Public Document Pack

Nottingham City Council
Schools Forum

Date: Tuesday, 13 October 2020

Time: 1.45 pm

Place: Remote - To be held remotely via Zoom - https://www.youtube.com/user/NottCityCouncil

Members are requested to attend the above meeting to transact the following business

Governance Officer/Clerk to the Forum: Phil Wye **Direct Dial:** 0115 876 4637

Agenda		Pages
1	**Election of Chair**	
2	**Election of Vice-Chair**	
3	**Membership** To note the membership of the Forum.	3 - 4
4	**Apologies for Absence**	
5	**Declarations of Interest**	
6	**Minutes** To confirm the minutes of the last meeting held on 21 January 2020	5 - 8
7	**2019/20 Dedicated Schools Grant - Outturn Report** Joint report of the Corporate Director for People and the Chief Finance Officer	9 - 20
8	**De-delegation of funding for Trade Union time off for Senior Representatives for 2021/2022** Joint report of the Director of HR and Customer and the Strategic Director of Finance	21 - 34
9	**Update on the consultation with maintained schools on the revised Scheme for financing schools (Fair Funding Scheme) and the proposed changes** Report of the Corporate Director for People	35 - 42

10	**Funding Update 2021/22**	Verbal Report
11	**Consultation on High Needs Places**	Verbal Report
12	**High Level Needs Funding Review Update**	Verbal Report
13	**Update on Inclusion Projects** Report of the Director of Education Services and the Corporate Director for People	43 - 50

14 Future meeting dates

To note the meeting dates for the remainder of the 2020/21 academic year:

1st December 2020
19th January 2021
23rd February 2021
27th April 2021
22nd June 2021

If you need any advice on declaring an interest in any item on the agenda, please contact the Governance Officer/Clerk to the Forum shown above, if possible before the day of the meeting.

Membership 2020-21 Academic Year

School Members

Representing	Number of places	Elected representatives
Maintained Primary Headteachers or Governors	3	Terry Smith (Greenfields) Judith Kemplay (Melbury) Janet Molyneux (Rise Park)
Primary Academies (Headteachers or Governors)	4	Tim Jeffs (Djanogly Strelley) James Strawbridge (Glapton) Meeta Dave (Radford) **Vacancy**
Secondary Academies (Headteachers or Governors)	5	Paul Burke (Fernwood) David Tungate (Girls Academy) Derek Hobbs (Emmanuel) Cath Rowell (Bluecoat Aspley) Robert White (NUAST)
Maintained Special Schools (Headteacher or Governor)	1	Patricia Lewis (Oak Field)
The Nottingham Nursery (Headteacher or Governor)	1	Steve McLaren
Pupil Referral Units (Headteacher or Governor)	1	**Vacancy**
Alternative Provision (AP) Academies	1	Kerrie Henton (Stone Soup)
Special Academies	1	Lee Morgan (Westbury)

Non-School Members

Representing	Number of places	Elected representatives
Early Years Private, Voluntary, Independent	1	Debbie Simon, Academy Day Nursery
Trade Unions	1	Sheena Wheatley, NUT
16 -19	1	Phil Briscoe, Nottingham College

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Nottingham City Council

Schools Forum

Minutes of the meeting held at Loxley House, Nottingham on 21 January 2020 from 2.00 pm - 2.17 pm

Membership

Present

Judith Kemplay (Chair)	Maintained Primaries
Derek Hobbs (Vice Chair)	Secondary Academies
Paul Burke	Secondary Academies
Meeta Dave	Primary Academies
Kerrie Henton	AP Academies and Free Schools
Tim Jeffs	Primary Academies
Stephen McLaren	Maintained Nurseries
Debbie Simon	Early Years PVI
James Strawbridge	Primary Academies
David Tungate	Secondary Academies

Absent

Tom Dick	16-19 Education
Andy Jenkins	Maintained Primaries
Sean Kelly	Special Academies
Patricia Lewis	Maintained Special Schools
Janet Molyneux	Maintained Primary Schools
Cath Rowell	Secondary Academies
Terry Smith	Maintained Primaries
Sheena Wheatley	Trade Unions
Bob White	Secondary Academies

Colleagues, partners and others in attendance:

John Dexter	-	Director of Education
Julia Holmes	-	Senior Commercial Business Partner
Nick Lee	-	Director of Education Services
Kathryn Stevenson	-	Senior Commercial Business Partner
Phil Wye	-	Governance Officer

24 Apologies for Absence

Andy Jenkins, Maintained Primary Schools
Sean Kelly, Special Academies
Patricia Lewis, Maintained Special Schools
Janet Molyneux, Maintained Primary Schools
Cath Rowell, Secondary Academies
Terry Smith, Maintained Primary Schools
Sheena Wheatley, Trade Unions

Bob White, Secondary Academies
Councillor Neghat Khan, Portfolio Holder for Early Years, Education & Skills

25 Declarations of Interest

None.

26 Minutes of the last meeting

The Forum confirmed the minutes of the meeting held on 3 December 2019 as a correct record and these were signed by the Chair.

27 Outcome of the consultation on the proposed changes to the local funding formula for schools in 2020/21

Julia Holmes, Senior Commercial Business Partner, introduced the report collating details of the responses to the consultation with schools following the Secretary of State for Education's September 2019 announcement on funding arrangements for 2020/21.

Nottingham City Council will continue to distribute funding to individual schools in 2020/21 in line with the National Funding Formula (NFF) and to adopt the changes to the formula introduced in 2020/21, including:

- A new mobility formula;
- Minimum Funding Guarantee (MFG) of between 0.5% and 1.84% per pupil;
- No cap on gains under the NFF.

Resolved to

(1) note the content of the proposed schools funding formula for 2020/21 in the consultation document;

(2) note the consultation responses received from Nottingham City schools and the significantly low response rate;

(3) note the Local Authority's proposal to distribute funding to schools in 2020/21 in line with the 2020/21 NFF.

28 Schools Budget 2020/21

Kathryn Stevenson, Senior Commercial Business Partner, introduced the report presenting the proposed Schools Budget for 2020/21. The Budget has been prepared in line with the parameters agreed at Schools Forum and with the financial regulations issued by the Department for Education.

Nottingham City has received the maximum 17% increase per head for High Needs, which would have been £5.2m higher had there not been a national cap on gains. This allows for a High Needs budget to be set within the allocation with no need to use reserves or a Schools Block Transfer.

The Education and Skills Funding Agency has reduced its allocation for historic commitments of Central Expenditure in the Central Schools Services Block by 20%.

The Chair stressed the importance of ongoing discussions regarding the contributions to the Central Schools Services Block's historic commitments when preparing for future budgets.

Resolved to

(1) note the overall indicative 2020/21 Schools Budget to be spent incorporating the Schools, Central Schools Services, Early Years and High Needs blocks is £289.303m, as below:

Schools Block	£219.853m
Central Schools Services Block	£6.008m
Early Years Block	£22.434m
High Needs Block	£39.482
Total Dedicated Schools Grant	**£287.776m**

(2) note this is funded by the provisional 2020/21 DSG allocation of £287.776m, the reimbursement of £0.237m funding paid to academies for pupil growth April to August 2020 and £1.060m from the Statutory School Reserve;

(3) note that the budget will be updated in year to reflect subsequent adjustments made by the ESFA to the 2020/21 DSG allocation;

(4) note that any balance remaining will be allocated to the Statutory School Reserve;

(5) note the impact to schools budgets of the indicative allocation as set out below:

2019/20	**£m**
EY – 3-4 Year olds universal allocation updated to reflect the January 2019 census	(0.263)
EY – 3-4 Year olds additional 15 hours allocation updated to reflect the January 2019 census	0.339
EY – Maintained nursery school supplementary funding	(0.006)
EY – 2 Year olds allocation updated to reflect the January 2019 census	(0.058)
EYPP – 3-4 Year olds allocation updated to reflect the January 2019 census	(0.021)
HN – ESFA agreed baseline correction linked to college merger	0.360
HN – 2019/20 Import/export adjustment based on January 2018 school census and February R06 2017/18 ILR	0.036
2020/21	
Schools – Increased pupil numbers and the impact of the changes to the NFF in 2020/21	8.112
Pupil growth contingence fund	(0.183)
Historic commitments allocation	(1.060)

Ongoing commitments net effect of reduction in rate and the increase in pupil numbers	(0.011)
EY – Impact of the EYNFF 8p/hour increase on 3 & 4 YO funding allocation	0.290
EY – Impact of the 8p/hour increase on 3 2 YO funding allocation	0.058
HN – NFF allocation excluding basic entitlement factor and import and export adjustments	5.636
HN – Basic entitlement factor	0.148
Total allocation increase	13.377

(6) note the allocation of Pupil Premium funding will be allocated to schools in accordance with the grant conditions.

29 Future meeting dates

The Forum noted the remaining meetings of the 2019/20 academic year on the following Tuesdays at Loxley House:

25 February 2020
28 April 2020
23 June 2020

Schools Forum – 13 October 2020

Title of paper:	**2019/20 DEDICATED SCHOOLS GRANT - OUTTURN REPORT**
Director(s)/ Corporate Director(s):	Catherine Underwood, Corporate Director for Children and Adults Laura Pattman, Chief Finance Officer
Report author(s) and contact details:	Ceri Walters, Head of Commercial Finance 01158 764 128 ceri.walters@nottinghamcity.gov.uk
Other colleagues who have provided input:	Jon Ludford-Thomas Senior Solicitor 01158 764 398 jon.ludford-thomas@nottinghamcity.gov.uk

Summary
This report sets out the 2019/20 Dedicated Schools Grant (DSG) outturn position and the updated reserve balance.

