**APPENDIX 1**

# De-delegation- business cases for schools forum

At budget setting time each year, Schools Forum will be asked to approve the de-delegation of funding for centrally provided support in the following areas.

1. School Specific Contingency
2. Free School Meal Eligibility Assessment
3. Licences and Subscriptions
4. Staff Supply Costs
5. **Behaviour Support and Anti-bullying**

De-delegation will be based on a per pupil formula which is considered to be a fair way of accounting for the size of the school and its budget. On this basis, for each item we have provided figures on the overall expenditure and the per pupil rate.

These figures are Final based on the number of maintained schools currently and the prevailing rates for 2018/19. **Final figures will be presented to Schools Forum in January 2019 for a final decision** on each of the five services by primary school representatives and secondary school representatives on whether de-delegation should apply for 2019/20.

1. **Schools Specific Contingency**

£3.347m in total of which:

* Amount requested: £437k expected to be sought as de-delegation and
* £2.470m provisionally expected to be automatically retained by the Local Authority for in-year pupil Expansions, but officers are reassessing this for Schools Forum in January 2019.
* These figures need to be assessed nearer the start of 2019/20 financial year to take account of the particular circumstances envisaged for that year.

Per pupil amount: **£14.93**

The table below shows what is funded by this money

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| --- | --- |
| **Item** | **Amount (£k)** |
| **Schools Block Contingencies’ Include:**  i. Exceptional unforeseen costs which it would be unreasonable to expect governing bodies to meet;  ii. Schools in financial difficulty; and,  iii. Additional costs relating to new, reorganised or closing schools. | 437 |

***What is provided?***

The contingency fund provides for unforeseen expenses in schools during the year. This can include, for example, significant unforeseen and urgent maintenance expenditure (eg asbestos removal; roof repair) and litigation including compensation claims. The contingency also allows funding for significant pupil growth with in the year, but that element will be automatically retained, without de-delegation.

***Why de-delegate***

There are a range of possible scenarios that can give rise to unforeseen costs in schools. Without a central fund, individual schools facing an unforeseen significant cost may find themselves unable to operate within their delegated budgets. Individual schools may not by themselves be able to build up sufficient contingency to cover this.

1. **Free school meals eligibility assessment**

Amount requested: £113k

Per pupil rate: **£3.86**

The table below shows what is funded by this money:

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| **Item** | **Amount (£k)** |
| SLA with the Council’s Housing Benefit Service | £113 |

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

The service assesses pupils’ eligibility for free school meals, either as part of the Housing and Council Tax Benefit claim process or on referral from schools/ other agencies. The service notifies individual schools on a regular basis of their pupils’ eligibility. The service also conducts take up campaigns on behalf of schools.

***Why de-delegate?***

Providing this service centrally, as part of a service that specialises in assessing benefit entitlement, means that efficiencies can be gained by direct access to DWP information about claimants’ entitlement. In addition, the process is integrated with housing and council tax benefit claims, reducing the burden for claimants. Administration at individual school level would be burdensome as entitlement checking would have to be done manually (by paper copies of claimants’ entitlement.) Resources can also be used to run effective campaigns resulting in increased take up.

1. **Licences and Subscriptions**

Amount requested: £23k

Per pupil rate: **£0.80**

The table below shows how this funding is used:

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| **Item** | **Amount (£k)** |
| ALPS (data analysis tool for secondary attainment)  CLEAPS – To cover schools from nursery to sixth form – Health & Safety and curriculum support.  British Path – provides schools with access to archive material which the British Path owns including footage of major 20th century events. | 23 |

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

A number of licenses/ subscriptions are purchased centrally on behalf of schools as set out in the table above.

The DfE have negotiated a national agreement for the following Licences:

* Christian Copyright Licensing International (CCLI) ;
* Copyright Licensing Agency (CLA);
* Education Recording Agency (ERA);
* Filmbank Distributions Ltd (for the PVSL);
* Mechanical Copyright Protection Society (MCPS)
* Motion Picture Licensing Company (MPLC);
* Newspaper Licensing Authority (NLA);
* Performing Rights Society (PRS)
* Phonographic Performance Limited (PPL) and
* Schools Printed Music Licence (SPML).

This means that the authority will be able to hold funding for all maintained schools and academies and pay the DfE for that service. So, schools will no longer be required to maintain individual licenses and, £229k has been deducted from the overall total to arrive at the figures above.

***Why de-delegate***

Purchasing and managing licenses and subscriptions centrally offers significant efficiency benefits from the Council administering the licenses centrally and discounts if buying on behalf of all schools. This also ensures that schools meet all legal requirements, particularly in relation to the use of recorded media as part of their curriculum.

1. **Trade Union**

Amount requested: £176k

Per pupil rate: **£6.00**

The table below shows what is funded by this money:

|  |  |
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| **Item** | **Amount (£k)** |
| Backfill cover for Trade Union (TU) facilities time | 176 |
| Cost of non-teaching trades union facilities time |  |
| **Total** | **176** |

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

The TU Facilities Agreement ensures that representatives are available to enable Schools to participate in collective bargaining and consultation processes. TU Reps also accompany staff to formal meetings in accordance with an employee’s statutory right which enables Schools to progress formal actions under HR Procedures.

