



## Schools Funding Forum 18<sup>th</sup> January 2017

## ITEM 5

**Subject Heading:**

**LA behaviour management strategies  
for primary aged children**

**Report Author:**

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Manager**

**Eligibility to vote:**

**n/a**

### SUMMARY

Following the closure of the Havering Pupil Referral Service (PRS), the Schools Funding Forum agreed for funding previously allocated to this provision to be reallocated to resource new models to replace the PRS. In the case of Primary school support provision, it had originally been planned to resource a school based Assessment Unit for pupils presenting with higher levels of challenging behaviour. Regrettably, governors of the school ear-marked for this provision decided not to proceed. This necessitated an alternative approach to supporting schools for the current financial year and further information on this model will be presented to members at the meeting.

### RECOMMENDATIONS

For Schools Funding Forum to note the level of resource allocated for primary school behaviour support in the light of increasing demand on services and statutory responsibilities.

### REPORT DETAIL

Whilst there is no statutory requirement to do so, the LA recognises the benefits of supporting schools in relation to pupils with challenging behaviour and where

exclusion might be a likely outcome without effective intervention strategies being put in place. However, with proposed Government cuts to the Education Support Grant, there is a need for Schools' Funding Forum to carefully consider the impact of any reduction in funding via DSG. Primary School representatives have been consulted via ESP and Primary IYFAP in relation to the level of service required from the local authority. The view of heads consulted at such forums is that we should work together, as one education community, to address the perceived rising challenges in relation to vulnerable pupils and families in Havering. To be successful, we will need to ensure that there is adequate resource to support children and families, the right kinds of support and intervention and that resources are effectively used. This report seeks to give assurances to colleagues in relation to the latter point.

The closure of the Havering PRS has presented us with both opportunities and challenges. The opportunities are in seeking to ensure, moving forwards, that we have stronger and more effective strategies and support in place to help turn around some of our most vulnerable children and families, in relation to their engagement with the education sector. If we are to achieve this we will need to work together, as one education and care community. Schools often talk about the challenges of engaging dysfunctional families who refuse to engage with any kind of early help offered. In many cases, this has a negative impact on the engagement/behaviour of the pupil in the school setting. This leads to disengagement, under achievement and sometimes exclusion. This in turn can trigger future dependence on other professional agencies such as social care, police, YOT/probation, housing, health services, unemployment services and so on.

The challenges are in managing the transition whilst we seek to grasp the opportunities to work more effectively for our vulnerable children and families. Although we might agree that children are best educated within a mainstream school context, it is clear that many head teachers feel the need for 'off site intervention' facilities where behaviour in school escalates or when pupils commit serious 'one off' misdemeanours. In the secondary sector, we have a new partnership with Olive Academies Trust and a range of other alternative providers available to support intervention, although perhaps more could be done in engaging our dysfunctional families. The Attendance, Behaviour and Traveller Support Team work as part of an integrated support package that is available to primary schools. Officers support schools with school based strategies and interventions as well as working directly with pupils in the classroom. This work is an essential part of our efforts, as an education community, to re-engage pupils at risk of exclusion.

Following the closure of the Havering Pupil Referral Service, three staff formerly employed within the Primary PRU (Oglethorpe) were moved into local authority officer roles under the auspices of Penny Denny, Attendance, Behaviour and Traveller Support Team Manager. The James Oglethorpe unit (the primary part of the former Havering PRS) officially closed at the end of August 2016. At the time, no primary school governing bodies felt able to accommodate any form of primary behaviour support provision on site. The notional costs of running the former Primary Unit at the Oglethorpe site were £342k (£19,000 x 18 places).

With the closure of the PRS, Schools' Funding Forum agreed, on an interim basis, that a budget of £300k could be allocated to resource support services in relation to primary aged pupils at risk of permanent exclusion or who are permanently excluded. As a result, a new In Reach Service has been created to respond to primary school concerns where pupils are presenting with challenging behaviours, despite any intervention put in place by the school itself. In addition to this new support, a range of other support/intervention has been developed with indicative funding for each as follows:

- In Reach Support Team (£120k)
- Two Early Help Officers have been commissioned from the Early Help Service to support primary schools, especially where there are issues related to parenting. (£70k)
- An off site Transition Programme has been established at Lambourne End to support schools where primary aged pupils require intervention (£60k)
- Development of an off-site classroom at the Ingrebourne Children's Centre (£7k)
- A partnership with two schools initially regarding funding places in their established nurture provisions or the use of their facilities. (£20k)
- Funding set aside for perm exclusions (£23k). Some of this funding has been used to support primary schools in relation to pupils who were excluded but also to support schools to keep pupils at imminent risk of permanent exclusion. Primary IYFAP has been the moderator of this allocation of resource

Primary schools can also make application to the Social Inclusion Fund to support school based interventions with pupils at risk of exclusion.