Recommendation(s):

1	To note that the 2019/20 financial outturn position of the DSG was an under spend of £1.264m (0.46% of the overall budget) against a final budget of £275.629m, as per **Table 2**.
2	To note that this under spend has been allocated back to the Statutory Schools Reserve (SSR) resulting in a **closing balance of £6.999m** for 2019/20, as per **Table 7**.
3	To note that the **uncommitted balance** on the SSR balance is **£2.224m**, as per **Table 7.**

1 Reasons for recommendations

1.1 Enable the formal monitoring of progress against the 2019/20 DSG budget.

1.2 To confirm the impact of the 2019/20 outturn on the SSR and the robustness of this reserve.

2 Background (including outcomes of consultation)

2.1 The 2019/20 initial schools budget, as reported at Schools Forum (SF) on 15 January 2019, was £274.956m.

Throughout the year budget and funding amendments of £0.673m were implemented and this resulted in a **final budget of £275.629m for 2019/20**.

The movements are set out in **Table 1** below:

TABLE 1 IN YEAR BUDGET MOVEMENTS	
Reason	**£m**
1. High Needs (HN)- Additional High Needs Funding	0.359
2. ESFA income for maintained post-16 special school places	0.253
3. HN recoupment adjustment	0.009
4. Early Years (EY) - In-year reduction by Education and Skills Funding Agency (ESFA) 2019/20 allocation for 3 to 4 year olds based on the update for the January 2019 census.	0.076
5. EY - In-year reduction by ESFA 2019/20 allocation for 2 year olds based on the update for the January 2019 census.	(0.058)
6. EY - In-year decrease by ESFA 2019/20 allocation for EY's Pupil Premium based on the update for the January 2019 census.	(0.021)
7. EY- Adjustment to maintained nursery school supplementary funding	(0.006)
8. Schools block (SB) – Additional income from the ESFA to cover pupil growth costs for primary schools April 2020 to August 2020 as a result of aligning the funding given for a teacher to primary schools for a teacher to that of secondary schools.	0.061
TOTAL NET CHANGE	**0.673**

2.2 The schools budget is allocated on a block basis; **Table 2** provides a summary of the DSG blocks comparing actual spend to budget and referencing other funding streams.

TABLE 2: 2019/20 OUTTURN SUMMARY				
	Budget as at 15 Jan 2019 SF report	**Final Budget £m**	**Actual Spend £m**	**(Under)/ Over Spend £m**
Schools Block (section 2.3 and table 3)	211.194	211.255	210.983	(0.271)
Central School Services Block	7.079	7.079	7.081	0.002
Early Years Block (see section 2.4)	22.095	22.086	20.716	(1.370)
High Needs Block (see section 2.5)	34.589	35.210	35.585	0.375
TOTAL SCHOOLS BUDGET	**274.956**	**275.629**	**274.365**	**(1.264)**
Less funding not included in DSG allocation: ESFA Income	0.258	0.563	0.563	
DSG reserves – Note a)	0.300	0.280	0.280	
DSG ALLOCATION	**274.399**	**274.786**	**273.522**	**(1.264)**

***Note a** – the £274.786m in-year DSG supporting the final budget is £0.343m lower than the published DSG allocation for 2019/20 of £275.129m. This is due to £0.343m being allocated in the 2019/20 HN block but related to 2018/19.*

*This amount was allocated to the reserve and used to mitigate the 2019/20 reserve requirements to support HN expenditure as set out in **Table 6**.*

*This correction related to the Nottingham College merger, which also underpins the additional £0.359m received in 2019/20 referenced as **point 1 in Table 1**. This additional HN funding was used to increase the budget for HLN top-up funding for mainstream schools.*

The following sections provide more analysis of the variances shown in **Table 2**.

2.3 Schools Block variance **– Table 3** provides a further breakdown of this with detailed narrative in sections 2.3.1 to 2.3.4.

TABLE 3: BREAKDOWN OF SCHOOLS BLOCK VARIANCES				
	Budget £m	**Actual £m**	**(Under)/ Overspend £m**	**(Under)/ Over Spend %**
1. Pupil Growth Contingency Fund	1.332	1.076	(0.257)	(19%)
2. Trade Union Cover	0.056	0.041	(0.014)	(25%)
TOTAL	1.388	1.117	(0.271)	

2.3.1 The underspend of £0.257m on the pupil growth fund in 2019/20 is to remain in the SSR as it is not required in the financial year 2020/21 as the unallocated budget of £0.567m in the Schools Block in 2020/21 has been allocated to pupil growth. This was approved by Schools Forum on 3 December 2019.

2.3.2 The underspend of £0.014m on trade union cover budget was due to additional income being received into the budget over that budgeted and the impact of union rep vacancies. The underspend of £0.014m will be taken into account when calculating the rate per pupil and lump sum per school for maintained schools and academies in the financial year 2021/22.

2.4 Central Schools Services Block variance **–** the overall variance on this block was an overspend of £0.002m. As this overspend is not material no detailed breakdown of the variance has been provided.

2.5 Early Year's block variance - **Table 4** provides a further breakdown of this with detailed narrative in sections 2.5 – 2.6.

TABLE 4 BREAKDOWN OF EARLY YEARS BLOCK VARIANCES				
	Budget £m	**Actual £m**	**(Under)/ Over Spend £m**	**(Under)/ Over Spend %**
1. 2 Year old funding for schools/providers (see section 2.5.1)	3.728	2.936	(0.792)	(21%)
2. 3 & 4 year old funding for schools/providers (see section 2.5.1)	16.902	16.381	(0.521)	(3%)
3. EY Pupil Premium	0.242	0.264	0.022	9%
4. EY Disability Access Funding (see section 2.5.2)	0.090	0.018	(0.072)	(80%)
SUB-TOTAL – Demand driven	**20.962**	**19.599**	**(1.363)**	
5. EY Special Education Needs (SEN) funding	0.170	0.170	-	-
6. EY Central expenditure	0.954	0.948	(0.007)	(1%)
TOTAL	**22.086**	**20.716**	**(1.370)**	6%

2.5.1 **Point 1** - This significant reported underspend on 2 year old funding in 2019/20 is as a result of a timing issue of the private/voluntary/independent (PVI) providers being pre-paid in advance in the last 2 financial years.

As a result, the summer term 2019 estimate payments hit the 2018/19 accounts rather than 2019/20 leading to a reported underspend in 2019/20.

The overall position across the last three financial years eliminating the impact of timing issues is a net overspend of £0.019m.

The large underspend in 2019/20 offsets the reported overspends in 2017/18 and 2018/19. Eliminating the timing issues, the underlying variances in each of the last 3 years were overspends of £0.128m and £0.066m in 2017/18 and 2018/19 respectively and an underspend of £0.175m in 2019/20.

2.5.2 **Point 2** – In contrast, 3 and 4 year old funding has not been affected by timing issues. This budget has shown a 3 year trend of being underspent and therefore consideration is now being given to the extent and timing of a potential further base rate increase.

2.5.3 **Point 4** – There has continued to be significantly fewer applications for early years Disability Access Funding (DAF) compared to the DfE projections underpinning our funding level. This underspend has been ring-fenced in reserves as there is an expectation from the DfE that this will be spent to support inclusion of pupils with SEND.

2.6 <u>High Needs (HN) block variances</u> **- Table 5** shows a summary of the HN Block variances after the

planned use of £0.201m reserves and a £1.059m Schools Block transfer to support the HN budget in 2019/20.

TABLE 5: BREAKDOWN OF HIGH NEEDS BLOCK VARIANCES				
	Budget £m	**Actual £m**	**(Under)/ Over Spend £m**	**(Under)/ Over Spend %**
1. High Level Needs (HLN) support in mainstream schools	4.671	5.003	0.333	7%
2. SEN resource unit top up funding	0.603	0.595	(0.008)	(1%)
3. Special schools	9.730	9.629	(0.101)	(1%)
4. Net cross border top ups with other LA's - (see section 2.6.1)	0.422	0.406	(0.016)	4%
5. Post 16 HLN top ups in FE settings	1.050	1.129	0.079	8%
6. Independent/Non Maintained Specials	0.790	0.848	0.058	7%
7. Behaviour PRUs & devolved AP	5.300	5.528	0.228	4%
8. Hospital & Home Education	1.777	1.860	0.083	5%
9. Education cost residential placements - (see section 2.6.2)	1.190	1.190	-	-
SUB TOTAL - Demand driven	25.533	26.188	0.655	3%
10. Central high needs expenditure	3.901	3.621	(0.280)	(7%)
TOTAL HN spend (LA)	29.434	29.809	0.375	1%
11. Places funded via recoupment	5.776	5.776	-	
TOTAL (see section 2.6.3)	35.210	35.585	0.375	1%

2.6.1 **Point 1** – The budget for HLN support in mainstream schools, consisting of HN top up funding and additional inclusion allowance, is under pressure with growing numbers of pupils requiring this level of support. An additional £1.166m has been budgeted for 2020/21 to support a HLN funding review, initially in the primary phase.

2.6.2 **Point 5** – There is pressure on the post-16 HN top-up budget for pupils in FE settings although this is not growing at such a significant rate. Expenditure was 2.6% up on 2018/19. The budget for 2020/21 is £1.100m in line with 2018/19 spend.