***Why de-delegate?***

Holding these budgets centrally enables schools to share the costs of supply cover to support the Tu facilities time agreement, and ensures that individual schools who employ shop stewards are not disadvantaged.

1. **Behaviour Support and Anti-Bullying**

Amount requested: £126.5K

Per pupil rate: **£2.84 Primary**

**£4.44 Secondary**

The table below shows what is funded by this money- we have managed to keep the per pupil cost at the same cost as 17/18, salaries do not include on-costs but have risen to reflect a 2% rise in teachers’ salaries and increased pension contributions from Sept 2018. 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)** |
| Staffing (Behaviour Support Team)  2fte for specialist teaching staff   * 1 x post for Primary Behaviour Support and Anti-bullying * 1 x post for Secondary Behaviour Support and Anti -bullying | 115K |
| Stonewall fee and resources | £1.5K |
| Budget Holding Lead Professional Resources for SIP | £10K |
| **Total** | **£116.5K** |
| **Per pupil cost for Primary** | **£2.80** |
| **Per pupil cost for Secondary** | **£4.44** |

***\* Please note this per pupil cost is for all pupils in the primary and secondary cohorts and, in order to deliver the service at this cost, all schools will need to agree to fund the core offer. Academies and Free Schools cannot choose to de-delegate so would be charged through a Service Level Agreement.***

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

De-delegated “Behaviour Support”, in Tower Hamlets relates to work with a wide range of vulnerable pupils, 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.

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

**A) 2fte behaviour support and anti-bullying teacher posts, 1 primary and 1 secondary**

Interventions are focussed on:

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 Tier 3 interventions.
* Behaviour Assessments and plans for children with emerging SEMH concerns. This includes advice, training and support for staff in implementing strategies and intervention programmes such as PSPs.
* Casework with complex admissions cases under the FAP/SIP
* Transition support from primary to secondary for vulnerable groups
* Restorative Justice conferencing to resolve conflicts between individuals or groups of students.
* 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.*

Whole School Work with schools on behaviour and exclusions has included:

* Systemic work with schools where local data or national inspections have identified Personal development, Behaviour and Welfare may be a cause for concern. This would include whole school work to identify areas for development, reduce exclusions and improve Behaviour for Learning and social inclusion.
* Whole school Inclusion reviews
* Anti-bullying support and cyber-safety for 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.
* Budget Holding Lead Professional resources to enable SIP 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. (£10K) \*Overhead costs incurred in service delivery are subsumed in all the staffing / SLA costs

***Why de-delegate?***

* Most funds for behaviour support work have already been delegated to schools so they can buy in behaviour expertise externally, as and when required. However, the funds above are targeted at the most critical cases, on the cusp of permanent exclusion or other Level 3 interventions such as YOT or Social Care. Such cases can be complex, require ongoing support and intervention and be very costly for an individual school. Providing this support centrally means that the most critical behaviour issues can be managed swiftly as they arise and without the additional costs falling on individual schools.
* Exclusions in both primary and secondary schools are rising, although from a very low base and schools have fewer internal resources to support children at risk of exclusion.
* The DfE and Ofsted have recently focused a lot of attention on the rates of exclusions in schools and there are strong indications that the rate of exclusion and a school’s actions to reduce these will have a strong emphasis in the next Ofsted inspection framework.
* The team received 187 requests for interventions last year but only a very small number of schools were able to afford to buy-in at the daily/SLA rate. De-delegation allows for the family of schools to support each other and their community by spreading the cost and allowing for a swift response when needs arise.
* There has been a sharp rise of concerns are being reported to Ofsted and to the Local Authority/ Council members by parents concerned about peer on peer bullying in schools and what they consider to be the failure of the schools to address it. In a number of instances this has escalated into incidents between the parents of the children and also in some cases between the parents and school staff members. The anti-bullying work undertaken assists in addressing and resolving issues between children but also facilitates restorative work between parents and between parents and school staff.
* It also enables prompt deployment of support where Ofsted and/or schools themselves identify a cause for concern regarding behaviour, bullying or safeguarding, which requires systemic advice and in-depth training and guidance. The expertise in the team can provide strategic support to schools and the Behaviour and Attendance Partnership, the Fair Access Protocol, the Social Inclusion Panel as well as to the Local Authority.**Further information on the Behaviour Support Team**

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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 187 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.  15 schools accessed individual case support for bullying concerns.  An average of 5 contacts from parents per week were made to the Anti-bullying Lead to seek help with concerns.  3 Ofsted complaints from parents were resolved and at least one members’ enquiry per week.  Behaviour Support Team interventions are consistently rated 4.7-4.8 out of 5 in the Annual Survey conducted with schools.  Over 90% of pupils referred for intervention following a fixed term exclusion were not excluded again in the next 12 month period. | **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 | 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 / CAF/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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| **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:**  Bespoke training sessions on a range of topics from social skills to improving positive behaviour, cyber-safety and promoting inclusion. | Schools provided with training to suit identified development needs of staff and governors, improve Positive Behaviour for Learning and reduce the risk of exclusions.  Anti-bullying training included: Cyber safety sessions to parents in six schools at their request; organised a conference for post-16 LGBTQ students and their allies; delivered training to governors and learning mentors in 10 schools. |