
* Annual exclusion reports and analysis for schools.
* Advice and guidance to Headteachers and Behaviour Leads on exclusions.
* Restorative Justice training and action planning to provide staff with the expertise needed in de-escalation and conflict resolution.
* Contribution towards the running of SIP to ensure it is able to fund innovative solutions to intractable problems where no other budget exists. This includes emergency transport or guiding support for those otherwise unable to get to school and equipment costs where no other budget exists.
* Advice, training and support for staff in implementing strategies and targeted intervention programmes such as Pastoral Support Plans.
* Transition support from primary to secondary for vulnerable groups

Work with pupils with SEMH who do not have an EHCP includes:

* Targeted work with children and families where there is a high risk of permanent exclusion and targeted work with complex cases to prevent escalation to statutory interventions.
* Training and support in conducting Behaviour Assessments and behaviour plans for children with emerging SEMH concerns.
* Restorative Justice conferencing for groups/individuals following incidents involving conflict.
* Casework with complex cases under the FAP/SIP/Hard to Place admissions
* Anti-bullying and cyber-safety intensive casework

\**NB – without this resource the only behaviour support work with pupils on offer would be for those with a statutory EHCP.*

Overhead costs incurred in service delivery are subsumed in all the staffing / SLA costs.

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| **Individual Pupil Interventions:**  Most interventions completed by the Behaviour Support Team include a minimum of 10 contacts per case.  In the previous year, we received referrals for interventions which required a period of support and intervention. This figure does not include advice and support given over the phone or by email.  All of these were allocated within 2 weeks.  Behaviour Support Team interventions are consistently rated 4.7-4.8 out of 5 in the Annual Survey conducted with schools.  **Over 93% of pupils referred for intervention following a fixed term exclusion were not excluded again in the next 12 month period**.  **All pupils referred for Transition support have been followed up in their secondary school in the Autumn Term. Out of 136 referrals of Year 6 pupils, only 4 have received a fixed term exclusion in the Autumn term of Year 7 and these are being offered additional support** | **Behaviour Assessments:**  Specialist assessment of individual children to identify needs and provide strategies to meet these**.** | Schools/families provided with in-depth assessment and strategies to improve behaviour and reduce risk of exclusion |
|  | **Pastoral Support Plans:**  Advice and detailed guidance provided in implementing PSPs to reduce risk of exclusion | Training and support for process and guidance for individual cases received by schools |
|  | **Transition Support**  Support and case co-ordination for pupils vulnerable at the point of transition from primary to secondary schools | Pupils referred are supported through the transition in the Summer term and into the Autumn term at secondary. |
|  | **Exclusion Advice and guidance for individual cases**  Schools seeking information and guidance regarding pupils who are at risk of exclusion | Immediate, detailed advice and guidance given to schools about cases where pupils/groups of pupils are facing exclusion. |
|  | **Restorative Justice Conferencing**  Intervention to support the resolution of conflict between pupils/groups of pupils that has placed them at risk of exclusion. 8-10 contacts per case. | Schools can refer pupils/groups of pupils for mediation and the support of a Restorative Justice conference to resolve high level conflicts. |
|  | **Early intervention support for complex cases:**  Identified at point of entry to LBTH or transfer of school. Support for transition to reduce risks of failed place/exclusion. Identification of potential safeguarding risks. Parental support needs identified**.** Schools provided with advice/guidance and planning support | Individual pupils and families supported through home visits / EHA/TAC process until identified actions completed or new placement secure |
|  | **Ongoing co-ordination of FAP/SIP individual cases:**  Complex cases with multi-agency support plans that need co-ordinating during change of placements /integration/re-integration | Individual support through home visits  EHA /TAC processes completion or review.  LP role , support / /advice to families.  Liaison with out-of-borough agencies/schools |
|  | **Response to bullying complaints raised by parents through Ofsted/governing bodies/Members’ enquiries:**  Cases where concerns over bullying or school disciplinary processes have resulted in a breakdown of relationships and the need for external support for resolution | Casework and support. Liaison with parents and schools on the management of such cases in terms of education and attendance. |

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| Individual work carried out via referral from schools |  |
| Behaviour Assessments | 37 individual diagnostic assessments  28 primary  9 secondary |
| Transition Work | 136 individual pupils referred from primary |
| Anti-Bullying | 37 individual cases referred by schools, parents or Ofsted complaint |
| Restorative Justice | 8 schools, involving 36 pupils in total  3 primary  5 secondary |
| SIP | 42 individual pupils  24 primary  18 secondary |
| ARs | 26 |
| Complex cases | 187 referrals, including out of borough admissions  103 secondary  84 primary |
| PSPs | 10 individual pupils from 3 schools |