2.6.4 **Point 7** – Funding required for the behaviour PRUs was 12.5% over budget, offset by increased exclusion charges - both statutory and through the devolved Alterative Provision agreement. The budget assumed the rate of permanent exclusions remained stable however, permanent exclusions of City pupils in academic year

2019/20 were up 16% on the 2018/19 academic year in the period to the end of March.

2.6.5 **Point 8** – The overspend relating to the Hospital & Home Education PRU is driven by increased demand for home tuition for pupils with medical needs. The 2020/21 budget takes into account this recent level of demand, which has been covered by the 8% DSG increase received for hospital education services.

2.6.6 **Point 10** – £0.200m of the under spend on central expenditure relates to disability access and this has been ring-fenced in the reserve to cover future commitments under **Appendix A point 1**. The under spend across central HN services was £0.080m (2.2%).

2.7 There were a number of further drawdowns from the SSR in year over and above the £0.280m which supported the final budget as shown in **Table 2**. These related to the reserve commitments outlined in the 2018/19 Outturn Report and **Table 6** below provides clarification:

TABLE 6: IN YEAR RESERVE DRAW-DOWNS	
Reason	**£m**
Disability Access	0.023
Contribution to Nottingham Safeguarding Children's Board (last payment)	0.013
St Mary's temporary classroom funding	0.044
Education Services Grant reduction	0.347
EY Clawback 2019/20	0.005
EY SEN for PVI Sector - underspend 2018/19	0.137
Fair Access Underspend (Primary)	0.004
Routes to inclusion pilot project	0.013
Rates adjustments	0.109
Intensive Support Team	0.102
Additional High Needs Funding received in July 2019 for 2018/19	(0.343)
TOTAL	**0.455**

2.8 The SSR balance as at 1 April 2019 was £6.469m, after in year movements during 2019/20 the balance is £6.999m. **Table 7** below summarises the position:

TABLE 7: RESERVE ANALYSIS	
	Actual £m
Opening Balance as at 1 April 2019*	6.469
Less: DSG reserve supporting 2019/20 budget (See Table 2)	(0.280)
Less: 2019/20 Draw downs (See Table 6)	(0.455)
Add: 2019/20 Under spend (See Table 2)	1.264
Closing Balance as at 31 March 2020	**6.999**
Less: Future Commitments (see Appendix A)	(4.775)
Uncommitted Balance as at a 1 April 2020	**2.224**

Appendix A sets out the commitments/ring fenced funding from the SSR resulting an **unearmarked balance of £2.224m.**

The uncommitted element of the SSR is 0.8% of the DSG budget; this was 0.3% as at 31 March 2019. There is no statutory requirement for the levels of this reserve however its adequacy should align to any in year risks.

Risks for schools as at 31 March 2020 would be in relation to High Needs and exclusions, with the exclusions strategy in place this risk should be significantly lowered and therefore the current uncommitted balance adequate.

Over the coming months a risk register will be developed to reflect the current climate.

2.9 All recommendations within this report align to the Schools and Early Years Finance (England) Regulations 2020. Future use of the reserve needs to align to the following expenditure categories set out in **Table 8.**

TABLE 8: EXPENDITURE CATEGORIES
HIGH NEEDS BUDGET Top-up funding – maintained schools Top-up funding – academies, free schools and colleges Top-up and other funding – non-maintained and independent providers Additional high needs targeted funding for mainstream schools and academies SEN support services Hospital education services Other alternative provision services Support for inclusion Special schools and Pupil Referral Units (PRU's) in financial difficulty PFI/ BSF costs at special schools and AP/ PRUs Direct payments (SEN and disability) Carbon reduction commitment allowances (PRUs) Therapies and other related services
EARLY YEARS BUDGET
Central expenditure on children under 5

CENTRAL PROVISION WITHIN SCHOOLS BUDGET
Contribution to combined budgets
School admissions
Servicing of schools forums
Termination of employment costs
Falling Rolls Fund
Capital expenditure from revenue (CERA)
Prudential borrowing costs
Fees to independent schools without SEN
Equal pay - back pay
Pupil growth
SEN transport
Exceptions agreed by Secretary of State
Infant class sizes
Other Items

2.10 The value of maintained school balances has decreased during the financial year 2019/20 from £9.138m to £7.056m. This reduction includes the transfer of Ellis Guilford School's closing balance upon academisation.

3 Other options considered in making recommendations

3.1 No other options were considered as part of this report.

4 Outcomes/deliverables

4.1 To provide SF with the 2019/20 outturn position and to confirm the opening balance of the SSR for 2020/19.

5 Finance colleague comments (including implications and value for money/VAT)

5.1 This report contains financial implications.

6 Legal and Procurement colleague comments (including risk management issues, and legal, Crime and Disorder Act and procurement implications)

6.1 **<u>Legal Implications</u>**

6.1.1. The current law in force in this area is the School and Early Years Finance (England) Regulations 2020, SI 2020/83. Spend from the SSR needs to align with the requirements of the Regulations.

7 HR colleague comments

7.1 Not applicable

8 Equality Impact Assessment

8.1 Has the equality impact of the proposals in this report been assessed?

No ☒
An EIA is not required because:
(Please explain why an EIA is not necessary)

Yes ☐
Attached as Appendix x, and due regard will be given to any implications identified in it.

9 List of background papers other than published works or those disclosing confidential or exempt information

9.1 None

10 Published documents referred to in compiling this report

10.1 Schools Forum 25 June 2019 – Outturn Report 2018/19
10.2 Schools Forum 15 January 2019 – Schools Budget 2019/20
10.3 Schools Forum 3 December 2019 – Proposed pupil growth allocation for 2020/21

APPENDIX A

No.		Date Approved	Funding Narrative	2020/21 £m	Other comments
1	Disability Access funding	29 March 2012 - Agenda Item 12-03-10		0.354	
2	St Mary's temporary classroom funding	21 January 2016 – Agenda item 6	Funding to support temporary accommodation at Bulwell St Mary's CE Primary School	0.056	Funding period is Sept 2015 to July 2020.
3	Pupil growth	16 Oct 2014 – Agenda item 10	Balance of funding previously set aside for pupils without a school place	0.100	
4	Trade Union cover underspend b/f 2018/19	08 October 2019 – Agenda item 9	Funding used in the calculation of the rate per pupil and lump sum per school for the financial year 2020/21 for maintained schools and academies trade union representation.	0.044	
5	Trade Union cover underspend b/f 2019/20	13 October 2020 – Agenda item 7	Funding to be used in the calculation of the rate per pupil and lump sum per school for the financial year 2021/22 for maintained schools and academies trade union representation.	0.015	
6	Fair Access Contingency	23 February 2017 Agenda item 7	Contingency for emergency expenditure incurred by primary & secondary in year	0.025	Ongoing contingency of £25,000
7	Secondary Fair Access b/f from 2019/20	23 February 2017 Agenda item 7		0.047	
8	Early Years DAF underspends 18/19 and 19/20	15 January 2019 - Agenda item 5	Underspend must be ring-fenced for purpose consistent with DAF objectives.	0.129	
9	EY SEN Inclusion fund underspends 18/19	15 January 2019 – Agenda item 5	Ring-fenced as proposed in EY SEN paper. This is the remaining balance after drawing down £0.137m in 2019/20.	0.004	
10	Underspend on Early Years Provision 2018/19	25 June 2019 – Agenda item 6		0.652	
11	Nethergate expansion	Linked to High Needs Consultation on Places, Schools Forum meeting 9 October 2018	Special school expansion does not qualify for funding from the pupil growth contingency, so is funded directly from reserves. This amount allows for 9 classrooms/teaching spaces at £8,000 each plus £11k for other building set up costs (IT connection to new building, staff room and dining room).	0.083	

12	Shortfall in historic commitments 2020/21	03 December 2019 – Agenda item 9	This funding was allocated to align the approved budget for 2020/21. This was approved after the notification from the ESFA in the reduction in funding in the Central Schools Services Block in 2020/21.	1.060	
13	Behaviour Support Team underwrite 2020/21	03 December 2019 – Agenda item 5	Funding substitute in 2020/21 to fund an income reduction in the Behaviour Support Team from maintained primaries.	0.134	
14	Intensive Support Team	25 June 2019 – Update on Inclusion	Establishment and running costs of an Intensive Support Team for 12 months.	0.072	
15	IST/R2I expansion	13 October 2020 – Agenda item 11 Update on Inclusion Projects		0.562	
16	Initiatives to reduce exclusions, to be allocated in consultation with SF Sub-group			1.438	
TOTAL COMMITTED				**4.775**	

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Schools Forum - 13 October 2020

Title of paper:	De-delegation of funding for Trade Union time off for Senior Representatives for 2021/2022
Director(s)/ Corporate Director(s):	Richard Henderson, Director of HR and Customer Laura Pattman, Strategic Director of Finance
Report author(s) and contact details:	Elaine Harrison, Employee Relations Consultant, Human Resources. Tel: 0115 876 2766. Email: elaine.harrison@nottinghamcity.gov.uk Julia Holmes, Senior Commercial Business Partner, Finance Tel: 0115 876 3733. Email: julia.holmes@nottinghamcity.gov.uk
Other colleagues who have provided input:	Ana Farenden, Employee Relations Specialist, Human Resources. Tel: 0115 876 3192. Email: ana.farenden@nottinghamcity.gov.uk Aman Patel, Solicitor, Legal Services Tel: 0115 876 5072. Email: aman.patel@nottinghamcity.gov.uk

Summary

The purpose of this report is to outline the proposed funding arrangements for trade union facility time for senior trade union representatives from schools to attend negotiation and consultation meetings and to represent their members in schools from 1 April 2021 to 31 March 2022.

