

**Title of meeting:** Schools Forum

**Date of meeting:** 25<sup>th</sup> September 2013

**Subject:** Funding of Behaviour Support Services

**Report from:** Julian Wooster, Director of Children's & Adults' Services

**Report by:** Richard Webb, Finance Manager for Children's Services

  

**Wards affected:** All Wards

**Key decision:** No

**Full Council decision:** No

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**1. Purpose of report**

The purpose of this report is to inform Schools Forum of the different options of providing funding to the Harbour School for the provision of Behaviour Support services to primary and secondary schools.

**2. Recommendations**

It is recommended that:

- 2.1. Primary School Forum Members consider and approve one of the following options for 2014-15:
  - i. Option (a) - De-delegate funding from maintained schools for behaviour support services to central control.
  - ii. Option (b) - Implement a fully traded behaviour support service.
  - iii. Option (c) - De-delegate funding from maintained schools for the period April 2014 - August 2014 and implement a fully traded behaviour support service from September 2014.
  
- 2.2. Secondary School Forum Members consider and approve one of the following options for 2014-15:
  - i. Option (a) - De-delegate funding from maintained schools for behaviour support services to central control.
  - ii. Option (b) - Implement a fully traded behaviour support service.
  - iii. Option (c) - De-delegate funding from maintained schools for the period April 2014 - August 2014 and implement a fully traded behaviour support service from September 2014.

### 3. Background

- 3.1. The Harbour School provides Portsmouth Schools with services to support and improve the emotional and behavioural development of pupils in schools. This is delivered through:
- 3.1.1. Multi Agency Behaviour Support that provides support to develop children's and young people's social and emotional skills and behaviour for learning, by working with children and young people (individually or in groups), with families, and with school staff (regarding individual children and young people and through training).
  - 3.1.2. Targeted Mentoring Support Service that offers flexible education packages and mentoring for Key Stage 4 learners.
  - 3.1.3. Fair Access Protocol Support that provides mentoring to children and young people who are identified as hard to place by the Inclusion Support Panel, due to their additional needs and/or complex circumstances when moving between schools.
- 3.2. In 2013-14 funding for Behaviour Support was delegated to schools. At the Schools Forum meeting in October 2012, School Members voted by phase (primary & secondary) to de-delegate this funding back from maintained schools to central control for one year. It was not possible to de-delegate from academies or special schools, and traded services / service level agreements are now in place between them and The Harbour School.
- 3.3. Behaviour support funding for primary and secondary schools (including academies) is allocated via the Basic Per Pupil Entitlement and Free School Meals on a 50/50 split.
- 3.4. The total funding delegated to primary and secondary schools within the school funding formula for 2013-14 amounted to £791,500 (Primary £401,800, Secondary £389,700). This was then de-delegated from maintained schools at the following rates:

Basic Per Pupil Entitlement:

- Primary £14.11 per pupil
- Secondary £22.92 per pupil

Deprivation - FSM

- Primary £42.97 per eligible pupil
- Secondary £70.72 per eligible pupil

The total amount de-delegated from maintained schools at the 1<sup>st</sup> April 2013 was £751,743.

- 3.5. As schools convert to Academy status during the year, the amount of de-delegated funding will reduce. The Authority can only retain any de-delegated funding until the following September or April, whichever comes first.
- 3.6. At the time of writing this report, if the de-delegation rates remain at the above levels, then based on the current pupil numbers, the amount de-delegated on the 1<sup>st</sup> April 2014 would be £574,200. This amount reflects the current academy conversions and those anticipated to have converted by 1<sup>st</sup> April 2014.
- 3.7. In preparing this paper it was identified that £57,000 of the behaviour support funding is required to be reclassified as Outreach funding in 2014-15, to correctly reflect the referrals received through the Portsmouth Special Educational Needs Support Partnership (PSNESP). The adjustment would be reflected through an adjustment to the de-delegation rates.
- 3.8. The proposals within this report have been discussed by the funding reform working group and the sub-group comprising the Special Head Teachers.

#### **4. Funding Options**

- 4.1. Currently under the financial regulations, the main options available for funding the provision of Behaviour Support Services are:
  - (a) Continue to de-delegate from maintained schools with Schools Forum approval by phase. Separate Traded Services Agreements will continue to be put in place between Academies and The Harbour School.
  - (b) Implement Service Level Agreements between all maintained primary and secondary schools and The Harbour School. Separate Traded Services Agreements continue between academies and The Harbour School.
  - (c) A combination of both options could be implemented for the first year, to allow for a delayed introduction of the complete traded arrangement with all schools. This is explained in further detail below.

It should be noted that where there is reference to The Harbour School entering into a Traded Services agreement, the School will be acting on behalf of the Local Authority.