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| **Whole school work:**   * Policy review * Whole school/group training * Whole school Behaviour/Inclusion reviews/’Health’ checks * Department reviews * SENCO support * Exclusion monitoring and analysis to support schools where exclusions are rising. | Schools supported to improve consistency of practice re promoting positive behaviour for learning practices within a school setting |
| **Training and multi-agency forums:**   * Central and bespoke training sessions on a range of topics from social skills to improving positive behaviour, cyber-safety and promoting inclusion. * Forums/networks run on behalf of schools | Schools provided with training to suit identified development needs of staff, improve Positive Behaviour for Learning and reduce the risk of exclusions.   * 6 sessions of Exclusions training provided centrally open to all schools * 6 sessions on Fair Access arrangements for Behaviour Leads and pastoral staff provided centrally. * 12 school-based sessions on cyber-safety and anti-bullying * Secondary SENCO Forum facilitated termly * Behaviour Leads Forum facilitated termly |

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| Strategic and systemic support provided to schools identified as causing concern. | 3 secondary schools |
| SENCO support and advice | 52 contacts via phone and email for advice. 8 of these led to schools requesting SENCO SLAs on an ongoing basis. |
| Extended advice and support provided to SENCo as part of core offer | 1 primary and 1 secondary school causing concern. |
| Exclusions guidance to school leaders on process and legal framework around exclusion. | Over a 100 contacts via phone and email to provide advice to Heads and other school leaders re fixed and permanent exclusions.  Complex cases followed up on individuals. |

**All of this activity was carried out as part of our core offer, which last year funded the fte equivalent of 2.5 posts**

**Appendix 2b**

**Behaviour Support Service.**

**Summary of changes and the implications for schools and settings**

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| **Behaviour Support current core offer** | **Proposed changes** | **What this could mean for schools** |
| The Behaviour Support Team of the BASS currently offers individual work and assessments of children with possible emerging SEMH as part of the core offer, which is funded by the de-delegated budget from maintained schools and available on a subscription basis to academies and free schools. | * The new service model is proposed to be one of whole school improvement, with schools being offered a comprehensive advisory intervention, which will be focused on supporting schools to review and implement a whole school approach to increasing their capacity to sustain positive Behaviour for Learning and inclusive and restorative practices. Provide staff with the confidence and skills to manage challenging aspects of behaviour when they arise. Schools will either be targeted for support due to indicators of concern, such as high exclusions or low attendance rates, a poor Ofsted judgement or they can self-refer. * Training on interventions and effective provisions would be a part of the offer, allowing schools to build their internal expertise. | If schools require individual assessment of pupils then they will need to purchase this on a SLA basis.  In order to provide the widest coverage and capacity, all schools, including academies and free schools would need to contribute to the core offer, as before, through the de-delegated budget and subscription. A risk to the offer would be if maintained schools did not buy in to the full offer and/or if academies and free schools did not all sign up to the subscription, as this would mean the team would have fewer resources to deploy and may limit the response time. |
| The BST offer advice and monitoring of children with EHCPs for SEMH.  This element of the work is funded through the High Needs funding block and fulfils the LA’s statutory duty to monitor the provision of children with EHC plans. | The BST would offer advice, training and support on the cohort of children that have EHCPs for SEMH through analysing provision and progress and advising the SENCO/Behaviour Lead on strategies for including the whole cohort. Each school would have a named contact who they would meet with. Individual Annual Reviews would be attended for children whose progress is not as expected or if parents wanted specific advice | This approach would ensure that all schools received advice and support on all children with EHCPs for SEMH, advice and training for the school SENCO and other staff. Cohort monitoring would ensure that provision outlined in all EHC plans was meeting the needs of those children and therefore the High Needs funding would be used more effectively to fulfil the LAs statutory duty. |
| The BST does whole school work on policy and practice, auditing and review to raise standards and reduce the risk of exclusion and social exclusion | This would become the service delivery model for the team, as described above, rather a mixed economy of whole school work and individual casework. | Schools would still be able to access advice on individual children but would have to pay for diagnostic assessments on a SLA basis. |
| The BST offers advice, training and support on the legal framework and processes of school exclusion and advises on complex cases. | No change proposed |  |
| The BST facilitates the statutory Fair Access Panel arrangements on behalf of the Behaviour and Attendance Partnership which all schools belong to. This work is funded through an element of the High Needs funding block which stipulates that all Local areas need to have a process in place that ensures the fair distribution of Hard to Place pupils and ensures collective responsibility for vulnerable groups | No change proposed |  |