Under the Schools and Early Years Finance Regulations 2020 maintained schools can agree to de-delegate funding for trade union facility time. This has been done by maintained schools since the financial year 2013/14. To reduce the cost on maintained schools the arrangement is also offered to academies. The income generated pays for the salaries of the trade union representatives whilst carrying out trade union facility time duties. Maintained schools and academies are reimbursed the salaries of the representatives who are employed by them. This is done so that no school loses out as a consequence of members of their staff carrying out trade union duties.

Recommendation(s):

1	For maintained schools to note the revised methodology for calculating the funding available for trade union facility time from the financial year 2021/22. Whereby, the per pupil rate and lump sum amount have been increased by 1.5% each financial year since 2016/17 to generate a revised rate per pupil and lump sum for 2021/22. This will ensure there is sufficient funding to cover the salaries of the trade union representatives in both maintained schools and academies and achieve a breakeven position in the financial year 2021/22. This will also enable the total time allocated to trade union representatives to be increased back to the level they were in the financial year 2016/17. See 1.4 for an explanation as to why the allowances have been increased.
2	For maintained mainstream **primary** schools to **approve** the de-delegation of funding for senior trade union representatives at a rate of £1.49 per pupil and a lump sum of £1537.44 per school. These charges will generate a £0.145m projected income and is based upon the current 66 maintained schools and academies buying into the scheme.
3	Maintained mainstream primary schools to note that the total funding requested to be de-delegated by maintained mainstream primary schools is £0.061m. This is made up of £0.016m generated by pupil's numbers and £0.045m lump sum funding.

1 Reasons for recommendations

1.1 Under the school funding arrangements, teachers and teaching support staff who are school employees and also engaged as Senior Trade Union Representatives are covered under these arrangements to cover their costs for facility time funding and this forms a part of the school formula. However, funding can also be retained centrally by Nottingham City Council on behalf of maintained mainstream primary schools if de-delegation is approved.

1.2 The decision made by Schools Forum in October 2019 to de-delegate from 1 April 2020 to 31 March 2021 related to that year only, so new approval is required for the de-delegated service to continue from 1 April 2021 to March 2022. Schools Forum members of maintained mainstream primary schools must decide whether this service should be provided for centrally and the decision will apply to all maintained mainstream primary schools in that phase. Funding for this service will then be removed from the formula before the school budgets are issued.

Schools Forum agreed in October 2013 that Academies could be approached to ascertain whether they would like to be part of the Local Authority's (LA) arrangements in relation to the funding of senior trade union representatives. We are yet to write to Academies asking them to buy into the service from April 2021 and this will be based on the costing decision taken at Schools forum on 13 October 2020.

1.3 **Table 1** shows the number of schools participating in the trade union arrangement from 2016/17 to 2020/21.

Table 1: Number of maintained schools and academies in the trade union cover arrangement and trade union allowance for each financial year

	2016/17	**2017/18**	**2018/19**	**2019/20**	**2020/21**
Maintained Schools	39	36	30	29	29
Academies	34	20	34	36	37
Total	**73**	**56**	**64**	**65**	**66**

In the financial year 2017/18 the number of schools in the arrangement fell to 56 from 73 in 2016/17 and has increased up to 66 in 2020/2021. As the number of schools participating in the arrangement fell in 2017/18 the allowances allocated to the unions were reduced from 3.7 to 3.2 in the financial year 2018/19 to keep down the cost of trade union cover to schools. They were increased to 3.4 in 2020/21 but have not reached the level they were in 2016/17 of 3.7.

1.4 **Table 2** shows the rates applied over the last five financial years to schools and academies.

	2016/17	**2017/18**	**2018/19**	**2019/20**	**2020/21**
Per Pupil rate	£1.52	£1.52	£1.55	£1.45	£1.52
Lump sum per school	£1,587	£1,590	£1,622	£1,368	£1,538

1.5 Since 2017/18 the unions have worked hard at increasing the number of academies taking part in the arrangement. The number of maintained schools and academies have not risen to the same level as there were in 2016/17 (77) but they have risen

from the lowest point of 56 contributors to 66 in 2020/21. As a result of the increase in numbers contributing, the unions have asked for the allowances to be increased to 3.7 to reflect the increase in academies taking part and their increase in workload they have to undertake on the behalf of schools and academies. This is expected to increase further because of Covid-19.

1.6 For 2021/22 rather than costing the trade union salaries based on the a total allowance of 3.4 which equates to 17 days (0.1 represents half a day), the main trade unions for schools; NASUWT, NAHT, NEU, GMB, Unite and Unison requested a revised proposal for the Local Authority to model an uplift to the per pupil rate and the lump sum rate by 1%, 1.5% or 1.7% to see what income this would generate. **Appendix A** shows the income that would be generated by each percentage increase and this is then compared to the cost of either a 3.4 (17 days) or 3.7 (18.5 days) allowance a week. The costed options assume that maintained schools continue to de-delegate and that all academies that are part of the arrangement in 2020/21 continue to do so in 2021/22.

1.7 An agreement was reached with Nick Lee the Director of Education and the trade unions that a proposal of a 1.5% increase on the rate from the financial year 2016/17 would be proposed in this report. **This option would generate income of £0.160m** and is based on a rate of £1.64 per pupil and a lump sum of £1,693.24 per school or academy. NB: These rates have been adjusted further to take into account of the underspend on the trade union cover budget in the financial year 2019/20, which was underspent by £0.015m. Once applied this will reduce the rates to £1.49 per pupil rate and a lump sum of £1,537.44 per school and academy in 2021/22, this has been excluded from the calculation so that the rates were not skewed.

1.8 If the trade union facility time allowance is kept as it is, currently at 3.4. This is projected to cost £0.148m in 2021/22. Based on the pupils in the October 2019 Autumn Term census this would require a per pupil rate of £1.53 and a lump sum of £1,573.88 per school. This would mean that schools would not have seen an increase in the rates for trade union cover since the financial year 2016/17.

1.9 If the trade union facility time allowance is increased back to 3.7, this is the allowance the trade unions had in 2016/17 before the number of schools participating in the arrangement fell, it acknowledges the hard work that the the unions have undertaken to get academised schools to buy back into the arrangement. **The allowance of 3.7 is projected to cost £0.160m**. Therefore, a breakeven position is projected on this budget in 2021/22. This projection is based upon the pupils on the October 2019 Autumn Term census.

2 Background (including outcomes of consultation)

2.1 Time off for local workplace representatives is currently funded by the schools in which they work, but there is central funding for senior TU representatives from the main unions that represent teachers and support staff in schools namely:

- National Association of School Masters and Union of Women Teachers **(NASUWT)**
- National Association of Head Teachers **(NAHT)**
- **UNISON**
- **UNITE**

- **GMB**
- National Education Union **(NEU)** from 1 September 2017 (Previously National Union of Teachers and Association of Teachers and Lecturers)

These senior representatives meet with officers of the LA to participate in the schools collective bargaining machinery, negotiating and engaging in consultation on terms and conditions of service and HR policies and procedures as well as representing their members on a range of employment matters. If this funding were not available, senior TU representatives would be asking for time off to attend meetings with the Council and this would have to be funded by the school in which they work as there is an entitlement under the Trade Union and Labour Relations (Consolidation) Act 1992 (TULR(C)A) for reasonable time off for trade union officials to represent their members.

2.2 Academies are in a similar position; some of their employees are senior TU reps and are asking for release to represent employees in maintained schools and other academies. The current funding method means that academies will be reimbursed for time spent away from school on TU duties.

2.3 There are benefits and economies of scale for maintained schools and academies from contributing to the LA's arrangements for trade union consultation. They do not have to duplicate effort when negotiating policies and procedures. Schools can then use such policies, if they buy back HR services, in the knowledge that the senior trade union representatives have been consulted and any issues resolved. Senior TU representatives are also more experienced in policies and procedures, when representing their members, which can be helpful.

2.4 Schools and academies that do not contribute to the TU costs will have to have their own arrangements for negotiating and consulting trade unions on terms and conditions of service and will have to release TU representatives from their own school to undertake collective bargaining and to represent their employees.

3 Other options considered in making recommendations

3.1 If de-delegation is not supported, the budget will be delegated and schools and academies will have to make their own arrangements for negotiating and consulting with the trade unions on changes to HR policies and procedures which will lead to duplication of effort and inconsistencies across schools.

3.2 Senior TU reps have a legal right to time off to participate in the collective bargaining arrangements of their employer and to represent their members. If the de-delegations are not agreed, individual schools and academies would have to bear the cost of the time off for the senior TU reps nominated by their union to participate in these discussions. TU's may also decide that they each wish to appoint reps in individual schools and, therefore, schools may also have to pay additional costs for the training and CPD of each TU rep.

4 Outcomes/deliverables

4.1 The money requested is based on actual salary of the senior TU representatives who have time off therefore those schools including academies who have senior TU representatives with time off will receive the actual cost of the absence of that employee. The amount of time off per union is based on the per capita membership per union and the actual cost of the senior TU reps' salaries.

5 Finance colleague comments (including implications and value for money/VAT)

5.1 As per "The national funding formula for schools and high needs 2021 to 2022 Policy document – July 2020" local authorities will continue to set their local funding formula to distribute their schools block funding, in consultation with schools and their School Forum.

