

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2017-18

Behaviour Support Service

Outline of Proposed Service 2017/18

The Behaviour Support Team offers experienced, evidence-based advice and support on a wide range of topics. A significant proportion of BST work is supporting class teachers to develop effective behaviour strategies.

Key Features Requested by Primary Heads

3 Heads (volunteered) – main themes:

1. Quick and flexible response to challenging cases in Primary Schools
2. Focus on the more challenging children/families rather than strategies they felt already knew.
3. The desire for strategies/approaches to be modeled/embedded by new team support staff.
4. Information about key people/roles and teams in West Berkshire and how they connect with each other. Vital for new Heads
5. A need for an actual Primary PPP rather than a virtual one.
6. Debate around criteria for levels of acceptable behaviour –maybe some guidance but we agreed this is highly context specific.

A New look Team

1. The Team –
Darren Suffolk (0.8 Senior EP)
Andy Cordell (1.0fte Exclusions Officer)
3 specialist High Level Teaching Assistants
Access to education welfare and education psychologist advice
2. Rapid Response: capacity to respond rapidly to school concerns. This could relate to children but also whole school situations that arise. Behaviour would be main focus but wouldn't exclude other complex situations.
3. One access point would be a *Generating Solutions* meeting – Darren, new workers, school rep/s and parent/s where possible. 1 hour – clear process and actions. Worker produces 1 side A4 actions sheet on return to office – pretty immediate process. Evidence based success. (It will not be talking and going away which might be an anxiety that people will have). There will be actions

Appendix B

and workers can deliver these where necessary. However, this is not a fixed entry point and flexibility/ pragmatism will be essential.

4. Other access points could come from other services, exclusion alerts. Will likely have weekly allocation/review process initially. There will be some admin considerations.
5. The team will be informed by a set of principles relating to motivation and change. Darren has worked on this extensively. Essentially a very honest analysis of any situation and actually clear suggestions of what people need to do to move it forward. Darren and Andy would take control/ownership of more complex cases and deliver or push for necessary actions.
6. Partners and working relationships: Darren will look to develop the notion of partners. A partner would be someone/ a team with an agreed clear working relationship. Obvious ones are EHA, Oaks, PRU Outreach, EPS, EWS, and ASD support teachers etc. Clarity of processes – flowchart – required for schools.
7. All of the above should be able to link and sit neatly with Local Authority Social Inclusion agenda and restorative themes.
8. A new name and a base at West Street House. They will be out of the office plenty of the time.
9. A high level of supervision and guidance for new people will be needed over the course of the first year. This will pay dividends though.
10. We will seek good data and evaluation of services provided.

What would schools get?

1. Immediate write up and actions – agreed review in cases where necessary.
2. Links in with other support services and help in securing necessary actions
3. More direct support with very complex cases involving wide range of services and bringing this altogether sensibly.
4. Access to support for challenging whole school situations.
5. Direct links into PAR (Pupils at Risk of exclusion mtg), PPP (Pupil Placement Panel & Fair Access process), VCF (Vulnerable Childrens Fund) other relevant systems/services
6. Support from workers where appropriate to help implement/model strategies in school
7. Clear information who's who –links etc –regularly updated.
8. Suggestions and links re potential training needs

Main Losses

1. The main loss will be a dedicated school link. However, given such a small team this is sensible. All schools would be able to access support when needed and I would seek some continuity in terms of worker but not have this as a referral source.
2. There would be a significant loss in training. Although this could be picked up by others and in the future we could build this capacity. Schools may need to buy in bespoke training from outside providers or other services e.g. EPS, PRU outreach.

Proposed Cost of Delivery in 2017/18

The following table summarises the proposed cost of the service for 2017/18. It is based on employing the team members outlined above.

	Total £
Staffing Costs	198,460
Other Costs	6,150
Surplus / Deficit Brought Forward	-10,640
Sub Total	193,970
Support Service Recharges	19,400
Total	213,370

This does not include any income from Academies for the part of the service they are currently receiving. If charged, this will reduce the net cost (by up to £20k) and the charge to maintained schools.

Method of charging in 2017/18

The total net cost of the service will be divided by the total number of pupils recorded in the October 2016 census to arrive at a per pupil amount for charging purposes. Using October 2015 census data to provide an indicative amount, this would equate to £13.38 per pupil. Appendix A of the main report shows the indicative total amount per school.

Other Options which *may* be considered

1. The local authority offer a fully traded service (likely to increase the cost to individual schools).
2. Schools “pay as you go” either by employing/using own staff when needed or purchasing support from external providers (may include the local authority if still able to offer this service).
3. Local authority to consider an alternative (cheaper) service to offer.