

Schools Forum 17 October 2019

Item 6 Schools Block De-Delegation Recommendations Appendix B (i)

Consultation on Service De-delegations 2020/21

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Executive Summary

Recent announcements by the Government have referenced additional funding being made available for schools in 2020/21. We are awaiting further details about how these announcements will impact in Lancashire.

The DfE have previously confirmed that 2020/21 will continue the 'soft' National School Funding Formula (NFF) arrangements first introduced in 2018/19. This is where the allocations for each Local Authority (LA) are calculated on the aggregated individual school NFF amounts, but the LA's local formula still applies in making actual allocations to schools.

The soft NFF arrangements will allow the continuation of de-delegation arrangements in 2020/21, subject to consultation with primary and secondary schools and approval of the Schools Forum.

This consultation is seeking views about which services should be de-delegated, including a continuation of services de-delegated in 2019/20, which were:

- Staff costs – Public Duties/Suspensions;
- Museum Service - Primary Schools Only;
- Support for Schools in Financial Difficulty.

The consultation also proposes the de-delegation of an additional service in 2020/21, relating to:

- Primary Inclusion Hubs.

It is extremely important to the County Council and the Schools Forum to be able to reflect the views of Lancashire schools when making decisions about de-delegation arrangements for 2020/21, as these decisions are binding on all primary and secondary schools.

De-delegations are not permitted for academies, special schools, nursery schools or PRUs, however, some services will be offered as a buy-back and separate information will be provided about these options, where appropriate.

Please let us know your views on the de-delegations proposals for 2020/21, by completing the consultation questionnaire available [here](#), **by 11 October 2019:**

If there are any proposals to change the funding formula or transfer funding from Schools Block to High Needs Block in 2020/21 that emerge once we have further details from the DfE on the schools funding arrangements, a further consultation will be issued seeking schools' views

2020/21 DE-DELEGATION PROPOSALS

The school funding framework continues to allow service de-delegations in 2020/21. As per the funding arrangements in recent years, de-delegated services must be allocated through the formula but can be de-delegated for maintained mainstream primary and secondary schools, subject to consultation with schools and with Schools Forum approval.

De-delegations apply to a limited range of services where central provision for maintained schools (but not academies) may be argued for on the grounds of economies of scale or pooled risk. These services and their funding are delegated to schools and academies in the first instance, however if maintained primary and secondary schools in a phase agree, via a majority vote through the Schools Forum, the services can be provided centrally by returning the funding to the Local Authority. The final net delegated budget available to each school would then exclude these amounts.

For 2019/20, the Schools Forum approved a number of de-delegations, following consultation with schools. However, service de-delegations must be approved on an annual basis and this consultation document sets out proposals for 2020/21 and seeks your views.

Proposals for 2020/21 include the 3 services that were approved by the Forum in 2019/20 plus proposals for one additional de-delegation in the primary sector:

Services that were agreed in 2019/20 are:

- Staff costs – Public Duties/Suspensions;
- Museum Service - Primary Schools Only;
- Support for Schools in Financial Difficulty.

The new proposal relates to:

- Primary Inclusion Hubs

This consultation document provides information on the proposed de-delegation service offers and charging structures from April 2020, and possible service options where these are available. Supplementary information providing additional details around the proposals are included in various appendices and annexes.

Decision taken by the primary and secondary school members of the Schools Forum will be binding on all schools in that phase, so it is important that members are aware of the views of schools when they are making the de-delegation decisions.

De-delegations are not permitted for academies, special schools, nursery schools or PRUs, however, some services will be offered as a buy-back arrangement and separate information will be provided about these options where appropriate.

1. Staff costs – Public Duties/Suspensions

The 2019/20 de-delegation consultation presented a number of Staff Costs options, particularly around the trade union duties following a review of the Trade Union Facilities Time Agreement.

In accordance with the most popular option from school responses, the Forum agreed to support the 2019/20 staff costs de-delegation at the level of service provided in previous years.

For the 2020/21 consultation, the Forum have again recommended that a series of options be presented for consideration by schools.

Background information, which was shared with the Schools Forum in June 2019, provided an update about the Trade Union Facilities Agreement and a copy of this report is attached at [Appendix A](#). The report includes background information about the historical position of the facilities time agreement, the legal requirements, recent union amalgamations and number of school staff supported from the de-delegation.

The options available for this de-delegation in 2020/21 are:

- a) Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation using the same policy as 2019/20;
- b) Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but with a reduced Trade Union Facilities Time contribution to reflect a smaller workforce;
- c) Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but without any Trade Union Facilities Time contribution;
- d) Completely discontinue the 'Staff Costs - Public Duties/Suspensions' de-delegation.

One key issue to note across all the options is that this de-delegation was overspent in 2019/20. The overspend was contained from within previous years underspends, but will require an increase in the de-delegation charge from April 2020 in order that the budget is sustainable going forward. An overspend of circa £150k was attributable to the suspension element of the budget, which was partially offset by an underspend on the trade union duties expenditure, leading to a net overspend of circa £70k.

Further details on each of the options are provided in the following sections, which also includes the relevant adjustments to the de-delegation charges that are proposed for 2020/21 under each of the options.

a) Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation using the same policy as 2019/20

One option available in 2020/21 is to continue the 2019/20 de-delegation arrangements using the same policy as applied in 2019/20.

The 2019/20 'Staff Costs - Public Duties/Suspensions' de-delegation incorporated reimbursement to schools for staff costs associated with duties including:

- Magistrates/Justices of the Peace;
 - Jury Service;
 - Attendance at Court/Tribunal as a Witness;
 - Teachers who are Governors of schools other than their own;
 - Territorial Army/Royal Naval Reserve/Royal Air Force Reserve;
 - Trade Union Duties under the County Council's Facilities Time Agreement.
- And, if a member of staff is suspended from duty.

The total 2019/20 de-delegation budget equated to circa £672,000, including public duties, trade union duties and suspensions.

In order to respond to the 2019/20 overspend, the de-delegation rates would need to increase from April 2020, by £0.50 per pupil and £50 on the lump sum. The estimated costs of this option in 2020/21 at school level are set out below, based on 2019/20 pupil numbers.

	Primary	Secondary
	£	£
Rate per pupil	3.00	5.50
Lump sum	450.00	450.00

Advantages of this option

- The Facilities Agreement for teacher trade unions demonstrates the commitment that the schools and Schools Forum have towards fostering and maintaining good relations with employee representatives;
- Continuing the 'Staff Costs - Public Duties/Suspensions' de-delegation will assist in maintaining the very positive relationships with the trade unions when dealing with issues affecting staff in schools in addition to financially supporting schools for staff undertaking other public service duties;
- In the current financial climate in the school sector, with significant numbers of schools facing financial difficulties, the input from trade union representatives to assist with school reorganisation proposals will be in greater demand and it may be counterproductive to reduce the support available by decreasing the level of the de-delegation;
- This option minimises the risks financially and otherwise on individual schools of needing to provide time off for school based trade union representatives during working time to deal with casework in their own school and of bearing such costs, which would need to be met from individual schools budgets.

Disadvantages of this option

- The number of school staff covered by the de-delegation has reduced in recent years as the number of academies in Lancashire has increased, but

this option does not reflect that change (figures are provided below in option b);

- Other options for the Staff Costs de-delegation reduce its costs, which would release some funding back to individual school budgets;
- It does not take into account Trade Union members paying fees and subscriptions to their associations that provide for Regional Officials to deal with very serious casework matters;
- From 1 April 2018, the County Council withdrew all funding for trade union representatives. From this date, workplace representatives have been required to undertake the role within their service areas, supported by regionally/nationally funded colleagues. The continuation of any Facilities Time Agreement funded by the de-delegation is not necessarily consistent with the County Council's decision.

b) Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but with a reduced Trade Union Facilities Time contribution;

A second option for consideration proposes to continue the Staff Cost de-delegation in 2020/21, but to reduce the Trade Union Facilities Time contribution.

FTE teacher numbers in Lancashire in 1999, the year after Blackpool and Blackburn LAs went unitary, are broadly similar those in 2010. Since 2011, the number of teachers covered by the Facilities Time Agreement has been affected as schools convert to academies.

Based on the most recent School Workforce data, the number of teaching staff in Lancashire Schools is 10,063. Of these, 14% (1,419) are based in Academy (former maintained) schools. When a school converts to become an Academy, they are no longer able to draw on the Facilities Agreement funding, unless they arrange a separate buy-in arrangement. Despite this, there has been no equivalent reduction in the number of funded FTE trade union representatives.

This option proposes to reduce the financial contribution to support the Facilities Time Agreement in line with the % of staff now employed in academies (14%).