Paragraph 9

"In light of the need to focus efforts on meeting the challenges of COVID-19, we are not changing local authorities' flexibility over the distribution of school funding in 2021-22. The government will shortly put forward proposals to move to a 'hard' NFF in future, which will determine schools' budgets directly, rather than through local formulae set independently by each local authority. This will level up the school funding system so that all schools across the country are funded on a comparable basis. We will consult wider with local authorities, schools and others to make this transition carefully."

In 2021/22 local authorities will continue to be funded based on the new national funding formula. Included within this "soft approach" is the ability for local authorities to be able to still request approval from maintained primary and secondary school representatives on Schools Forum for de-delegated services.

5.2 Any decisions made to de-delegate in 2020 to 2021 related to that year only; new decisions will be required for any service to be de-delegated in 2021 to 2022 before the start of each financial year.

5.3 As stated in 4.1 the cost of trade union facility time is reimbursed to their place of employment. The reimbursements will be actioned by the Local Authority at the end of each financial year (March) once the actual costs have been confirmed they have been incurred. Based on the 2021/22 salary projections and forecast income from maintained schools and academies who buy into the service plus the underspend on the budget in 2019/20 (£0.015m) (based on the current rate of £1.49 per pupil and a lump sum of £1,537.44), this would generate sufficient funding to cover the costs of the salaries in the financial year 2021/22. The calculation of the salaries assumes a pay award of 2.75% in 2020/21 and 2% in 2021/22. If the underspend from 2019/20 had not been taken into account the rates would have been £1.64 per pupil and a lump sum of £1,709.50 as shown in **Appendix A**.

5.3 It is estimated that this combined approach should enable the facility time to be funded for 2021/22 to a breakeven position.

5.4 **Table 3** shows the forecast projection for 2021/22.

Table 3: Forecast projection for the financial year 2021/22		
Forecast income from maintained schools	-£0.061m	
Forecast income from academies	-£0.084m -£0.015m	
Brought forward balance from 2019/20		
Total forecast income		-£0.160m
Forecast expenditure		£0.160m
Net Surplus/(Deficit)		**£0.000m**

5.5 In 2020/21 the recharge was based upon a rate of £1.04 per pupil and a lump sum of £1,054. The rates were lower than those quoted in **Table 2** due to the inclusion of the underspend of £0.044m from 2018/19 being brought forward and taken into account when calculating the rate for 2020/21. This underspend was notified to Schools Forum on the Outturn Report 2018/19 on 25 June 2019. If the brought forward balance had not been taken into account then the rate per pupil would have been £1.45 and the lump sum £1,368 per school.

The main reasons for the increase in cost in 2021/22 is due to an increase in the allowances given to the trade unions as well as a lower brought forward figure being included in the calculation of the rates (£0.015 instead of £0.044m). In 2018/19 the number of academies agreeing to be part of the agreement to buy back the service fell. In order not to pass this cost onto the remaining maintained schools and academies the allowances were reduced to the trade unions. The trade unions were informed by the LA that if the number of schools partaking in the service increased then the LA would increase their allowance back to what it had been 2017/18. This is why recommendations 1 and 2 are now being made to increase allowances given to the trade unions to acknowledge the number of academies they have been able to get to buy back into the service and give funding for their increased workload.

See **Table 4** of the impact on each phase of school by increasing the allowance to 3.7 in 2021/22 from 3.4 in 2020/21.

Table 4: Impact of increasing the rate per pupil and lump sum by 1.5% from the financial year 2016/17 compared to the charges made in 2020/21			
Phase	**Number of schools**	**From and to**	**Average increase**
Primary	54	£154.20 to £240.79	£174.26
Secondary	8	£207.70 to £275.70	£232.46
All-through	1	£362.06	£362.06
Specials	2	£143.89 to £145.07	£144.48
AP	1	£155.60	£155.60
Total	**66**		

Based on the “The national funding formula for schools and high needs 2021 to 2022 Policy document – July 2020”

Paragraph 5

"Every school will be allocated at least 2% more pupil-led funding per pupil compared to its 2020-21 NFF baseline."

As in previous financial years it is the intention of the local authority to pass onto schools as much of the minimum funding guarantee as possible through the local funding formula.

5.6 Any under/overspend at the end of the financial year 2021/22 will be netted off against the trade union facility time charges for the financial year 2022/23 if de-delegation is an option in the financial year 2022/23.

Julia Holmes
Senior Commercial Business Partner
14 September 2020

6 Legal and Procurement colleague comments (including risk management issues, and legal, Crime and Disorder Act and procurement implications)

6.1 The schools forum's powers here derive from the School and Early Years Finance (England) Regulations 2020 ("SEYFR"), made by the Secretary of State for Education in exercise of powers under the School Standards and Framework Act 1998 and the Education Act 2002. The SEYFR came into force on 21 February 2020.

6.2 Chapter 2 of Part 2 of the SEYFR is entitled "Further Deductions and Variations to Limits Authorised by School Forums or the Secretary of State" and it contains regulation 12 of the SEYFR. Under regulation 12 of the SEYFR, on the application of a local authority the schools forum may authorise *the redetermination of schools' budget shares by removal of any of the expenditure referred to in Part 6 (Items That May Be Removed From Maintained Schools' Budget Shares-Primary and Secondary Schools) of Schedule 2* [of the SEYFR] *from schools' budget shares where it is instead to be treated by the authority as if it were part of central expenditure, under regulation 11(5)* (SEYFR, regulation 12(1)(c)). Part 6 of Schedule 2 to the SEYFR contains paragraph 43, which states, amongst other things:-

> *Expenditure on making payments to, or in providing a temporary replacement for, any person who is –*
>
> *(a) carrying out trade union duties or undergoing training under sections 168 and 168A of the Trade Union and Labour Relations (Consolidation) Act 1992;*
> *(b) taking part in trade union activities under section 170 of the Trade Union and Labour Relations (Consolidation) Act 1992;*

6.3 Therefore, provided the proposals fall within the above legislation, Nottingham City Schools Forum has the power to approve the recommendations in this report. This power should be exercised lawfully. Provided the amounts sought through use of this power have been correctly and lawfully calculated, the exercise of this power will be lawful.

6.4 Moreover, it should be noted that any decision taken by the Schools Forum here does not obviate an employer's requirement to consult with staff via their trade union representatives. As employers of their own staff, Academies (and the governing bodies of voluntary aided schools) will still have substantive legal obligations to consult, even if their proposals align with those of Nottingham City Council in relation to the authority's own staff in maintained schools.

7 HR colleague comments

7.1 The relevant HR issues are included in the above report. The trade unions are supportive of this approach and have commented as follows:

Good employment relations are key to minimising costs. To achieve this, both schools and the trade unions need effective and positive support for members and employers that can remain locally based. If schools/academies choose not to de-delegate funding then the costs will almost certainly exceed the amounts as recommended in this report. We believe the proposed formula to be affordable based on the current funding provided centrally. The investment is worth making to secure peace of mind regarding providing the time and resources outlined in statute so that the unions are able to represent members both individually and collectively in negotiations and consultation meetings with schools/academies.

For those of you who require further information regarding Facility Time, the TUC produced a report "The Facts about Facility Time for Union Reps" (2011) which is very informative and helpful (see link) http://www.tuc.org.uk/tucfiles/108/TheFactsAboutFacilityTime.pdf

7.2 There is broad agreement across the teaching unions (NAHT/NEU/ASCL/NASUWT) that de-delegation should be supported and that they have jointly contacted schools and academies to express this view.

7.3 The existing 'pot' set up by the LA for academies to pay into has been supported by a number of academies who recognise the value of the expertise provided by TU officials via effective JCNC mechanisms.

7.4 The stated ambition for City schools to be less atomised is supported by having organisations that 'join them up' and the TU's represent just such a body.

8 Equality Impact Assessment

8.1 Has the equality impact of the proposals in this report been assessed?

No ☒

An EIA is not required because these proposals have a very broad scope across many schools and academies and are focussed on financial matters. It is not possible to accurately assess how this directly impacts on individuals employed within schools.

9 List of background papers other than published works or those disclosing confidential or exempt information

9.1 None

10 Published documents referred to in compiling this report

10.1 Schools Forum report 9 October 2018: De-delegation of funding for Trade Union time off for senior representatives

10.2 The national funding formulae for schools and high needs 2019 to 2020 – July 2018

10.3 Schools revenue funding 2019 to 2020 Operational guide – July 2018

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APPENDIX A

Projected rates based on the different percentage increases from the financial year 2016/17								Projected income based on the different rate increases			Under/Overspends based on either 3.4 or 3.7 allowance			
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Pupil numbers used on 2020/21 Individual School Budget	Forecast number of schools for 2021/22	Projected income from each option	Projected cost based on 3.4 allowance	Variance between income and expenditure based on 3.4 allowance	Projected cost based on 3.7 allowance	Variance between income and expenditure based on 3.7 allowance
Summary of rates applied														
Per pupil rate	£1.35	£1.52	£1.52	£1.55	£1.45	£1.52								
lump sum	£1,297.64	£1,586.86	£1,590.00	£1,622.00	£1,368.00	£1,538.00								
Increasing the rates by 1% each year from 2016/17														
Per pupil rate			£1.54	£1.55	£1.57	£1.58	£1.60	29,096.00		£46,481.89				
lump sum			£1,605.90	£1,621.96	£1,638.18	£1,654.56	£1,671.11		66.00	£110,292.99				
										£156,774.88	£148,394.41	£8,380.48	£159,648.00	-£2,873.12
Increasing the rates by 1.5% each year from 2016/17														
Per pupil rate			£1.54	£1.57	£1.59	£1.61	£1.64	29,096.00		£47,643.88				
lump sum			£1,610.66	£1,634.82	£1,659.35	£1,684.24	£1,709.50		66.00	£112,826.93				
										£160,470.80	£148,394.41	£12,076.40	**£159,648.00**	**£822.80**
Increasing the rates by 1.7% each year from 2016/17														
Per pupil rate			£1.55	£1.57	£1.60	£1.63	£1.65	29,096.00		£48,115.13				
lump sum			£1,613.84	£1,641.27	£1,669.17	£1,697.55	£1,726.41		66.00	£113,942.91				
										£162,058.04	£148,394.41	£13,663.63	£159,648.00	£2,410.04

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Dear Director

We are writing on behalf of all employees working in your local authority area who are members of NAHT, ASCL and the National Education Union (NEU).