- 4.2. Primary and secondary school phases can separately decide on the options above. Each phase will be required to vote separately on the decision of whether to de-delegate the Behaviour Support budgets to central control.

4.3. In the section below, the advantages and disadvantages of each of the options are reviewed.

**(a) Continue to de-delegate from maintained schools with Schools Forum approval by phase. Separate Traded Services Agreements will continue to be put in place between academies and The Harbour School.**

Under this proposal, Schools Forum would agree by phase (primary & secondary) to de-delegate funding for Behaviour Support Services from maintained schools budget shares to be held centrally. As it is not possible to de-delegate from academies separate Traded Services Agreements would be put in place between them and The Harbour School, if they wished to purchase the services.

The advantages of this option are:

- The Harbour School would have greater certainty over the funding available for the financial year, enabling them to plan their resource requirements for the service.
- The services would be available to all maintained schools as and when they need them (and academies if the services are purchased).
- The potential disincentive for schools not use the services on financial grounds would be removed.
- There is no requirement to have service level agreements between the maintained school and The Harbour School.
- Schools do not need to consider whether to sign up and pay for these services.

The disadvantages of this option are:

- As more schools convert to Academy status, the amount of de-delegated funding will be reduced. Where a school converts to become an Academy during the year, the Authority can only retain any de-delegated funding until the following September or April, whichever comes first.
- The majority of funding is provided to The Harbour School irrespective of the level of use by maintained schools.
- Overtime, with the increased number of academies, the level of funding through the de-delegated route will reduce.

Where a School becomes an academy during the year, a Traded Services Agreement will be put in place between the Academy and The Harbour School, if the Academy wishes to continue purchasing the Behaviour Support services.

**(b) Implement Service Level Agreements between all maintained primary and secondary schools and The Harbour School. Separate Traded Services Agreements continue between academies and The Harbour School.**

Under this proposal, the funding for the Behaviour Support Services would be delegated to all schools and academies within Portsmouth, through the funding formula. If the maintained schools and academies choose to use the Behaviour Support services, then they would need to enter into service agreements with The Harbour School.

The advantages of this option are:

- Schools and academies have the power to decide whether to sign up and pay for Behaviour Support services.
- Schools may have the option to choose the level of service that they require.

The disadvantages of this option are:

- The Harbour School would require time to implement a traded services model, to enable them to have certainty as to the level of sign up for services and consequently the level of funding available, in order to be able to plan their resource requirements.
- If there is insufficient buy back from the maintained schools and academies, the Behaviour Support service could become unviable.
- Schools and academies will have to consider whether they want to sign up for Behaviour Support services and whether they want to use their allocated funding for these services. There is a risk that services are not purchased by schools and that pupils will not receive the services that they require.
- There will be an increase in the level of administration and marketing required to manage a traded services function.

**(c) Delayed Implementation - a combination of (a) and (b)**

Under this proposal, funding would be de-delegated for the period April 2014 - August 2014 and the arrangements explained in option (a) would be in place. From September 2014, Service Level Agreements would be put in place between all maintained schools and the Harbour School. Separate Traded Services Agreements continue between academies and The Harbour School, as detailed in option (b)

This model allows the Harbour School time to plan and implement the necessary arrangements to operate in a traded services environment. For further details of the other advantages and disadvantages, please refer to options (a) and (b).

4.4. The de-delegated funding amounts used in the 2014-15 funding formula, will differ depending on the options selected by Schools Forum Members. The final rates will be reported to Schools Forum when the final preform is presented for approval.

**5. Reasons for recommendations**

It is a decision for School Members as to whether by phase they would prefer to de-delegate Behaviour Support funding to central control. Therefore it is recommended that School Members consider the options available to them as set out in detail in section 4.

**6. Equality impact assessment (EIA)**

This report does not require an Equality Impact Assessment as the proposal does not have any impact upon a particular equalities group.

**7. Head of Legal Services' comments**

Legal comments have been included within the body of this report

**8. Head of Finance's comments**

Financial comments have been included within the body of this report.

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 Signed by:

**Background list of documents: Section 100D of the Local Government Act 1972**

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

<b>Title of document</b>	<b>Location</b>
Behaviour Support Financial Records	Education Finance & School Sites
2014-15 Revenue Funding Arrangements: Operational Information for Local Authorities, June 2013	DfE Website

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by ..... on .....

.....  
 Signed by:

## **APPENDIX A: The impact of the services**

### **Multi-Agency Behaviour Support (MABS) Service**

MABS supports approximately 550 children and young people, their parents/carers and school staff and provides over 250 hours of training for school staff per year.