A UNISON post, which provides support for support staff in schools, is also funded from this de-delegation, and this proposal would require a reduction in their allocation equivalent to 14%.

In 2019/20, the trade union budget represented circa £472k of the total Staff Costs de-delegation. A realignment of the trade union costs element of the de-delegation would equate to the following school level savings in 2020/21 compared to the cost of maintaining the de-delegation at 2019/20 service levels, as set out in a) above. (Based on 2019/20 pupil numbers):

- £0.50 per pupil in primary schools;
- £0.50 per pupil in secondary schools.

Advantages of this option

- This option realigns the costs of the 2020/21 Facilities Time Agreement to one equivalent to that when the agreement was originally created in terms of teaching staff supported and reflects the number of staff now employed in academies that are no longer covered by the agreement;
- All parts of the school sector are facing considerable costs pressures and this proposal shares that burden with the unions benefitting from the de-delegation;
- A significant level of funding would still be provided for the Facilities Time Agreement, so the existing benefits of the de-delegation arrangements should, for the most part, be able to continue;
- A reduced amount of funding would be deducted from individual schools budgets, as set out above;
- Going forward, if de-delegations remain allowable, the level of contribution for the Facilities Time Agreement could perhaps be reviewed annually on the basis of any changes to the number of staff being supported and the budget position of Schools Forum.

Disadvantages of this option

- The level of funding released on a school by school basis is relatively small, and given that demand for union support in budget driven reorganisations is likely to increase as school funding gets tighter, it may be a better use of resources to leave the de-delegation at the 2019/20 level;
- Any decrease in the level of funding provided for the Facilities Time Agreement risks increasing demand on individual schools to provide time off for school based trade union representatives.

c) Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but without any Trade Union Facilities Time contribution

Another option for consideration is to continue the Staff Costs de-delegation, but without the Facilities Time Agreement contribution.

This option would release circa £472k costs associated with the Facilities Time Agreement into individual school budgets. This would equate to the following school level savings in 2020/21 compared to the cost of maintaining the de-delegation at 2019/20 service levels, as set out in a) above. (Based on 2019/20 pupil numbers):

- £1.80 per pupil in primary schools plus £270 lump sum;
- £3.30 per pupil in secondary schools plus £270 lump sum;

Advantages of this option

- This option would provide a more substantial level of funding to release into individual school budgets;

- It would mirror the decision taken by the County Council to withdraw funding for trade union representatives;
- Regional Trade Union officials would still be available to provide support with serious casework matters;
- The de-delegation would still provide insurance type cover to schools for other 'public duties and suspensions'.

Disadvantages of this option

- The relationships with Lancashire level trade union officials could be lost; as would considerable local knowledge and expertise that benefits employee relations in Lancashire schools;
- There would be greater demand on individual schools to provide time off for school based trade union representatives during working time to deal with casework in their own school, the costs of which would need to be met from individual schools budgets;
- Delays could be caused in resolving HR issues in schools, particularly where the school must rely on the availability of regional officials to manage HR casework;
- The occurrence of costs on individual schools would not be even, and schools facing the prospect of reorganisations due to budgetary constraints would face a higher risk that their budgeted resources would be needed to release staff to undertake trade union duties and activities.

d) Completely discontinue the 'Staff Costs - Public Duties/Suspensions' de-delegation

A final option for consideration would be to discontinue this de-delegation completely. This would mean that no staff costs de-delegation funding is collected from school in 2020/21 and would equate to the following school level savings in 2020/21 compared to the cost of maintaining the de-delegation at 2019/20 service levels, as set out in a) above. (Based on 2019/20 pupil numbers):

- £5.50 per pupil in secondary schools;
- £3.00 per pupil in primary schools;
- Plus lump sums of £450 per school for both phases.

However, it is important to note that if this service is not de-delegated the County Council has no proposals to develop a traded service and schools would need to make their own arrangements.

Advantages of this option

- This option provides the largest saving against the 2019/20 de-delegation costs;
- In a given year, some schools do not benefit from this de-delegation, if they have no cause for trade union involvement, no staff undertaking public duties and do not suspend anyone from duty;

- This option also mirrors the decision taken by the County Council to withdraw funding for trade union representatives;
- Regional Trade Union officials would still be available to provide support with serious casework matters;

Disadvantages of this option

- The relationships with Lancashire level trade union officials would be lost; as would considerable local knowledge and expertise that benefits industrial relations in Lancashire schools;
- There would be greater demand on individual schools to provide time off for school based trade union representatives during working time to deal with casework in their own school, the costs of which would need to be met from individual schools budgets;
- Delays could be caused in resolving HR issues in schools, particularly where the school must rely on the availability of regional officials to manage HR casework;
- The occurrence of costs on individual schools would not be even, and schools facing the prospect of reorganisations due to budgetary constraints would face a higher risk that their budgeted resources would be needed to release staff to undertake trade union duties and activities;
- The 'insurance' type cover offering protection for individual school budgets from this de-delegation would be lost, and some schools risk considerable additional costs if they have staff who undertake significant levels of public duties or are suspended.

Further Information from Trade Unions

In response to the consideration of the de-delegation options for 2020/21, trade union colleagues have submitted further information setting out their positions on the facilities time issue and the advantages the agreement provides.

The teacher trade unions have produced two joint papers. The first is a paper titled 'In Defence of Pooled Facility Time' and provides a summary of the legal context and some practical advantages of the current system from the unions' perspective. This paper is attached at [Appendix B](#).

A second document on behalf of the teacher unions is a position paper that sets out the union's view about the benefits of the facilities time agreement in more detail, including some possible costing at school level if the agreement were not in place. This document is attached at [Appendix C](#).

[Appendix D](#) is a paper from Unison setting out their position on the benefits of facility time. This paper incorporates a copy of a 2016 TUC commissioned report from Bradford University about the benefits of paid time off for trade union representatives. The Unison submission also suggests that the balance of representatives supported through the facilities time agreement should be reviewed to be based on membership numbers in Lancashire schools, which would suggest that a greater share of the funding should be allocated to Unison.

Q1. What is your preferred de-delegation option for 'Staff Costs - Public Duties/Suspensions' in 2020/21?

- Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation using the same policy as 2019/20;
- Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but with a reduced Trade Union Facilities Time contribution to reflect academisations and union amalgamations;
- Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but without any Trade Union Facilities Time contribution;
- Completely discontinue the 'Staff Costs - Public Duties/Suspensions' de-delegation;
- Not Sure.

Please note that charges quoted in this section may vary marginally, based on pupil numbers from the October 2019 school census.

2. Museum Service (Heritage Learning Team) - Primary Schools Only

The Schools Forum have historically supported the work the Heritage Learning Team undertakes for primary schools to help meet the national curriculum and to support wider cultural learning and learning outside the classroom. With the emphasis being placed on cultural education by the government's Culture White Paper, it is proposed that this budget continues to be de-delegated in 2019/20 to ensure that this service is maintained.

The money currently de-delegated is used by the Heritage Learning Team and pays for the creation, design, curriculum development and resourcing of the learning sessions provided across LCC's museums, Outreach, Lancashire Archives and a range of partner museums across the county. Learning is offered both at the museums and as outreach into schools. It also covers staff training for the freelance deliverers and the on-going monitoring/evaluation of the quality standards. The funding also enables new sessions to be developed in response to requests from teachers and curriculum changes. Free monthly CPD events are also offered to teachers at museums across the county and as INSET days in school. The Heritage Learning Team also offer a free Curriculum development service to help inspire and engage. The Heritage Learning Team holds five Sandford Awards for excellence in Heritage Education, recognising the high quality and relevance of the sessions it offers to schools. The service has also been able to offer longer term projects to schools across Lancashire, including 'Lancashire Sagas' 'When Lancashire Sings', 'Sounds of Identity', 'Trench Brothers' and the new 2019/2020 'Lancashire Sparks' Literacy Project. Developments for 2019/2020 will include new STEAM sessions across the county, a range of new special events, the new Lancashire Schools Storytelling Festival and funded projects covering a range of cross curricular themes. The funding also supports the Heritage Learning Outreach programme, bringing 28 different themes and topic into schools.

The schools loans service offered by the Heritage Learning Team is a subscription scheme, but the charges are kept to a minimum, covering delivery and collection of loans boxes. Support from the de-delegated money enables development and

resourcing of new loans boxes in line with the curriculum and teacher requests. During the last academic year, this has included new resources linked to Prehistory, Anglo Saxons, WWI, Romans, Seaside, Vikings and Explorers.

Schools will continue to receive a small charge for museum visits, but only to cover the cost of paying the freelance delivery staff. Continued de-delegation will mean current charges for school visits, outreach sessions and loans boxes will again be held during the coming academic year.