You will recall, last year, local schools agreed through your Schools Forum to 'de-delegate' funding for supply cover costs, including for trade union facilities time. We believe that this was the right decision – and a very big majority of Schools Forums made the same decision, acting in accordance with advice issued by the Local Government Association and the National Employers' Organisation for School Teachers.

We believe that the central retention and distribution of this funding is the most effective and efficient arrangement and we would like to work with you to ensure that this arrangement continues. Discussions are now taking place in your authority on funding arrangements for supply cover costs from April next year and we are asking you to pass the information in this letter to members in your Schools Forum and to encourage them to vote again for de-delegation of funding arrangements for supply cover costs.

Successive governments have recognised the importance of good industrial relations and have legislated to provide a statutory basis for facilities time as follows.

- Paid time off for union representatives to accompany a worker to a disciplinary or grievance hearing.
- Paid time off for union representatives to carry out trade union duties.
- Paid time off for union representatives to attend union training.
- Paid time off for union 'learning representatives' to carry out relevant learning activities.
- Paid time for union health and safety representatives during working hours to carry out health and safety functions.

These provisions are contained within the Employment Relations Act 1999 and the Trade Union Labour Relations (Consolidation) Act 1992 and the Safety Representatives and Safety Committees Regulations 1977.

NAHT, ASCL and NEU have members and union representatives in academies as well as maintained schools within your local authority area and, in addition to seeking your support for continued de-delegation, we are seeking your agreement for the local trade union funding arrangement to be formally extended to academies within your local authority boundary.

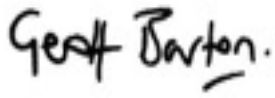
As the DfE Advice on Trade Union Facility Time acknowledges, the trade union recognition agreement between the authority and the recognised unions will have transferred to each academy school as the new employer of the transferred staff as part of the conversion process to academy status under TUPE. We believe that, following conversion, academies should also become parties to local authority trade union facilities arrangements.

The academies within your authority will have received funding for trade union facilities time in their budgets and they are permitted to use that funding to buy-back into local authority arrangements. Indeed, many academies across England have already agreed to buy in to local authority trade union facilities arrangements.

Pooled funding will help the local authority and all schools to meet their statutory obligations on trade union facilities time. Setting up a central funding arrangement will allow academies to pay into a central pool if they wish to. But most importantly it will help maintain a coherent industrial relations environment where issues and concerns whether individual or collective can be dealt with more effectively. All these points are echoed in the advice issued by the LGA and NEOST.

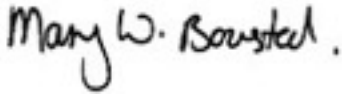
We urge you therefore to support the de-delegation of funding for trade union facilities time and to continue or establish (if you did not do so previously) a mechanism whereby academies within your authority are able to buy into a central fund for trade union facilities time. If you agree to do so, we will write to academy principals to encourage them to buy in to your arrangement.

Yours sincerely

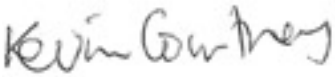


General Secretary
ASCL

General Secretary
NAHT



Joint General Secretary
NEU



Joint General Secretary
NEU

Schools Forum – 13 October 2020

Title of paper:	Update on the consultation with maintained schools on the revised scheme for financing schools (Fair Funding Scheme) and proposed changes to that scheme.
Director(s)/ Corporate Director(s):	Catherine Underwood, Corporate Director for People (Children & Adults)
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Summary
The purpose of this report is to update Schools Forum (SF) on the findings of the consultation on the revised scheme for financing schools (Fair Funding Scheme) and to seek approval for the recommended changes to the scheme as required.

The revisions to the scheme are set out in **Appendix A** with changes aligning to "Schemes for financing schools – statutory guidance for local authorities April and August 2020" publication. The approval from SF on these revisions is a requirement of the guidance.

Recommendation(s):	
1	For **maintained schools only** to approve the changes made to the Scheme for financing schools, the key changes are outlined in **Section 2** and a full list of the changes are detailed in **Appendix A**.

1 Reasons for recommendations

1.1 The scheme should outline the financial relationship between the Local Authority (LA) and maintained schools. LA's are required to revise and publish schemes for the financing of schools in accordance with latest statutory guidance from the Department for Education (DfE).

1.2 The revision of the scheme will strengthen the LA's overall responsibility for the provision of school budgets and will assist schools in managing their delegated budget share in a robust manner.

2 Background (including outcomes of consultation)

2.1 Under Section 48 of the Schools Standards and Framework Act 1998, LA's are required to have schemes of delegation which set out the financial controls and the financial relationship between the LA and the maintained schools which it funds.

The LA's previous version (June 2019) is now out of date and as per "Schedule 14 of

School Standards and Framework Act 1998” and "as regards any proposed variation of the scheme, the authority shall first consult every governing body and head teacher whom they are obliged to consult". Any proposed revisions to the scheme must be the subject of consultation and require approval by the SF.

2.2 The consultation document was circulated to all head teachers and chair of governors of maintained schools on 18 September 2020, the consultation was open for a 13 day period.

2.3 The closing date of the consultation was midday 30 September 2020.

2.4 Key changes proposed:

It is possible for the Secretary of State (SoS) to make directed revisions to the schemes after consultation. Such revisions become part of the scheme from the date of the direction. The SoS has used this power and directed that all schemes must include the following:

a. From the 2021 to 2022 funding year each school must submit a 3-year budget forecast each year, at a date determined by the LA between 1 May and 30 June.

   Therefore, to align the scheme to the guidance the following amendment has been made:

   “From 2021 to 2022 funding year each school must submit a 3-year budget forecast each year by 15 June each year.”

   For clarity the 2021 to 2022 relates to the financial year not the academic year.

b. Following consultation that closed on 19 November 2019, the SoS decided that from 1 April 2020 Local Authority Maintained Schools (LAMS) would be able to join the Risk Protection Arrangement (RPA). To reflect this change the guidance below has been added as the DfE have not had time to conduct a consultation on a directed revision but they may do that later.

   The guidance states that the scheme should contain a provision which allows schools to join the RPA after 1 April 2020. Schools may do this individually when any insurance contract of which they are part expires.

   The scheme should also provide for all primary and/or secondary maintained schools to join the RPA collectively by agreeing through the schools forum to de-delegate funding.

   The scheme has been updated to reflect the latest guidance on risk protection arrangements for maintained schools in **Section 10.1 Insurance cover**. Noted below is the proposed text:

10.1 INSURANCE COVER

10.1.1 The budget for insurance is fully delegated to schools. It is the responsibility of the governing body to ensure that its school has adequate insurance cover. Insurance cover maybe arranged through Nottingham City Council's Insurance and Risk Team or with an external provider. If schools choose to arrange their own insurance cover, they must demonstrate to the Insurance and Risk Management Team that the cover relevant to the LA's insurable interests, which is provided under a policy arranged by the governing body, is as least as good as the minimum relevant cover arranged and offered by the LA.

10.1.2 In assessing the type and level of insurance cover required, the LA will have regard to the actual risks which might reasonably be expected to arise at the school in question in operating such a requirement, rather than simply applying an arbitrary minimum level standard of insurance cover for all schools.

10.1.3 Instead of taking out insurance, a school may join the Secretary of State's RPA for risks that are covered by the RPA. Schools may do this individually when any insurance contract of which they are part expires. All primary maintained schools may join the RPA collectively by agreeing through the SF to de-delegate funding. It must be noted that the insurance offered by the RPA is not as comprehensive as the cover offered by the LA and cover that is not offered by the RPA must be sourced and obtained by the school separately to ensure adequate cover is in place.

10.1.4 Schools must provide any details related to the above insurance arrangements, as requested by the Director of Strategic Finance.

There are other minor changes to the scheme which have been included in **Appendix A** such as the renaming of a title and the renumbering of paragraphs and out of date information has been removed. These changes will have no impact on maintained schools.

2.5 The LA received no responses to the consultation. It must be noted that to reduce the burden of responding to the consultation at this busy time for schools due to the Coronavirus maintained school head teachers and chair of governors were advised of the proposed changes to the scheme and that no response would be assumed to be acceptance of the proposed changes.

3 Other options considered in making recommendations

3.1 To not revise the Fair Funding Scheme to keep it in line with the DfEs "Schemes for financing schools – statutory guidance for local authorities August 2020", could expose the LA and schools to significant financial risk.

4 Outcomes/deliverables

4.1 By approving the revised Scheme for financing schools, maintained schools will be required to follow the rules which are set out in the scheme. This scheme is based on the guidance set out by DfE's "Schemes for financing schools – statutory guidance for local authorities August 2020".

