

## SCHOOLS' FORUM

**Day:** Monday  
**Date:** 21 March 2016  
**Time:** 11.00 am  
**Place:** Inspire Academy, Mossley Road, Ashton-under-Lyne

Item No.	AGENDA	Page No
1.	<b>APOLOGIES FOR ABSENCE</b> To receive apologies for any absences.	
2.	<b>DEDICATED SCHOOLS GRANT 2016/17 DE-DELEGATION DECISION</b> Report of the Assistant Executive Director, Finance (Section 151 Officer) attached.	1 - 6

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# Agenda Item 2

## ITEM NO: 2

<b>Report To:</b>	<b>SCHOOLS FORUM</b>
<b>Date:</b>	21 March 2016
<b>Reporting Officer:</b>	Bob Berry – Interim Assistant Executive Director - Learning.  Peter Timmins – Interim S151 Officer – Directorate of Governance and Resources.  .
<b>Subject:</b>	<b>DEDICATED SCHOOLS GRANT 2016/17 DE-DELEGATION DECISION</b>
<b>Report Summary:</b>	A report on the decision Maintained Schools need to make concerning potential de-delegation of the Dedicated Schools Grant for 2016/17.
<b>Recommendations:</b>	Members of the Schools Forum are requested to note the contents of the report.  Members of the Primary and Secondary sectors are required to vote on the De-delegation of funding for each of the four services in Section 2.6 of the report.
<b>Links to Community Strategy:</b>	Effectively calculated and targeted resources will improve access to a high quality education experience for all our children.
<b>Policy Implications:</b>	Expenditure in line with financial and policy framework.
<b>Financial Implications: (Authorised by the Borough Treasurer)</b>	The Dedicated Schools Grant is a ring fenced grant solely for the purposes of schools and pupil related expenditure. As such it can only be used within the Schools Budget and is not available for use elsewhere in the Council.  There has been no inflation applied to the Dedicated Schools Grant in Tameside by the Department for Education/Education Funding Agency since April 2010. The funding allocated to Tameside is primarily based on the number of pupils on the preceding Autumn Term Pupil Census.
<b>Legal Implications: (Authorised by the Borough Solicitor)</b>	There is a statutory duty to use resources efficiently and effectively against priorities.
<b>Risk Management:</b>	The correct accounting treatment of the Dedicated Schools Grant is a condition of the grant and procedures exist in budget monitoring and the closure of accounts to ensure that this is achieved. These will be subject to regular review.

**ACCESS TO INFORMATION**

**NON-CONFIDENTIAL**

**This report does not contain information which warrants**

**its consideration in the absence of the Press or members of the public.**

## **Background Papers**

The background papers relating to this report can be inspected by contacting Stephen Wilde – Head of Resource Management, Directorate of Finance by:



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## 1. BACKGROUND AND INTRODUCTION

- 1.1 A report on the changes to the schools funding process was initially brought to the Schools Forum in May 2012 following consultation by the Department for Education (DFE) and the Education Funding Agency (EFA) which started in March 2012. The DFE/EFA have been clear that the new funding formula will:
- Be a precursor to a national funding formula, to be administered by the EFA in the next Comprehensive Spending Review period which is still expected to be from 2015/16;
  - Ensure that 'funding follows the pupil' by restricting the ability to direct funding towards school organisation or premises issues;
  - Reward schools that attract pupils;
  - Ensure transparency, so schools in similar positions receive similar levels of funding;
  - Be simpler than the current process; and
  - Maximise delegation.
- 1.2 In this context, and as agreed with the Heads and Chairs of Governors, the priority for the 2013/14 local funding formula was to work within the parameters established by the DfE, whilst trying to secure financial stability for local schools as they moved from one funding regime to another. This approach was continued in 2014/15 and 2015/16 where only minor changes were made to funding unit rates in Tameside.
- 1.3 Based on summary data released by the DFE/EFA the most notable area in relation to the Tameside funding scheme was that 96.3% of DSG was delegated to Schools in Tameside in 2014/15, which is a high level compared to other authorities nationally.
- 1.4 Section 2 and **Appendix A** of the report contains additional information about the services that Maintained Schools are being asked to consider de-delegating. Section 2.6 includes a request to vote on the annual de-delegation of 4 central services.
- 1.5 This report is presented as a dedicated item as members of the Schools Forum were unable to vote on the provision of these services during 2016/2017 at the meeting on 2 March 2016.

## 2. DEDICATED SCHOOLS GRANT 2016/17 DE-DELEGATION DECISION

- 2.1 De-delegation is the terminology employed by the DFE in relation to Schools Forum representatives of Council Maintained Schools voting on whether to support mandatory charging to all other Council Maintained Schools of certain Council services. The Primary and Secondary sector vote separately in relation to each of the services. The De-delegation rates in 2016/17 are proposed to be the same for 2016/17 as in 2015/16.
- 2.2 The Behaviour for Learning and Inclusion Service is part of the Local Authority and works in partnership with schools, within a framework of inclusion, to help them promote positive behaviour and to provide effective support to pupils, parents and schools where behaviour is preventing learning and affecting achievement. The Behaviour for Learning and Inclusion Service plays an important role providing schools with support which is both preventative and also directly supporting children with emotional, behavioural and social difficulties. Additional details of the service provided are contained in **Appendix A**.
- 2.3 The team offers development initiatives, support packages, training and resources focused on all aspects of English as an Additional Language and Equalities. Practitioners in Tameside EMA Team are members of the Northern Association of Support Services for Equality and Achievement. (NASSEA). This team aims to ensure entitlement, access and

equality for minority ethnic pupils. The team does this by working with schools to provide support and challenge to improve the achievement of minority ethnic pupils. Additional details of the service provided are contained in **Appendix A**.