Lancashire County Council recently chose to find new operators for five of its museums. The learning team have continued delivery at all these museums, ensuring Lancashire schools can still access high quality sessions at Helmshore and Queen Street mills, the Museum of Lancashire, Judges Lodgings and Fleetwood museum.

If delegated, this service would only allocate just under £2.00 per pupil. If a traded service were to be offered the central service would only remain viable if all schools entered into the arrangement. On this basis, the authority would suggest that if schools would wish to see the service continue, the primary school museums budget should be de-delegated.

The proposed cost of this de-delegation in 2020/21 is provided in the table below (based on 2019/20 pupil numbers)

Museum Service

	Primary	Secondary
	£	£
Rate per pupil	1.97	0.00
Lump sum	0.00	0.00
Total De-delegation	185,650	0

Q2. Do you support the de-delegation of the Museums Service in 2020/21? (Primary schools only)

- **Yes;**
- **No;**
- **Not Sure.**

3. Support For Schools In Financial Difficulty

There are some changes proposed to this de-delegation for 2020/21. The proposals look to provide an enhanced School Financial Health Check element from April 2020, which is being developed in response to comments from Lancashire schools and a recent DfE consultation on the Financial Transparency of local authority maintained schools. Further details of the additional element to this de-delegation are provided below, after the section which reminds schools of the service offer included in the 2019/20 de-delegation.

Current Proposals that will continue into 2020/21

Currently support for schools in financial difficulty is offered in a number of ways which include:

- Brokering school to school support with schools sharing expertise at various levels e.g. leadership, teaching, subject leadership, assessment, curriculum models;
- Providing teaching and learning support through teaching and learning consultants e.g. bespoke professional development for teachers;
- Providing financial management support for schools e.g. complex recovery plans;
- Providing HR and financial support to enable schools to reduce staffing;
- Providing one off financial support, via a bid to the schools forum to enable the school to develop a sustainable recovery plan.

There are occasions when schools do not have sufficient resources available to meet the needs of their pupils and in these cases the Schools in Difficulty fund provides schools with the resources to help them overcome the challenges they are facing. There are clear, published eligibility criteria for access to these funds and these are managed on behalf of Schools Forum by the School Improvement Challenge Board (SICB). The funds are provided in order to help schools to raise achievement and create sustainable improvements in the quality of provision.

The de-delegation also includes some Termination of Employment costs (formerly Premature Retirement Costs), which can be a useful mechanism to facilitate staffing reorganisations in schools, particularly when they are in financial difficulty.

Current evidence indicates that this approach is well received and highly valued by headteachers and governors. The partnership between schools and the local authority has also proved invaluable in helping schools to improve the quality of provision in a sustainable way. This is evident in the proportion of schools that have improved to gain a good Ofsted judgement with over 92% of schools judged good or better in their latest inspection. This is above the national average (89%), the North-West average (90%), and places us second against our statistical neighbours.

It is important to note that if this service is not de-delegated, the County Council has no proposals to develop a buy-back service to support schools in financial difficulty and schools would need to make their own arrangements.

The proposed cost of this de-delegation in 2020/21, based on a continuation of existing provision, is provided in the table below (based on 2019/20 pupil numbers).

Support for Schools in Financial Difficulty

	Primary	Secondary
	£	£
Rate per pupil	5.18	11.32
Lump sum	1,000.00	1,000.00
Total De-delegation	962,158	573,063

Additional Service 2020/21 Service Offer

The proposals set out in this section provide information on an enhanced service that it is proposed to offer from April 2020 as part of the Support For Schools In Financial Difficulty De-delegation. The additional service would provide a School Financial Health Check for all maintained schools and is being developed in response to comments from Lancashire schools and the Schools Forum and proposals in a recent DfE consultation on the Financial Transparency of local authority maintained schools.

This process would involve providing a periodical health check to assess the controls operated by schools in regard to their finances. This service would not be part of Lancashire's current traded offer. The aim being for each school to receive a financial health check on a three year rolling cycle, which would provide a detailed financial assurance and compliance check against a wide range of financial measures.

These arrangements would provide assurance for all concerned around the financial health of each maintained school and the financial controls that are in place. In conjunction with other statutory processes, like the Schools Financial Value Standard, it is intended that this health check will enhance the existing Lancashire Schools in Financial Difficulty processes and provide additional early warning for schools heading towards financial difficulty. The overall aim of the health check is to help prevent schools falling into a deficit budget position and/or help target additional support/training.

It is proposed that the supplementary health check service is funded by an addition to the Schools in Financial Difficulty De-delegation to ensure maximum coverage of maintained primary and secondary schools. If this service were to be offered as an option on a current traded menu there is a concern that schools that would most likely gain from the health check would be the ones least likely to purchase it. The de-delegation option offers a mechanism to ensure systematic coverage of all maintained schools in the county.

The final outcome of the DfE Financial Transparency consultation is still awaited, but the Government's documentation indicates that any new requirements would be introduced from April 2020. Costings for the Lancashire health check proposal have therefore been estimated at this point, but could be subject to change depending on the final requirements in any DfE announcements. The current estimate suggests that the addition to the charges set out above would be £0.73 per pupil for both primary and secondary schools, based on October 2018 pupil numbers.

This would provide a revised 2020/21 charging structure, as set out below:

Support for Schools in Financial Difficulty Including additional School Financial Health Check

	Primary	Secondary
	£	£
Rate per pupil	5.91	12.05
Lump sum	1,000.00	1,000.00
Total De-delegation	1,031,277.47	603,943.53

As with other de-delegations, it is intended that the enhanced Schools in Financial Difficulty de-delegation would be made available to nursery schools, special schools and PRUs, as a group buyback in 2020/21. The Financial Health Check would also be made available to academies, on request, at a charge to be determined.

Q3. Do you support the de-delegation of Support for Schools in Financial Difficulty in 2020/21, including the School Financial Health Check proposals?

- **Yes;**
- **No;**
- **Not Sure.**

4. Primary Inclusion Hubs (Primary Schools only)

A new de-delegation is proposed for the first time for 2020/21, for primary schools only.

This proposal relates to **Primary Inclusion Hubs**.

The establishment of Inclusion Hubs of primary schools in each district is designed to;

- reduce exclusions;
- improve attendance for pupils at risk of exclusion;
- ensure that pupils' needs are better met by a 'local' offer;
- provide high quality training for staff in schools;
- share good practice and sign-post schools to expertise;
- develop an agreed set of principles within each district that promotes educational inclusion and reflects the local challenges and expertise;
- bring together schools and local authority teams (Social Care, Inclusion, School Improvement and the Children and Family Wellbeing Service) to work together to address particular issues in a locality.

Primary schools will be aware that Inclusion Hub proposals have been developed by School Improvement Services colleagues in consultation with headteachers in each district. These local arrangements feed through into county wide governance and monitoring structures. Further details about the Primary Hub model operating in 2019/20 is provided at [Appendix E](#).

For 2019/20, the inclusion hub developments were funded with a pump priming allocation of £80k to each district. These allocations were agreed by the Schools Forum from the existing Commissioned Alternative Provision Services Budget. Due to the ongoing pressures in the High Needs Block budget, it was recognised that the funding for 2020/21 would need to be considered as a de-delegation.

It is proposed that the de-delegation costs for 2020/21 would be calculated at individual school level on the basis of an amount per pupil and allocated to each district on the basis of pupil numbers (rather than a lump sum per district). This is to reflect the varying number of pupils being support in different districts.

The proposed cost of this de-delegation in 2020/21 is set out below

Primary Inclusion Hubs

	Primary	Secondary
	£	£
Rate per pupil	11.00	0
Total De-delegation	1,000,000	0

Q4. Do you support the de-delegation of funding for Primary Inclusion Hubs in 2020/21?

- **Yes;**
- **No;**
- **Not Sure.**

Responding to the consultation

It is extremely important to the County Council and the Schools Forum to be able to reflect the views of Lancashire schools when making decisions about de-delegation arrangements for 2020/21, as these decisions are binding on all primary and secondary schools.

Please let us know your views on the possible de-delegations for 2020/21 by completing the consultation questionnaire available [here](#), by **11 October 2019**, so that responses can be reported to the Schools Forum on 17 October:

REPORT TO SCHOOLS FORUM - TRADE UNION FACILITIES AGREEMENT (JUNE 2019)

The Facilities Agreement for teacher trade unions demonstrates the commitment that the Schools Forum and Council have towards fostering and maintaining good relations with employee representatives. As an Authority, we enjoy very positive relationships with the trade unions when dealing with issues affecting staff in schools.