5 Finance colleague comments (including implications and value for money/VAT)

5.1 This report seeks approval from SF to implement an updated version of the LA's Fair Funding Scheme to ensure that the scheme conforms to the latest guidance set out in the "Schemes for financing schools – Statutory guidance for local authorities August 2020".

5.2 The revised scheme clearly outlines the financial responsibilities of Governing Bodies, Head Teachers and the LA and tightens up the financial controls. **Appendix A** outlines a detailed list of the proposed amendments and insertions to the revised scheme.

5.3 Should SF feel they cannot approve the revisions or approves them subject to modifications which are not acceptable to the LA, the LA may apply to the SoS for approval.

5.4 There are no direct financial implications or value for money issues arising from this report.

6 Legal and Procurement colleague comments (including risk management issues, and legal, Crime and Disorder Act and procurement implications)

6.1 Legal Implications

6.1.1 Section 48(1) of the School Standards and Framework Act 1998 ("SSFA") states:-
(1) Each local authority shall prepare a scheme dealing with such matters connected with the financing of the schools maintained by the authority or the exercise by the governing bodies of those schools of the power conferred by section 27 of the Education Act 2002 (power of governing body to provide community facilities etc.) as are required to be dealt with in the scheme by or by virtue of—

(a) regulations made by the Secretary of State; or
(b) any provision of this Part [of the SSFA]*.*

6.1.2 Therefore, by virtue of section 48(1) of the SSFA, Nottingham City Council ("NCC") is required to prepare a scheme essentially dealing with the financing of its maintained schools.

6.1.3 The revision of a LA's scheme of delegation is provided for by Schedule 14 to the SSFA. Amongst other things, paragraph 2A of Schedule 14 to the SSFA states:-

(1) A local authority may, in accordance with this paragraph, revise the whole or part of the scheme maintained by them under section 48(1).
(2) In revising the scheme, the local authority shall take into account any guidance given by the Secretary of State, whether–
(a) generally, or
(b) in relation to that authority or any class or description of local education authorities to which that authority belongs, as to the provisions the Secretary of State regards as appropriate for inclusion in the scheme.
(3) As regards any proposed variation of the scheme, the authority–

(a) shall first consult the governing body and head teacher of every school maintained by the authority (within the meaning of this Chapter), and
(b) shall then submit a copy of their proposals to the authority's schools forum for their approval.

6.1.4 Therefore, by virtue of Schedule 14, paragraph 2A(1), NCC has the power to revise the whole or part of its scheme of delegation. The process for this requires NCC to: take into account any guidance given the Secretary of State; consult first the governing body and head teacher of every school maintained by NCC; and then to submit a copy of NCC's proposals for revision of the scheme of delegation to the Nottingham City Schools Forum for their approval.

6.1.5 All of the above, is what is happening here. NCC is proposing to revise its scheme of delegation to accord with the latest guidance issued by the Secretary of State entitled: *Schemes for financing local authority maintained schools* (Updated 5 August 2020); NCC has conducted consultation on these proposals with the governing body and head teacher of every school maintained by NCC from 18 September 2020 to 30 September 2020 with no responses received; and clearly this report entails NCC submitting a copy of its proposals to the Nottingham City Schools Forum for their approval. Therefore NCC's proposals are generally lawful, as is the action being taken to take these proposals forwards.

6.1.6 Paragraph 2B of Schedule 14 to the SSFA states:-

(1) Regulations may make provision preventing schemes as revised from coming into force unless they are approved in accordance with the regulations by the local authority's schools forum or by the Secretary of State.

(2) The regulations may in particular–

(a) prescribe circumstances in which proposals which have been submitted to a local authority's schools forum may be submitted to the Secretary of State,
(b) enable the schools forum or the Secretary of State to approve proposals with modifications, and
(c) enable the schools forum or the Secretary of State, in giving their or his approval, to specify the date on which the scheme as revised is to come into force.

6.1.7 The current regulations are the School and Early Years Finance (England) Regulations 202020, SI 2020/83 ("SEYFR"). Regulation 33 of the SEYFR deals with approval by the schools forum or the Secretary of State of proposals to revise schemes. Amongst other things, regulation 33 of the SEYFR states the following:-

(1) Where a local authority submits a copy of its proposals to revise its scheme to its schools forum for approval under paragraph 2A(3)(b) of Schedule 14 to the 1998 Act [SSFA]*, the members of the schools forum who represent schools maintained by the authority may—*
(a) approve the proposals;
(b) approve the proposals with modifications; or
(c) refuse to approve the proposals.

(2) Where the schools forum approves the proposals to revise the scheme, it may specify the date on which the revised scheme is to come into force.
...

(6) No revised scheme is to come into force unless approved by the schools forum or the Secretary of State in accordance with this regulation.

7 HR colleague comments

7.1 None

8 Equality Impact Assessment

8.1 Has the equality impact of the proposals in this report been assessed?

No ☐
An EIA is not required because:
(Please explain why an EIA is not necessary)

Yes ☐
Attached as Appendix x, and due regard will be given to any implications identified in it.

9 List of background papers other than published works or those disclosing confidential or exempt information

9.1

10 Published documents referred to in compiling this report

10.1 Statutory guidance - Schemes for financing local authority maintained schools – Published by the Department of Education and the Education and Skills Funding Agency

APPENDIX A

Changes from previous version (June 2019)

2.3 Amended title from “Submission of budget plans” to “Submission of budget plans and financial forecasts”.

2.3.10 Added: From 2021 to 2022 funding year each school must submit a 3-year budget forecast each year by 15th June each year.
Deleted: Schools are required to prepare a multi-year budget plan. Best practice being a 3 year budget plan.
Added: This supports the Governing Body and the Local Authority in establishing a view of the schools medium term sustainability and provides the ability to take strategic action in a timely manner where financial issues are highlighted.

2.3.12 Added: Schools must submit a recovery plan to the local authority when a forecast deficit is projected at 31 March of any year.
Amended: deadline for submission of three year financial forecast to 15th June from 15th July.

3.1.7 Deleted: text as no longer relevant – “Top up payments for pupils with high needs in Pupil Referral Units will be made monthly unless otherwise agreed with the provider.”

3.1.8 Renumbered 3.1.7

4.9.3d Deleted: “The session explains the process for the school loan scheme.”

10.1.1 Added: The budget for insurance is fully delegated to schools. It is the responsibility of the governing body to ensure that its school has adequate insurance cover. Insurance cover maybe arranged through Nottingham City Council’s Insurance and Risk Team or with an external provider.

10.1.2 Moved guidance in 10.1.2 to 10.1.4.
Added: In assessing the type and level of insurance cover required, the LA will have regard to the actual risks which might reasonably be expected to arise at the school in question in operating such a requirement, rather than simply applying an arbitrary minimum level standard of insurance cover for all schools.

10.1.3 Added: Instead of taking out insurance, a school may join the Secretary of State’s Risk Protection Arrangement (RPA) for risks that are covered by the RPA. Schools may do this individually when any insurance contract of which they are part expires. All primary maintained schools may join the RPA collectively by agreeing through the Schools Forum to de-delegate funding. It must be noted that the insurance offered by the RPA is not as comprehensive as the cover offered by the LA and cover that is not offered by the RPA must be sourced and obtained by the school separately to ensure adequate cover is in place.

10.1.4 Renumbered paragraph 10.1.2 to 10.4.4: Schools must provide any details related to the above insurance arrangements, as requested by the Director of Strategic Finance.

Added contact details for the Nottingham City Council Insurance and Risk Management Team.

SCHOOLS FORUM – 13th October 2020

Title of paper:	Update on Inclusion Projects
Director(s)/ Corporate Director(s):	Nick Lee, Director of Education Services Catherine Underwood, Corporate Director of Children and Adults
Report author(s) and contact details:	Jennifer Hardy Jennifer.hardy@nottinghamcity.gov.uk 0115 87 65629
Other colleagues who have provided input:	Kathryn Stevenson, Senior Commercial Business Partner

Summary

This paper updates Schools Forum on the decision to put in place a Routes to Inclusion (R2i) delivery team and an expanded Intensive Support Team (IST) for September 2020.

Recommendation(s):	
1	Note the use of £0.472m from the DSG reserve to fund a R2i delivery team for two academic years from September 2020.
2	Note the use of £0.090m from the DSG reserve to fund the expansion of the Intensive Support Team (IST) for the period September 2020 to March 2021.

1 REASONS FOR RECOMMENDATIONS

1.1 The anticipated impact on young people's mental health and behaviour has been well documented throughout the Covid pandemic. The Council needs a fully staffed and operational response to support schools with young people and their needs for the start of the new academic year.

1.2 R2i and the IST is the Council's early intervention solution to supporting young people and minimising permanent exclusion. The proposed expansion of IST and R2i delivery model were presented to Schools Forum Sub Group (SFSG) in February 2020 and scheduled for re-discussion in March 2020, but this was postponed indefinitely following the Covid outbreak.

1.3 In the context of Covid, the proposal is more critical than ever. With an expanded Intensive Support team, more children can be supported when their school place is in crisis. The IST work with school staff, the child and the family plus external agencies and departments to prevent exclusion and allow the child to remain in mainstream school. The model was trialled in 2019/20 and was very successful.

1.4 Delaying a decision pending further consultation with the SFSG was not feasible due to expiry of temporary staff contracts in July 2020 and the need to secure the experienced staff.