- 2.4 There is a legal responsibility for a school to provide access to the Professional Associations for its employees. The Teacher Association Secretaries provide expertise in employment relations matters that are vital not just to employees, but also the employer and its managers in Schools and Colleges. This covers a number of areas and can include the writing of policies, health and safety and employment issues. The presence of trade union representatives assists management in employment relations matters and in the implementation of agreements to ensure the smoother running of the workplace. Additional details of the service provided are contained in **Appendix A**.
- 2.5 The contingency budget is available to provide additional financial support to Schools who incur unexpected costs. During 2015/16 only Primary Schools contributed towards this funding. An example of how it was used was the allocation of contingency funding to Schools who had experienced an increase in the net cost of the central Catering service as a result of the changes in the charging mechanism for that service. There is a projected under spend against the Contingency budget in 2015/16 of £61,262 and therefore an additional option would be to use that unspent balance as a Contingency budget in 2016/17, instead of de-delegating the funding again. As this budget is a contingency there are no additional details in **Appendix A**.
- 2.6 Members of the Primary and Secondary Maintained sectors respectively are recommended to approve in principle for each sector the de-delegation of service costs in relation to the following services:
- a) Behaviour for Learning and Inclusion (BLIS)
  - b) Equality, Multiculturalism and Access (EMAT)
  - c) Staff Cover for Trade Union Support
  - d) Schools Contingency

### **3 RECOMMENDATIONS**

- 3.1 As stated on the report cover

**1. Behaviour for Learning and Inclusion Service Additional Details**

- Supports students with Education Health Care Plans where Social Emotional and Mental Health is a priority need
- Provides six day cover for Primary excluded pupils
- Provides support for Key Stage 1 pupils at risk of a permanent exclusion/permanently excluded
- Supports the identification of pupils with Social Emotional and Mental Health issues, adopting offering an overview of need through a comprehensive in depth assessment process ensuring a multi-agency approach response and building capacity in school
- Offers advice, support and training to schools, their pupils, parent/carers and governors in the promotion of positive behavioural, emotional and social development and the effective management of behaviour.
- Supports through training, advice and sharing of good practice the promotion of an ethos which encourages and facilitates positive social emotional and mental health including the recognition of the link between good teaching and learning and an emotionally healthy school where pupils are able to achieve
- Where appropriate acts as a critical friend in terms of identifying and supporting the needs of children and young people and monitoring and evaluating school interventions
- Facilitates, where appropriate, referral for further assessment/involvement of other professionals and access to support through a multi-agency approach
- Supports identification of pupils at risk of exclusion and support for reintegration of those who have been excluded

**2. Equality Multicultural Access Team Service Additional Details**

- Support in the early stages of identifying bilingual pupils who may have learning difficulties.
- Classroom Partnership - A form of coaching in which, for a limited time, practitioners plan, teach and evaluate together, with a focus on language and inclusion.
- Training for teachers and Teaching Assistants including:
  - Reading and Writing in an Additional language
  - Early stage bilingual learners in EYFS/KS1
  - Early stage bilingual learners in KS1/2
  - Early stage bilingual learners in Secondary Schools
  - Co-ordinating EAL
  - Bespoke training by arrangement.

- Pupil observation and advice to practitioners - Classroom observations and discussion, followed by written notes for reference. For staff anxious about progress or any other issues related to development of spoken and written English.

### **3. Trade Union Support**

#### General Support Services

- Union representatives provide expertise in employment relations matters that are vital not just to employees, but also the employer and its managers in schools and colleges. Paid time off allows union representatives to access union provided training in equal opportunities, health and safety and many other areas that impact on the organisation. The presence of union representatives assists management in employment relations matters and in the implementation of agreements to ensure the smoother running of the workplace.
- Local Professional Association representatives can help to resolve problems before they become too serious. Representatives with sufficient time will be more able to tackle issues and grievances at a local level before they escalate. They can save time and money by preventing the need for cases to go to a higher level an employment tribunal. Local secretaries reduce the need for intervention by full-time paid union officials and over-reliance on costly, time consuming formal procedures.
- Local Professional Association representatives can make a significant contribution to the management of change. Large scale reorganisation, new national agreements and new legislation can place huge burdens on managers and Human Resources departments. Working with a team of skilled and knowledgeable union representatives can ease the workload and improve results. Representatives can facilitate change through supporting members, explaining procedures and ensuring that the process is carried out correctly.
- Local Professional Association representatives have access to a large pool of resources that may be beyond the capacity of any one employer. Unions at regional and national level, along with the Trades Union Congress (TUC), provide information on industrial relations practices, national legislation, standards, equal opportunities, health and safety, learning opportunities, policy and economic trends and pensions.

#### Local Support Services

- At Local Authority / Governing Body level - participation in the formulation of policies for adoption by Governing Bodies.
- At school / college level - timely representation of members at disciplinary, grievance, competency and sickness absence meetings with Headteachers at informal and formal levels and with governors at a formal level.