In June 2018, a report was submitted to Forum for consideration of the level of trade union facilities agreement funding, which had been set in 1998 and had remained at the same level, despite the fact that 13% of teachers were employed in Academy schools and therefore not covered by de-delegation decisions, including access to paid local trade union officials via the Facilities Agreement.

In October 2018, Forum voted on the staff costs de-delegation and decided to continue the de-delegation in 2019/20, at the existing level. This had also been the option receiving the highest overall response from schools during the Forum consultation process.

However, Forum members agreed to keep the contribution level of the facilities time agreement under review, as some members had supported the option to reduce the level in line with the teacher numbers/union reorganisation adjustment. This report has been prepared to provide the current position and allow Forum members to re-consider this issue.

Historical position

The current level of funding was set in 1998, when Blackburn and Blackpool became unitary authorities and 25% of Lancashire teachers transferred out of Lancashire Authority. At this time, the number of FTE facilities posts was reduced from 15 to 12.

In approximately 2010, the Council took a decision to reduce the number of centrally funded UNISON representative posts by 2 FTE. At that time, due to the increasing numbers of support staff in schools and the fact that the Equal Pay and terms and conditions reviews were ongoing, Schools Forum agreed to fund one post for a schools UNISON officer. This arrangement has remained in place ever since.

Funding position

On an annual basis, schools are asked whether they wish to de-delegate funding for Public Services duties. The large majority of this budget funds facilities time equating to 12 Full Time Equivalent (FTE) teaching posts for the four main teaching unions – NAHT, ASCL, NASUWT and NEU, and the 1 FTE post for UNISON.

In addition to the representatives funded by the Schools Forum, many schools have workplace representatives who may deal with HR casework for their school. The cost of any release for school representatives is met by the school budget and not by the Schools Forum.

Each trade union also has regional officials, funded by their association. Within Lancashire, experience shows that the regional officials deal with very serious casework matters, usually where a member's employment is at risk.

Contractual position

All trade union representatives retain the terms and conditions of employment associated with their substantive post, including their grading level, any contractual enhancements and access to the pension scheme that applied to their substantive post. There is not a single set rate for the role of trade union representative.

Current allocations

The current allocations to the five unions (from the 12 FTE) were determined as a result of membership numbers when the initial agreement was written, and were not changed following the amalgamation of NUT and ATL. These allocations are as follows:

Union	NAHT	ASCL	NEU	NASUWT	UNISON
No. of FTE representatives	1.6 FTE (13%)	1.2 FTE (10%)	6.0 FTE (50%)	3.2 FTE (27%)	1 FTE
Membership numbers*	608 (5%)	204 (2%)	6,480 (49%)	5,868 (45%)	5886

* Membership numbers have been taken from historical reports over the period 2013-18

Each union determines how its allocation is split between its nominated representatives. Currently the representation is provided by 12 serving teachers, 12 retired teachers, 2 supply teachers and 1 member of support staff. 12 of the 27 representatives are currently engaged on facilities time for more than 50% of their working hours.

Based on the most recent School Workforce data, the number of teaching staff in Lancashire Schools is 10,063. Of these, 14% (1,419) are based in Academy (former maintained) schools. When a school converts to become an Academy, they are no longer able to draw on the Facilities Agreement funding, unless they arrange a separate buy-in arrangement. Despite this, there has been no equivalent reduction in the number of funded FTE trade union representatives.

Trade Union duties and activities

The legislation in relation to trade unions provides examples of Trade Union Duties and Trade Union Activities.

Trade Union Duties include:

- Providing advice and guidance to trade union members relating to recruitment and selection, discipline, grievance, capability and attendance issues, and terms and conditions of employment

- Formal and informal consultation and negotiation - this includes the County Union Secretaries forum
- Restructures, reorganisations and redundancy consultation
- Preparing for and representing trade union members at formal hearings

For representatives, Trade Union Activities may include:

- Branch, area or regional meetings of the union where the business of the union is under discussion;
- Meetings of official policy making bodies such as the executive committee or annual conference;
- Meeting full-time officials to discuss issues relevant to the workplace;

The legal position in relation to trade union duties and activities and whether representatives are entitled to be paid for them is outlined below.

Legal position

There is no statutory requirement to provide specific funding solely for trade union duties and activities. The law requires that individual schools allow reasonable time off for trade union representatives during working time to be released from their workplace to undertake trade union duties and activities. If this occurs, the school will be compliant with the Trade Union and Labour Relations (Consolidation) Act 1992.

An employer who permits union representatives time off for trade union duties must pay them for the time off. However there is no statutory requirement that union representatives be paid for time off taken on trade union activities.

In addition, employees can take reasonable time off to undertake the duties of a Union Learning Representative (ULR), provided that the union has given the employer notice in writing that the employee is a ULR. The functions for which time off as a ULR is allowed include analysing, arranging, promoting and undergoing training.

The *Conditions of Service for school teachers in England and Wales* (Burgundy Book) requires individual local authorities to negotiate locally on the maximum amount of leave with pay that can be permitted for carrying out trade union duties.

The Trade Union (Facility Time Publication Requirements) Regulations 2017 came into force on the 1 April 2017. These regulations place a legislative requirement on relevant public sector employers to collate and publish on an annual basis:

- Number of employees who were relevant union officials during the relevant period
- The percentage of working time that employees who were relevant union officials spent on facility time
- The percentage of the total pay bill that is spent on facility time
- The time spent on paid trade union activities as a percentage of total paid facility time hours

Financial implications

The total annual budget provision for funding under the Trade Union Facilities Agreement amounts to circa £472k including oncosts. If a decision is taken to reduce the current level of funding, it would result in a saving to the Schools Forum. However, there may be indirect costs incurred by schools, as they may need to release school-based representatives to undertake trade union activity within their school, and provide representation to fulfil the statutory obligations.

Approximately 16% of the total allocated funding was not used during the 2018-19 academic year. This equates to 365.5 days.

County Council's position

With effect from 1 April 2018, the County Council withdrew all funding for trade union representatives. From this date, workplace representatives have been required to undertake the role within their service areas, supported by regionally/nationally funded colleagues.

HR implications

If Forum took a decision to reduce funding for the Facilities Agreement, then the serving teacher funded officers that would no longer be funded would return to their substantive posts in their schools. Any retired/supply teacher funded officers in that position would have their casual contracts brought to an end. The UNISON representative would return to their substantive role. It should be noted that some of the representatives have been away from a substantive teacher role for many years and therefore may require a period of re-introduction and/or training to enable them to transition back into a school-based role, in addition to being a workplace union representative.

Decision required

Forum are asked to consider whether the existing number of representatives (12 FTE) should be reviewed. Forum may wish to consider the fact that 14% of teachers now work in schools that do not fall under the facilities agreement, and that 1.9 FTE facilities time was not used during the last academic year. This is despite the fact that overall HR casework statistics within the Schools HR Team are not reducing.



In Defence of Pooled Facility Time

Dear Colleagues

There are provisions within The Employment Provisions Act 1999, The Trade Union Relations (Consolidated) Act 1992 and The Safety Representatives and Safety Committees Regulations 1977 for the following;

- Paid time off for trade union representatives to accompany workers to disciplinary, capability, attendance or grievance hearings.
- Paid time off for trade union representatives to carry out administrative trade union duties e.g. reading and disseminating union documentation.
- Paid time off for trade union representatives to attend trade union training.
- Paid time off for trade union learning representatives to carry out relevant learning activities.
- Paid time off for trade union health and safety representatives during working hours to carry out health and safety functions.

