

## Appendix B

### 1 Background

1.1 From April 2014, funding arrangements for centrally held Behaviour Support Services (BSS) were placed under the jurisdiction of Schools' Forum to decide whether the historic budgets could be pooled by the Local Authority or distributed to maintained schools by formula.

1.2 The framework for de-delegated budgets is set within the principles of shared responsibility between schools for all pupils and mutual support across all schools. The model allows for all schools who de-delegate funding to have certainty of access to support at the point of need from services that continue to operate and provide support in the most cost-effective way.

1.3 Behaviour support sits within the Team Around the School and Setting (TASS) and is delivered through a broader agenda of inclusion support. The new TASS Inclusion Advisers provide support to all maintained primary schools through delivering a range of interventions to support schools and settings around emerging needs including, social, emotional and mental health needs, cohort work around emerging behaviour needs and includes developing programmes for groups of children who are at risk of permanent exclusion.

1.4 The Inclusion and Alternative Provision team will provide support for secondary and primary aged child is at risk of Permanent Exclusion through the Inclusion Partnerships (secondary) or Behaviour Support Networks (primary). A team of Inclusion Partnership Advisers are available to support with children at risk of PEX.

1.5 Support from the TASS team is bespoke to the needs of the school and includes whole school expert advice, guidance, training, and support, as well as targeted group work alongside whole school approaches to behaviour and inclusion. As pupils who present challenges with behaviour often present with attendance difficulties, the TASS behaviour offer is supported by the new statutory and core attendance offer and termly attendance meetings, where identified. Schools at both phases are offered a core behaviour meeting prior to the implementation of any targeted work.

1.6 Schools and academies have a statutory duty to provide for pupils with EAL on their roll and funding is delegated within their individual budgets for this purpose. EAL is not a special educational need and pupils with EAL are able to achieve very well if effective support is in place for them. This includes support from staff who have a good understanding of their mother tongue and can build links with families who do not speak English as a first language. The EAL service offers a range of support for pupils and schools (1:1 support and training) as well as a translation service and support for pupils to take examinations in their mother tongue.

### 2 Behaviour Support: (Team Around the School and Setting - Inclusion)

2.1 Currently, resources for primary maintained schools are managed according to a published formula. Appendix A outlines the agreed allocation of support to schools. The new Inclusion offer, through the Team Around the School and Setting, provided an opportunity to reshape the behaviour model to support emerging needs

in schools and to enhance the developing inclusion agenda. The central tenet of this proposal is to ensure there is a clarity and equity around distribution of resource for all schools and a targeted whole school support, which in turn support whole school improvement.

2.2 This system aims to support whole school developments around behaviour and inclusion and to provide schools with access to specialist support for behaviour and guidance around inclusion.

2.3 *Implications for Cessation of De-Delegated Primary Behaviour Support:*

- Behaviour and inclusion capacity would be significantly reduced, and the service could only focus on statutory work (i.e. permanently excluded pupils). Behaviour and inclusion provision could not be reinstated at a later stage.
- No early intervention would be provided, except for statutory duties.
- The number of pupils requiring support in the secondary phase could increase as their barriers to learning support may not have been addressed in a timely and robust manner in the primary phase.
- A potential increase in the demand for special school provision in both primary and secondary phases.
- A potential increase in permanent exclusions, breakdown of placements of pupils with EHCPs, and a related increase in the number of pupils that schools must reintegrate mid-year from other schools.
- A potential deterioration of attendance.
- Further pressure on High Needs Block funding and in turn funding available for schools.

2.4 The overall impact of a reduction in funding in this area would increase the challenge for schools, potentially creating additional budget pressures or demands on already stretched alternative and specialist provision. Outcomes for pupils in East Sussex could further decline.

## **Conclusions**

3.1 High standards of behaviour and improved attendance are key to improving standards. While there is some evidence of progress, East Sussex continues to under-perform when compared to national and statistical neighbours in relation to both attendance and exclusions. Developing and sustaining consistent, effective inclusive practice across all schools must be a priority.

3.2 There is evidence that where schools have assumed financial responsibility for behaviour support there has been no correlating improvement in pupil behaviour or school performance. Indeed, the evidence suggests that schools delay early intervention because appropriate support is more costly or difficult to access and later remedies to address the problems are less effective and much more costly for pupils and schools. Where pupils are permanently excluded, the burden falls on all schools to fund and provide ongoing support and places for pupils in special schools or Independent Non-Maintained Schools (INMS).

3.3 In light of the rising demand for high-cost provision for pupils who are permanently excluded in secondary schools, and the potential that this will have on all school budgets due to pressures in the High Needs Block, consideration should be given to re-establishing a de-delegation of funding for Behaviour Support Services

across this sector and other approaches to ensuring consistent effective inclusive practice.