The impact of MABS is:

- 86% of the children and young people supported by MABS sustain a measurable improvement in their social and emotional skills (NFER assessment before support and after 6 months).
- This sustained measurable improvement is important as research demonstrates that social and emotional skills are key to success in life impacting upon our relationships, behaviour, success at work and academic success in school.
- 100% of the parents supported by the MABS Triple P programmes report a positive impact on their parenting.
- 96% of school staff rate the support they receive from MABS as either useful or very useful.
- 94% of parents/carers rate the support they receive from MABS as either useful or very useful.

### **Fair Access Protocol (FAP) Support**

FAP supports approximately 50 children and young people per year.

The impact of FAP Support is:

- 75% of children and young people supported improve their school attendance.
- 70% of children and young people supported did not receive any exclusions from their new school.
- 100% of children and young people supported are tracked and prevented from becoming missing children.
- 81% of children and young people supported remain within their new mainstream school.

### **Targeted Mentoring Support Service (TMSS)**

TMSS supports 80 young people in KS4 per year.

The impact of TMSS is:

- 97% of the young people supported achieve accredited outcomes by the end of Yr11.
- 89% of the young people supported achieve an accredited outcome in English.
- 86% of the young people supported achieve an accredited outcome in Maths.
- 100% of the young people supported secure a post 16 destination.

## **APPENDIX B: The range of services provided**

### **Multi-Agency Behaviour Support (MABS) Service**

MABS works with schools to support children and young people to develop their social and emotional skills and behaviour for learning in order to achieve success now and in the future.

MABS provides a range of evidence-based interventions which can involve work with the:

- child or young person
- parents and carers
- school staff
- other agencies

Working with children and young people to provide:

- 1:1 mentoring to support behaviour change
- 1:1 teaching of social and emotional skills
- Group work to teach social and emotional skills
- Support with challenging behaviour
- Support with stress, anxiety and worry
- Support with transition between schools
- Back to school support
- Support with loss and bereavement
- Emotional First Aid

Working with parents and carers to provide:

- Assessment of needs, planning, intervention and review (including use of the Common Assessment Framework, Team Around the Child meetings and Lead Professional role).
- 1:1 casework
- Parenting groups (Primary Triple P)
- Parenting groups (Teen Triple P)
- Support with challenging behaviour
- Support with stress, anxiety and worry
- Support with loss and bereavement
- Support with school attendance
- Theraplay
- Parent drop ins

Working with school staff to provide:

- Support with assessment, planning, intervention and review (including Pastoral Support Programmes and Risk Assessments).
- Consultation
- 1:1 Coaching
- Staff Learning Circles



- Developing whole school approaches
- Training / CPD including:
  - Behaviour policy and practice review
  - Social and Emotional Aspects of Learning (SEAL)
  - SEAL group work (Silver Set)
  - Assessing and teaching social and emotional skills (APP for SEAL)
  - Effective support for young people with relationship difficulties
  - De-escalation
  - Restorative Approaches and Non-Violent Resistance
  - Attachment difficulties and developmental trauma
  - Autism and Asperger's Syndrome
  - Anxiety and stress
  - Anger management
  - ADHD and ADHD type behaviours
  - Therapeutic storytelling
  - Emotional First Aid
  - Loss and bereavement
  - Making the most of breaktimes and lunchtimes
  - Solution-Focused Approaches and Motivational Interviewing
  - Creating an emotionally literate classroom and developing behaviours for learning
  - The brain and learning (applying research findings)
  - Teaching children and young people to resolve conflict peacefully (the Collaborative Problem Solving Approach)
  - Peer mediation

### **Fair Access Protocol (FAP) Support**

FAP provides mentoring support to children and young people who are identified as hard to place by Inclusion Support Panel due to their additional needs and/or complex circumstances when moving between schools.

### **Targeted Mentoring Support Service (TMSS)**

TMSS provides individually tailored programmes for young people in KS4 who are at risk of leaving school without accredited outcomes and becoming NEET, and who are assessed to be more likely to succeed through vocational courses. The individual programmes can be full time or part time and are supported by intensive 1:1 mentoring to support the young people to fully engage in their programmes, to overcome their barriers to learning and to learn the skills they need for success now and in the future.

The range of courses available through TMSS to make up individual programmes includes:

- English functional skills and/or GCSE (Achievement Programme)
- Maths functional skills and/or GCSE (Achievement Programme)
- Science entry level and/or GCSE (Achievement Programme)
- ICT
- Construction
- Motor Vehicle
- Catering
- Hairdressing
- Beauty
- Animal Care
- Public Services
- Sport and Leisure
- Childcare
- Business Administration
- Art and Design
- Boxing
- Gym
- Activation
- Personal ,Social, and Health Education
- Outdoor Education
- Work Experience