This is a legal entitlement for trade unions

Currently, Lancashire Schools do not have to be separately billed by each and every union for these legal responsibilities to be

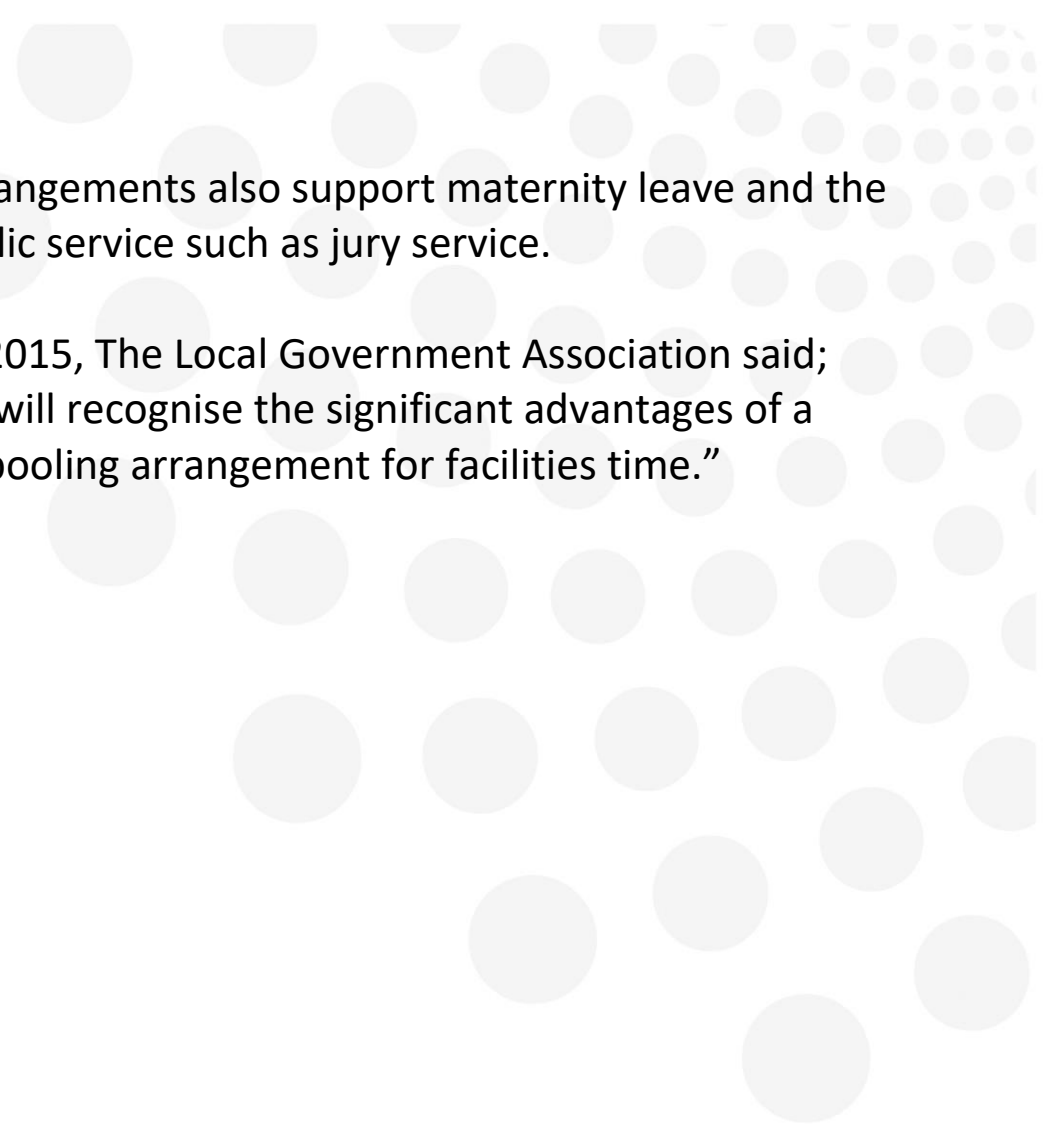
fulfilled each time there is a problem or a consultation involving any or all of the four recognised unions.

The pooled arrangements in place because of de-delegation of the monies involved allows this to take place with no disruption and no extra work for individual schools.

The extra workload on individual schools would be significant if we moved away from pooled arrangements. Imagine the costs to a school that had to have all its union reps (including of course headteacher representatives) trained to a level that would allow them to negotiate with the Local Authority on Policies and would allow them to support their members in that school with complaints and grievances. What would happen, for example, if two members of staff from the same union were involved in the same dispute? Where would the other union rep come from?

How many school reps would want to take on the responsibility of defending a colleague when that colleague's employment or career progression was at risk? That is an awesome responsibility.

The present arrangements also allow for experienced trade union representatives, who understand the local context, without necessarily working in the school, to resolve issues, often informally, before they impact on schools. Lancashire has significantly fewer employment tribunal cases than similar authorities because of the good working relationships between Schools HR and The recognised Trade Unions. Issues are often resolved before they become issues. Jeanette Whitham has the present casework officers on speed dial ! Who does she call if facilities time is lost? 600 schools and 4 recognised unions potentially in every school? 3000 union reps?



The Pooled Arrangements also support maternity leave and the release for public service such as jury service.

As recently as 2015, The Local Government Association said; “We hope you will recognise the significant advantages of a locally agreed pooling arrangement for facilities time.”



POSITION PAPER ON BEHALF OF THE TEACHER TRADE UNIONS FOR LANCASHIRE SCHOOLS' FORUM ON THE FUNDING OF FACILITIES' TIME

1. INTRODUCTION

This paper provides detailed information about Facilities' Time for representatives from the teaching unions which we hope will serve as a reminder to those who currently pay into the facilities fund and persuade those who don't to reconsider their position, based on the huge benefits the system brings to schools. The Local Authority Facilities' Time Fund is currently collected by Lancashire Local Authority through the process of de-delegation by Schools' Forum for maintained schools and from Academies which decide to buy-in to the pooled arrangements rather than operate their own systems. This method of funding facility time for representatives is in place in all North West local authorities and is not only the most cost-effective method but also ensures smooth running of all employment related matters without delay and provides the foundation of professional, working relationships between employers and their employees' teacher trade unions.

This paper has been prepared following a recent discussion at a Schools' Forum meeting about future funding arrangements where further information was requested. The current practice across the Local Authority enables schools to discharge their legal obligations in respect of release for trade union duties in a time-tested, practical and cost-effective way. It also consistent with existing practice that is in place across the entire North West region.

2. THE LEGAL POSITION

Union representatives have had a statutory right to reasonable paid time off to carry out trade union duties since 1975, and most of the current provisions come under the Trade Unions and Labour Relations (Consolidation) Act 1992, introduced by the then Conservative government. Guidance on the practical application of these provisions is provided in the recently revised ACAS Code of Practice 'Time Off for Trade Union Duties and Activities'.

In Lancashire, local elected trade union officials and local representatives have used this legal entitlement to time off from their substantive posts effectively to undertake trade union duties, including:

- negotiating with employers;
- resolving individual and collective casework;
- health and safety work; and
- training.

Clearly it is a legal requirement for all employers to provide a reasonable amount of time off with pay to undertake these very important trade union duties. It is not a question of whether an employer wishes to pay or not, but rather what the best mechanism is for employers to discharge this legal obligation.

3. THE BENEFITS OF FACILITIES TIME

Employers' organisations, including the CBI and NEOST, recognise the value of Facilities' Time and the work of trade union representatives using that Facilities' Time, estimating that for every £1 spent on Facilities' Time, the employer saves between £3 and £9 on reduced staff absence, informal early resolution of potential disputes, and avoidance of legal and industrial action (see Case Studies section later).

The Lancashire Facilities' Time arrangements have helped schools to save significant amounts of time and money through the pooled funding of Facilities' Time by de-delegation of school budgets money over the longer term. This is supported by a recent study carried out by the Department for Business, Enterprise and Regulatory Reform which found that:

- Dismissal rates are lower in unionised workplaces with union reps – this resulted in savings for employers related to recruitment costs of at least £107m per annum
- Workplace-related injuries are lower in unionised workplaces with union reps resulting in savings to employers of £126m-371m per annum.
- Employment tribunal cases are lower in unionised workplaces with union reps resulting in savings to government of £22m-£43m per annum.

Although the perception of employers is often that the trade unions exist simply to support employees who are under threat of a disciplinary procedure, many employees raise concerns in relation to whether their treatment by the employer is just and equitable. This is an area of employment relations over which the employer has significantly less control and if good employer/employee relations are not established and maintained, the employer can be surprised when the workforce expresses their discontent.

Employees who are discontented with actions taken by their employer have the right under Employment Law to raise their concerns with their trade union and employer and this may be done individually or collectively, sometimes it may be both. These concerns often relate to bullying and harassment, objections raised about restructuring proposals, claims of discrimination or that the employer has been negligent in their duty of care.

This report includes recently experienced case studies detailing an individual case of alleged discrimination, and a collective dispute case together with details of the costs that an employment tribunal awarded against one of the parties involved in another case.

These case studies show clearly that in addition to the generally damaging issues for schools around the public arena that being taken to an Employment Tribunal represents, these situations can cost employers a great deal in time and money. The trade union representative has a vital role in working with the employer to achieve the best outcome and resolve issues as locally and informally as possible. This undoubtedly reduces the risks of litigation and is a benefit that assists all schools. We believe that the benefits of funding Facilities' Time centrally far outweigh the costs involved and are urging all schools and academies in Lancashire to make, or continue to make, this commitment in recognition of the universal benefits involved.