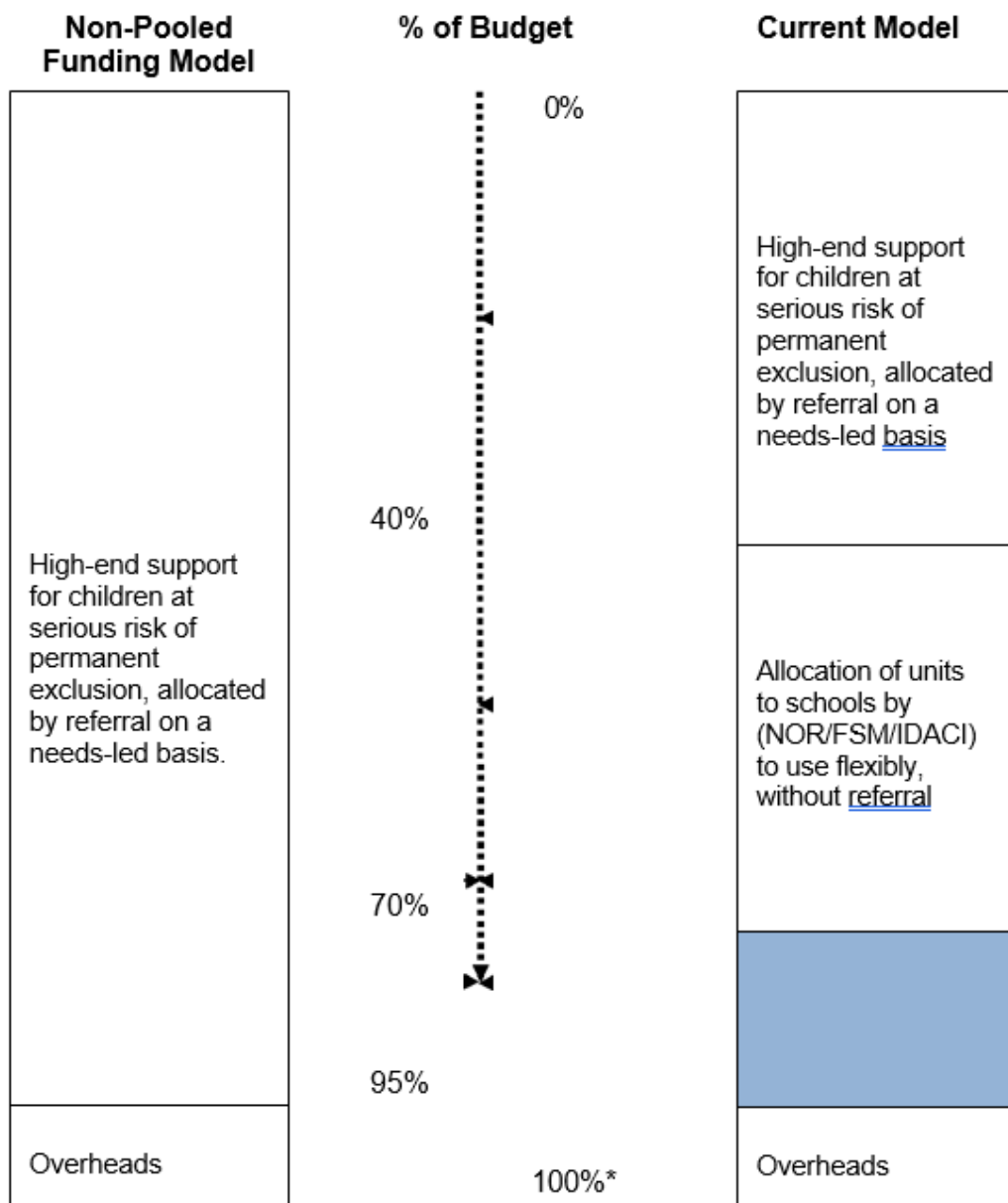
#### **4 Recommendations**

4.1 This paper sets out the rationale for continued de-delegation of primary behaviour support service, and for restoring de-delegated budgets from secondary schools for those services. The implications of any cessation of provision should be considered carefully considering the likely impact across all schools.

4.2 Schools' Forum is, therefore recommended to:

4.2.1 Continue de-delegated budgets for maintained primary Behaviour Support for 2025/26

4.2.2 Consider restoring de-delegated budgets for maintained secondary Behaviour Support for 2025/26



\*This can be 'topped up' by individual schools by purchasing additional units from the Services to Schools offer.