2 BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)

2.1 On 26 February 2020 these proposals were presented to the SFSG tasked with considering options for spend to save initiatives from DSG reserves with a view to reducing permanent exclusions. R2i evaluation data and an impact report from the IST pilot were shared. The sub group wanted to have further discussion and scheduled a follow up meeting for 19 March 2020, which subsequently had to be postponed due to the emerging Covid-19 situation.

2.2 In this context, the Chair of Schools Forum and of the SFSG was consulted and supportive of the decision to proceed.

2.3 R2i originally arose in response to the recommendations of Nottingham's 2017 exclusion taskforce. This had representation from primary and secondary schools, the PRU, YOT, Social Care, the Police and NHS. It is designed to enable earlier identification and provision of evidence based intervention for pupils with SEMH as primary need.

2.4 This is also a key priority outlined in the Council's SEND strategy 2018-2023 identified following consultation with children and young people, their families, schools and settings.

2.5 R2i is a toolkit to help schools to support children with social, emotional and mental health (SEMH) issues. The toolkit starts with universal provision for all pupils and guides school staff through the sequential stages of identification, assessment and intervention for young people with SEMH needs. It provides a structure and rationale to exploring a child's behaviour, giving new insights and intervention ideas for individual children as well as supporting identification of systemic needs within school.

2.6 R2i was created by Dr Jilly Horne, Senior Educational Psychologist and Kimberly Butler, Behaviour Support Team Manager. Both of these teams are fully traded and because of this, funding has been needed to allow them release time to develop R2i. For the 2019/20 academic year, the two posts were fully funded from DSG Reserves to develop the secondary school version of R2i, which was paused when lockdown commenced.

2.7 However, this did not provide adequate capacity to continue to support primary schools or to train school staff and internal colleagues on the process. Whilst wave 1 & 2 schools had support visits to embed the toolkit, this was not possible for wave 3 schools. This has left a somewhat fragmented level of adoption of R2i across the city, which will have been further exacerbated by Covid-19.

2.8 Evaluation has shown that R2i has increased the confidence of schools in meeting the needs of children with SEMH. Case studies show improved outcomes for target children.

2.9 Fully embedding R2i requires whole school engagement and changes to school systems and culture. It also requires the LA to embed R2i in its internal processes such as the HLN and EHCP processes and Fair Access and exclusion protocols.

2.10 In January 2020, the R2i Project Board began to look at future operating models and funding to rollout and support secondary schools with the toolkit and approach, continue to support primary schools to embed R2i.

2.11 The proposed R2i delivery team will be led by Dr Jilly Horne and supported by 1.5 FTE educational psychologists and a full-time behaviour support teacher. The aim of this temporary team is to further develop R2i and support schools for two more academic years to ensure R2i is fully embedded in all primary and secondary schools.

2.12 The Intensive Support Team is a multi-agency team of practioners, initially from three teams: Educational Psychology Service (EPS), Behaviour Support Team (BST) and the Targeted Family Support Team (TFST) who work collaboratively to support the placement of exceptionally challenging and vulnerable SEMH Primary aged pupils.

2.13 The IST delivers intensive support to pupils and their school when a child's placement is at immediate risk and the child faces permanent exclusion. The IST work with school staff, the child and the family plus external agencies and departments to prevent exclusion and allow the child to remain in mainstream school. The model was trialled in certain primary schools in 2019/20.

2.13 The initial IST team was staffed by 1.0 FTE educational psychologist, 1.0 FTE behaviour support teacher and 2.0 FTE learning mentors. The expanded team would double this front line capacity so more children can be supported at any given time.

3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

3.1 Postponing a decision on IST expansion and R2i delivery was considered but this would have resulted in a loss of experienced staff, jeopardising the LA's ability to provide support to primary schools with pupils in crisis when schools fully reopen in September 2020.

4 OUTCOMES/DELIVERABLES

4.1 It is anticipated the following outcomes will be realised through these proposals:

- Reduction in the number of children being excluded and at risk of exclusion
- Support for schools to improve provision and intervention for pupils with SEMH needs
- Improved life chances for this very vulnerable cohort
- Improved emotional wellbeing of school staff (who work with children with complex SEMH needs)
- Improved retention of teaching staff in the city

5 FINANCE COLLEAGUE COMMENTS (INCLUDING IMPLICATIONS AND VALUE FOR MONEY/VAT)

5.1 The SF sub group was established to consider invest to save proposals to be funded from the DSG reserve, with the aim of reducing long-term pressure on both the high needs budget and wider Council budgets associated with permanent exclusions. It was intended that around £2.000m of DSG reserves would be available for this purpose.

5.2 The £0.562m to fund the proposals outlined in this report has been ring-fenced in the DSG reserve, to be drawn down over three financial years. This leaves a balance of £1.438m to be considered against other initiatives.

5.3 As stated in the 2019/20 DSG Outturn report, after taking the above into account there is a further £2.213m uncommitted balance in the DSG reserve.

5.4 Of the £0.562, £0.472m is to fund a temporary R2i delivery team for two academic years from September 2020. Investment to date in R2i in the collaborative design and roll out phase has totalled £0.272m, with £0.086m of this from DSG reserves and the remainder from SEND reforms and strategy grants.

5.5 Supporting schools to fully embed R2i is a key enabler to getting maximum value from the investment to date and from the high needs budget more broadly. R2i should help ensure best value for money from the HLN budget through effective interventions, which could help reduce the level and demand for SEMH top-up funding over time. Full embedding of R2i is fundamental to ensuring that the IST model is viable, allowing the pupils with the highest needs to be identified.

5.6 The original IST team was funded for the 2019/20 academic year as a pilot from the DSG reserve at a cost of £0.184m. Ongoing costs of the team from September 2020 were budgeted from the 2020/21 High Needs budget.

5.7 The estimated £0.090m from DSG reserves is to support the expansion of the IST for the period September 2020 to March 2021. Costs from April 2021 will be budgeted from the 2021/22 High Needs budget.

5.8 The IST represents a spend to save initiative for the high needs budget as the cost should be covered through direct elimination of the risks and costs of permanent exclusion. There is also potential for savings to wider Council budgets from the positive long-term impact on the children and families supported. There had been previous safeguarding involvement in all four of the pilot cases.

5.9 Outlined costs to the DSG reserve exclude the cost in the 2020/21 financial year of the two additional BST teachers and two additional behaviour learning mentors incorporated in these proposals, in order to avoid double funding with the £0.134m Behaviour Support team under-write for 2020/21 agreed at the December 2019 Schools Forum.

6 LEGAL AND PROCUREMENT COLLEAGUE COMMENTS (INCLUDING RISK MANAGEMENT ISSUES, AND LEGAL, CRIME AND DISORDER ACT AND PROCUREMENT IMPLICATIONS)

6.1

7 HR COLLEAGUE COMMENTS

7.1

8 EQUALITY IMPACT ASSESSMENT

8.1 Has the equality impact of the proposals in this report been assessed?

No ☒
An EIA is not required because:
This paper does not present a significant change to policy and practice.

9 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION

9.1 None

10 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT

10.1

Appendix 1 – an outline of the Intensive Support Team

The Intensive Support Team will be a multi-agency team of practioners, initially from three teams: Educational Psychology Service (EPS), Behaviour Support Team (BST) and the Targeted Family Support Team (TFST) who will work collaboratively to support the placement of exceptionally challenging and vulnerable SEMH Primary aged pupils.

The R2i SEMH graduated response will work for the vast majority of pupils and our Wave 1 and Wave 2 pilot evidences that. However, we know that for a very small percentage of pupils, in spite of schools and professionals implementing R2i; there may be some pupils whose school place is deemed at risk and need an additional intervention.

How will schools access the IST?

Schools will make a referral to the IST panel, preferably with the support/recommendation of either BST or EPS. This referral will include paperwork evidencing the R2i graduated response along with a short application detailing information around continued barriers, hypothesis about underlying causes and expected outcomes etc. A school representative (eg the Senco) would attend the panel and present the case to panel members. Following a detailed discussion and exploration of the referral the panel would agree next steps.

The outcome of the panel referral will be one of the following:

1. Revisit R2i and strengthen the graduated response in light of panel feedback
2. BST or EPS team member to go into school and work alongside the Senco to offer additional consultation and analysis
3. IST team involvement to support placement maintenance.

The composition of the IST panel will include BST, EPS, and school reps as a minimum.

The primary focus of the IST is placement maintenance within the existing setting. The work will focus on capacity building, strengthening relationships and staff wellbeing. Following the decision to offer IST intervention, there will be an immediate scoping exercise in school and with the family (up to 2 days) by the IST team. This will be to further assess need, gather additional data, consult with staff and parent/carers and create a personalised package of support; in order to strengthen the placement and reduce the risk of exclusion plus support school.

The longer term plan is that once R2i is fully rolled out and embedded in our Secondary Schools, that the IST can extend its work to include KS3/4 pupils.

Roles and responsibilities

The IST team will be managed and supervised by the BST Team Leader. It will initially comprise of a full time EP and BST Teacher plus 2 BST Learning Mentors. The BST staff will assume case holder responsibility. The focus will be on collaborative working between EPS and BST. However, there will be some dedicated roles and responsibilities, including:

- EP – staff supervision and assessments
- BST Teacher – class teaching, teacher coaching, behaviour management, de-escalation cycles
- BST Learning Mentors – support staff coaching and modelling, therapeutic interventions, support around RPI and risk, family work, in class support

Some elements of the support may be delivered jointly e.g. observations, consultations, training, action planning.

The IST is being piloted at the start of June 2019 and a verbal update on the pilot will be provided at the Schools Forum meeting.

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