Although all unions employ regionally based staff to deal with high level cases, resolutions being found at the earliest opportunity are always the most beneficial to all parties. This is why supporting paid time off for local union representatives makes so much business sense. There would be no advantage to the employer in waiting for a full-time officer to become available every time a low level negotiation needs to be carried out. Indeed, it is often a significant disadvantage because nothing can happen locally in the meantime and involving a full-time officer prematurely has a tendency to escalate any situation somewhat precipitously by definition. Local union officers have a much better understanding of the schools in our area and can form positive working relationship with individual headteachers and key local authority officers such as the Schools' HR team.

Fortunately, in Lancashire, due to the tried and tested current Facilities' Time Agreement, the vast majority of cases are resolved at the informal local level which prevents disputes escalating to the Employment Tribunal level, saving very significant amounts of time, money and stress for all concerned.

4. CASE STUDIES

Case Study 1 - Costs for a Discrimination Case in a North West School

The North West may be thought of as an area with few black and minority ethnic teachers and a relatively low level of equality issues on a more general level. However, experience has shown that the frequency of cases where these teachers feel that they suffer from discrimination is actually relatively high, particularly when assessed against the local demographics. Discrimination claims can include not only race discrimination but also discrimination on the grounds of faith or belief which can be quite wide ranging. The legislation also allows claims for alleged discrimination on grounds of sex, disability, sexuality and age, all of which may also be pursued as separately identified cases against a school. Employees can also pursue claims for victimisation where they have made a complaint of discrimination (whether internally or externally) and feel they received treatment that victimised them in response to that complaint.

Other key pieces of legislation that teachers pursue claims under include the Fixed Term Employee Regulations, the Part Time Worker Regulations, the Agency Worker Regulations, Unfair Dismissal and Unfair Selection for Redundancy. These are the commonest claims the trade unions generally handle for teachers, although there are other heads of law that could be relied upon.

This case study demonstrates the costs associated with a case where a teacher in a North West school believed that he was being discriminated against on grounds of

race and disability. This teacher raised the issue of race discrimination with the school but was not satisfied with the way in which his complaint was handled or resolved. This led to extreme stress and anxiety which after a period of time manifested itself in physical illness diagnosed as severe and chronic irritable bowel syndrome and severe migraines. This teacher was then off sick for a considerable length of time resulting in the school commencing procedures to dismiss the teacher on grounds of ill health. This teacher was convinced that his illness was caused by the racial discrimination he experienced in his workplace and intended to take a claim for unfair dismissal and discrimination on the grounds of race and disability to employment tribunal. There was medical evidence to support this view for legal purposes.

The case was eventually settled by way of a compromise agreement after more than 18 months of meetings and negotiation.

The local union representative spent in the region of 168 hours or approximately 24 days over 18 months on this case. The associated cost of release from normal duties at the respective supply rate is £2,340.

Had the member not had union representation, he would undoubtedly have taken the case to tribunal. The union would have covered the member's legal costs but the school would have had to prepare and defend themselves in an employment tribunal which would have been listed as a 5 day hearing. The legal costs for the school would have been solicitor's fees of approximately £20,000 plus VAT. Since the case involved two strands of discrimination, the school would have considered using a barrister. Barristers' fees are at least £1,500 per day (and may be much more) so including preparation time this could easily have been in the region of a further £10,000 plus VAT.

The potential costs of this case had it not been resolved by the intervention and support of the trade union concerned have been assessed as follows:

Union rep	24 days @ £130 per day supply rate	£ 3,120
Solicitor's fees		£ 24,000
Barrister's fees		£ 12,000
TOTAL		£ 39,120

Further associated costs for the school would have been the time for staff in the school in preparing for the case and being witnesses at the hearing. If we take conservative figures of:

Headteacher	12 days @ annual salary of £90,000	£ 2,959
Admin support	12 days	£ 657
Witnesses x 8	2 days per person @ supply rate	£ 2,080
TOTAL COST		£ 5,696

If the school in question had been a maintained school or an academy paying into the facilities budget, their annual rate for this would have been **£2,040**.

If the school were releasing their school rep to support this member at an hourly rate the cost would have been **£4,244**. This represents a saving of **£1,452** even with no additional costs as indicated above. However, a School Representative can neither advise on nor represent a member in an employment tribunal claim.

By settling via a compromise agreement rather than having to represent themselves at employment tribunal, **the school saved at least £39,120** before consideration is given to any award that would have been made if the member won his claim. The teacher would not have signed a compromise agreement without union support and would certainly have continued to pursue his intended course through the employment tribunal if not given timely and competent advice regarding case prospects and settlement terms by his trade union. The employment tribunal service is well-known for being inundated with claims from unrepresented claimants with little understanding of legal processes and ultimately poor case prospects, whereas none of the teacher trade unions would ever support a member in pursuing a claim without reasonable prospects of success being clearly assessed and identified. The trade union rep's input into this at an early stage is a key element that needs to be supported properly by schools.

Paying into the facilities budget saved this school at least £40,572 after taking into consideration their contribution to the facilities budget.

Case Study 2 – Dispute Resolution Case

Whether they are an employer or a trade union representative, everyone is generally committed to transparent, effective and positive employment relations. This is stipulated under recognition agreements but in any case is a good practice model. Dispute issues do occasionally arise within a school, usually around working conditions or practices or the introduction of new measures, and the maintenance of positive employment relations in that context becomes especially critical.

It is in the interests of all employees and employers to resolve potential dispute issues as near to their point of origin as possible and with the minimum amount of conflict and disruption occurring. Schools want to see matters resolved in a timely and effective manner so that their focus can return to the proper business of teaching and learning and the management of their establishment. It is also the wish of every trade union to work in such a manner.

For these reasons, all parties always work hard to achieve agreement and constructively negotiated outcomes that are mutually beneficial and agreeable. If it is to be achieved successfully, this takes time (and therefore money.) Without that commitment to resources being given, any dispute that came to the attention of the unions, no matter how trivial it may be in its origins, would translate immediately into collective balloting activity and/or collective employment tribunal applications, which we do not see as being in the interests of schools or members. This is particularly relevant in the initial stages as all evidence demonstrates that disputes are most capable of constructive resolution at their early phase.

Below is an outline of a dispute issue that arose in a school which we have analysed for time spent and costs to illustrate how and why we believe the intervention of trade union representatives saves schools considerable time and money.

Context and Progress of Dispute:

The school wished to change its Directed Time formula to lengthen the school day. In addition, there was a wish to introduce one late finish per week (5pm) for teachers in exchange for leaving earlier (2pm) on a Friday afternoon once a month. Although the members understood the school's rationale and were not totally unhappy about all of the proposals, the effect of the school's proposal overall was to add 35 minutes to each teacher's contact time each week. This they were extremely unhappy about and the view of all three unions involved was that this would breach the relevant teacher conditions if implemented.

There was a mix of locally-based representation, with two out of the three main teacher unions having a School Representative. Joint and separate members' meetings had been held to consult and discuss the issues and, in the case of the represented unions, indicative ballots had been conducted because there was a strong request made for industrial action in response to the proposal from members almost immediately. These meetings had demonstrated virtually unanimous support for action to oppose the proposals being requested and both the local reps were asked to take this up with the Headteacher immediately. There had been one local meeting to discuss the situation but this had not gone well: the reps had essentially refused to discuss the proposals because it was outside of their union defined remit to do so, but had informed the Headteacher that everyone was upset, ballots were being requested and he had no prospect of implementing his proposal. The Headteacher had become extremely defensive and had stated that he intended to complain about the behaviour of both reps to their respective unions.

At this point, the matter was referred to the Local Secretaries, all of whom worked at other schools. There was also consultation with the Regional Officers of the unions, both paid and elected. A joint Secretaries' letter was produced detailing the concerns expressed by members and sent to the Headteacher and Chair or Governors. A meeting was requested as a matter of urgency to discuss the situation and see if it might be resolved. In the case of one union, there was also 'behind the scenes' involvement from their National Officers because of the potential for a formal dispute.

In tandem with this, the Headteacher wrote a letter to each of the unions formally complaining about the attitude of the local reps. This greatly complicated the situation and led to an almost irretrievable break down in relations locally because of the entrenchment of positions. However, it was believed he may have done this in the heat of the moment, so the Headteacher was contacted by telephone by one of the Local Secretaries and was persuaded to withdraw these complaints in favour of assistance towards a dispute resolution process, since no progress could ever have been made otherwise.

An initial dispute meeting was held with the Headteacher, three Governors, a Personnel Officer from the school and a HR Adviser from the relevant Local Authority. At the first meeting, the key issues from each side were explored in a controlled and appropriate manner, agreement was reached regarding how the negotiating process would be facilitated and barriers to progress each side felt existed were identified. This meeting took 4 hours and included specifications from each side for a joint document to agree how the resolution process would go forwards. This was drafted and shared afterwards, outside of the meeting process and it was used to inform all of the meetings that followed. The document took around 6 hours to produce, consult and come to agreement upon.

There followed a series of six further meetings, all of around 3 hours duration, in which negotiations continued and progress was achieved. The trade union side also held a joint pre-meeting for an hour before each of these to ensure continuity and assist progress of the dispute. Eventually, it was possible to come up with a re-negotiated proposal that met the needs of both the school and its teacher employees and the school was able to implement this positively for the following September after an effective consultation exercise to complete the process.

Commentary and Costing

The involvement of the locally based Association/Branch contacts in this dispute was absolutely crucial to its successful resolution. Without it, there could not have been the same level of commitment to a joint process and partnership to succeed in getting to a satisfactory resolution. The local representatives at the school were under significant pressure from their members and the Headteacher found it very difficult to negotiate on his original proposal because of the way in which it had been introduced and responded to right at the beginning. All of the reps' time was funded via the existing facilities arrangement, which would not be possible without the LAFTP continuing in Trafford Authority.

There was also considerable activity involved outside of the meeting schedule, to ensure good liaison and communication at all levels and a continuing commitment to the process. This time also included the drafting and sharing of documents, for both the school and the members the school was under an obligation to consult with. In this case, the three Secretaries met together and undertook those activities jointly, to maximise the best use of their available facilities time.

As travel time also had to be factored in reps were absent from their schools for longer than just their contact time, for several this was a whole day at a time just to attend the meetings in themselves.

Had the local representatives been unable to assist the situation because of the lack of appropriate facilities support, then the situation would have relied on the employed officials of the three unions becoming involved in the alternative. This would have inevitably made the dispute appear much more serious and high-level than it needed to be, particularly at the outset. In the case of at least one union involved, it would also have necessitated the direct involvement of the General Secretary because a dispute was declared and then the procedure outlined in the Burgundy Book would have been invoked, meaning nothing could be changed or negotiated upon until there had been a National/Local Deputation meeting. That involves a large number of people and can take months to see through to fruition. It is also likely there would be a simultaneous ballot for industrial action if this route were to be taken.

Had it been adopted, that approach would have severely limited capacity for resolution on both sides, it ran the risk of missing locally-based knowledge and intelligence and the whole situation would have taken much longer, become intractable and would have remained extremely difficult to resolve.

In addition, owing to their wider level of functioning and resulting commitments, it is highly probable that all of the employed officials would struggle to find many days and times on which they could all be available which would also suit the school. The school would then have had to meet with each union separately (in the case of at least one union after the National/Local Deputation process had taken place.) In that circumstance, assuming the pattern of meetings above, the Governors, the

Headteacher, the Personnel Officer and the HR representative would have to attend three times as many dispute meetings – even if there were only the seven above that were actually needed to resolve this case, this would amount to twenty-one meetings to resolve the issue overall. That has a significant cost implication for the school, even without anything else being accounted for.

As it was, since facilities funding was available to the key local activists of each union, the costs to the school were as follows:

3 x secretaries attending 7 meetings, inc pre-meets Facilities funded – 84 hours total	NIL COST
2 x local reps attending 7 meetings, inc pre-meets Facilities funded – 58 hours total, inc 1 hour for liaison/prep	NIL COST
Secretaries (3) and reps (2) consulting with employees Facilities funded 4 mtgs – 80 hours total	NIL COST
Secretaries drafting reports, agreements, updates etc Facilities funded – 30 hours total	NIL COST
Time spent travelling to/from school (assuming 1 hour each way) for Secretaries x 3 Facilities funded – 66 hours total	NIL COST

Had the school not been part of its local authority's LAFTP, and assuming supply cover costs at a figure of £130 per day (approx. £21.66 per hour), these costs would have been:

3 x secretaries attending 7 meetings 84 hours total	£ 1,819
2 x local reps attending 7 meetings 58 hours total	£ 1,256
Secretaries (3) and reps (2) consulting with employees 80 hours total	£ 1,733
Secretaries drafting reports, agreements, updates etc 30 hours total	£ 650
Time spent travelling to/from school 66 hours total (assuming 1 hour each way)	£ 1,429
GRAND TOTAL COST TO SCHOOL	£ 6,887

(NOTE: Both tables assume that the consultation with employees is a cost that falls to the employer because of the legal obligation to consult where new contractual proposals are being negotiated in recognised workplaces.)

Had the school been an academy paying into the facilities fund to support the resolution activity by the local trade union reps, their costs for this would have been the schools delegated sums – this would range from £633 for 300 pupils up to £1,899 for 900 pupils in a school.

On the figures above, this would represent a saving of between £6,254 and £4,988 in a single year after taking into account the school's contribution to the fund.

Costs Not Included Above

These figures only represent costs for trade union and/or member consultation time, they do not include any time that was required for school or Local Authority representatives to engage in and seek to resolve the dispute amicably, so the true business costs would have been considerably higher, probably at least twice the amount indicated above. For the purposes of this case study, we have only assessed the trade union time and costs as these are the figures we would present to any school that decided not to purchase the facilities of the Local Union Representatives as invited.

Further to the costs indicated above, without Local Union Secretarial intervention, it is extremely likely that this dispute would have proceeded into a legal arena at a very early stage, with the possibility of failure to consult claims being lodged by all three unions on behalf of each and every member (almost every teacher working there in this case.) Instead of this, the facilities fund enabled constructive attempts to be made by our Secretaries to resolve it as locally as possible. Had that not been available, the spectre of accumulating legal costs is raised immediately for any school, even before any tribunal process takes place, as in the case study example given above. Had such claims been lodged and won by the three unions involved, the award for failure to consult may have been quite considerable in a dispute case as it is calculated on the basis of amount awarded for each member who is part of the relevant bargaining group.

This case study was costed only on the basis of the real trade union time taken to resolve it. We believe it demonstrates clearly that the benefits to a school of purchasing facilities time far outweigh the costs of any significant dispute resolution activity, even where no recourse is taken to legal proceedings by either party. In that context, it represents very good value for money to a school.

5. FACILITIES TIME POTS VERSUS ALTERNATIVE MODELS

As explained earlier, it is not a question of whether an employer wishes to pay or not, but rather what the best mechanism is for employers to discharge this legal obligation.

It has been suggested that alternative systems of fulfilling the legal obligation to provide Facilities' Time for union duties should be explored. A common misconception

is that local union officers are employed by their unions and funded by membership subscriptions – this is not the case. Local Officers are elected and are employed by local schools and released to undertake union work which is mutually beneficial to the employer.

a. 'Pay As You Go' System

One Multi-Academy Trust has suggested that schools/academies could be billed at an hourly rate of £30-40 per hour for any casework done in their establishments, perhaps with the option to book time in blocks of 10 hours and/or pay a small annual retainer (eg £200). We do not believe that this system is viable for the following reasons:

- It will not be possible for schools to budget for such costs as it cannot be predicted how much time will be needed for cases each year;
- Casework (like maternity leaves) does not fall evenly between schools and between years. Some years schools may find they save money and do not need the service of union reps at all but in other years the costs could vastly exceed the current formula allocations;
- The time spent doing cases that involves meetings with Heads and HR etc is only the tip of the iceberg with union officers spending a great deal of extra time meeting with members and preparing for meetings;
- There is also a lot of time spent resolving members' concerns informally and management will not be aware that this has taken place until unions have to account for this time spent;
- There is a risk that it will create a perverse incentive to escalate rather resolve cases in order to ensure that there is sufficient funding to meet the current FT bill;
- This will create a great deal of extra administration in operating this invoicing system;
- This system does not provide any funding for the other duties of union reps such as meetings with the LA, Policy Development, Health & Safety etc.

b. 'Home Grown' Reps

Other MATs have suggested their preferred model is that, rather than paying into their LA Facilities' Time pots, members of their own schools' staff could become 'chain reps' and be given time out of class to undertake union duties on behalf of their colleagues. This suggestion has some merit and is supported in principle by some unions.

However, there are some serious obstacles to making this work in practice:

- All the unions are struggling to find volunteers to act as official School Representatives, because many staff are afraid to 'put their heads above the parapets' and see becoming union reps as potentially detrimental to their personal career progression, let alone wishing to become 'super reps' for whole MATs;
- School/Chain Reps will need considerable training to develop the level of knowledge and expertise of our current team of local officers. A minimum of 10 days per year will be required for every rep for every union in every school for this to even begin to be feasible;

- There is a frequent turnover of school reps as staff move jobs which means finding and training new school-based reps is always going to be a constant battle;
- Some casework is simply not appropriate for school-based reps to undertake, such as redundancy situations where reps have a vested interest in the outcome of staffing reduction consultations for example, or when reps themselves are involved in sensitive situations or concerns about confidentiality arise.

6. TRAINING

Should schools choose not to buy in to collective facilities arrangements, each school will need to be trained to an appropriate level. Reps are entitled to paid time off for training.

The ACAS code for training of trade union reps states, "It is necessary for union representatives to receive training to enable them to carry out their duties. Such training will enable them to undertake their role with greater confidence, efficiency and speed and thus help them work with management, build effective employment relations and represent their members properly."

The Burgundy Book states that accredited representatives of recognised teachers organisations are entitled time off for functions connected with the training of teacher representatives including attendance at training courses arranged by the recognised teacher organisations at national, regional or authority level for this purpose.

We would anticipate that each school would need a union rep, health and safety rep and union learning rep (ULR) for each union, although it is likely that the head teacher unions will not have a ULR or H&S rep in each school as well as a workplace rep. Whilst the provision of training for an equality rep has not been included it is possible that there would be at least one equality rep from each union within the chain. These reps would need to be released for training as follows and this pattern reflects the costs in the table below:

Union Role	Year 1	Year 2 onwards
School Representative	10 days	4 days
School Union Learning Rep.	5 days	2 days
School Health & Safety	5 days	3 days

Table of associated costs for release of reps for training*:

Year 1	Days per rep	Cost of supply @£165/day per rep for teaching unions	Days overall (teaching unions)	Cost of supply
Union rep	10	1,650	40	6,600

ULR	5	825	15	2,475
H&S rep	5	825	15	2,475
Total	20	3,300	70	11,550
Support Staff	Days per rep	Cost of Cover @54/day per rep for support staff unions	Days overall (Support Staff unions)	Cost of Cover
Union rep	10	540	50	2,700
ULR	5	270	10	540
H&S	5	270	10	540
Total	20	1080	70	3,780
Grand Total	40	4,380	140	15,330

Subsequent years † (approx)	Days per rep	Cost of supply @£165/day per teaching union rep	Days overall (4 unions)	Cost of supply
Union rep	4	660	16	2,640
ULR	2	330	6	990
H&S rep	3	495	9	1,485
Total	9	1,485	31	5,115
Support Staff Unions	Days per rep	Cost of cover @54per day per rep	Days overall (2unions)	
Union rep	4	216	16	864
ULR	2	108	4	216
H&S rep	3	162	6	324
Total	9	486	26	1,404
Grand Total	18	972	78	6,519

*These figures represent minimum costs **per school** based on M6 and are subject to variation as the release of representatives of the Heads unions will be substantially more.

† These figures are for representatives who remain in post after year one. Should a new rep be elected each year then year one figure would apply.

7. NATIONAL EXECUTIVE MEMBERS

Whilst the work of National Executive Members is often undertaken outside of Lancashire the benefits of this work are reaped by Lancashire schools and the LA. Our efforts campaigning nationally recently to fight cuts to school funding have had a positive impact locally.

Likewise, over the years there have been a number of national funding streams we have helped LA officers access (such as the Schools' Access Initiative) which have benefitted Lancashire schools.

We would support a joint funding agreement with other LAs in the North West to spread the cost of National Executive Members more fairly and would encourage Lancashire to explore such a system with its NW neighbours.

8. CONCLUSION

We firmly believe that the current system of shared funding of FT through de-delegation by Schools' Forum remains the most cost effective and viable way of meeting this legal entitlement and will continue to benefit the schools, staff and pupils of Lancashire.

We hope that the case studies described above will provide sufficient detail for Principals, Headteachers and Governors to appreciate the real cost savings that paying into local authority facility time pots brings. The costs of de-delegation/buy-in are very modest compared to the very real risk of disputes escalating, and represent the most affordable best-value option for schools. We believe that it is an investment well worth making to secure peace of mind and positive employment relations regarding the issues discussed in this report.

We very much hope you will be persuaded by this information as well as your stated support for trade unions. We are now asking you to commit your schools to funding this agreement on an annual basis so the local officers of all unions can work with you in the best interests of the schools, the pupils, and our members across Lancashire Local Authority, for the future.

Thank you for taking the time to read this report we hope it has been useful to you and your school or academy.

Schools Facility Time 2020/21 **UNISON Submission**

This report is UNISON's submission to the Schools Forum review of Trade Union Facility Time in Schools. UNISON is the largest public sector trade union in the UK with 1.4 million members and has hundreds of thousands of members working in schools. UNISON represents and organises all non-teaching staff in schools (school support staff) and is the largest trade union for school support staff in the UK.

Although only the level of funding of facility time appears to be part of this review it is worth highlighting that UNISON believe the current system of shared funding of facility time through de-delegation is the best and most efficient system to operate facility time and allow schools to meet their statutory obligations on facility time. It also demonstrates the commitment of school employers towards maintaining good and constructive industrial and employee relations. UNISON have included for completeness representations and reasons for this in an annex to this submission.

The current arrangements are over 20 years old and are not reflective of today's modern school workforce. That is to say that school support staff make up a very large proportion of the school workforce, yet facility time is granted almost exclusively to teacher organisations. There should be a greater allocation of facility time to UNISON to acknowledge the important role of support staff in the school workforce and given UNISON's membership numbers.

UNISON's representations

Method of providing facility time

UNISON believe the current system of shared funding of facility time through de-delegation by Schools Forum remains the most efficient and viable way of Schools meeting their statutory obligations on facility time and it helps maintain good and constructive industrial and employee relations. There is no need to vary this system.

Overall level of facility time

One option in the report appears to be that the amount of funding for facility time be reduced to reflect the numbers of teaching staff who have transferred to academies – around a 14% reduction. UNISON is not supportive of a reduction in the overall level of facility time for reasons set out in the annex.

Current allocations of facility time

UNISON has long stated that the current allocations of facility time are unfair on school support staff. Schools have for many years now employed both teaching and non-teaching staff and both groups of staff are equally entitled to trade union representation. The current allocations of facility time do not reflect today's school workforce and does not recognise the important role of support staff. The role and numbers of support staff has greatly developed and increased since School Facility Time was last reviewed over 20 years ago.

This review of School Facility Time should take this into consideration when looking at allocation of facility time to each trade union. UNISON currently has the least amount of facility time (1fte) despite having the second largest membership in schools.

As a portion of facility time went unused last year then some of this unallocated facility time should be allocated to UNISON given UNISON's membership numbers in schools.

If allocation of facility time is to be looked at then a form of proportionality based on membership would be a fairer method.

A fairer version of the table produced for the Forum of current allocations of facility time would be as follows;

UNION	NAHT	ASCL	NEU	NASUWT	UNISON
No. Of FTE Representatives	1.6 FTE (12%)	1.2 FTE (9%)	6.0 FTE (46%)	3.2 FTE (25%)	1 FTE (8%)
Membership Numbers	608 (3%)	204 (1%)	6480 (34%)	5868 (31%)	5886 (31%)

Cost of UNISON facility time

It is also worth recognising that any additional facility time granted to UNISON would likely cost less than a teacher trade union because UNISON members are in general paid less.

Conclusion

- The current system of shared funding of facility time remains the best way for Schools to meet their statutory obligations and maintain good employee and industrial relations;
- UNISON is currently massively under resourced based on the Schools Forum's own figures. Some of the unused facility time could be granted to UNISON. In any event the allocation to each trade union of facility time should not discriminate between teaching and non-teaching staff and should be based on some form of proportionality based on membership numbers.
- Additional facility time allocated to UNISON would likely cost less than teaching trade unions because support staff are paid lower salaries in general.

General Benefits of facility time and the shared funding of facility time.

Statutory rights to paid facility time

There are three main trade union roles with statutory rights to time off and these are the traditional trade union workplace steward/rep, union learning reps and union health and safety reps. There are also some other legal time off rights where someone is representing a trade union.

An employer must give trade union representatives paid time off to carry out their trade union duties as per the Trade Union and Labour Relations (Consolidation) Act 1992 (TULRCA). Examples of duties are;

- Negotiations with the employer;
- Functions which the employer has agreed may be performed by the trade union;
- Receiving information and being consulted on redundancies, business transfers or pensions changes;
- Training in industrial relations matters.

Time spent in negotiations/collective bargaining is set out in TULRCA as involving;

- Terms and conditions of employment or physical conditions of work;
- Recruitment, suspension, dismissal;
- Allocation of work;
- Discipline;
- Trade union membership or non membership;
- Facilities for trade union reps and officers;
- Procedural matters – eg consultation.

Trade union side meetings are also an example of a trade union duty as union reps need to meet separately from management to discuss and share information. In addition to statutory provision there is substantial case law which clarifies the right to paid time off and there is guidance set out in the ACAS Code of Practice.

Union health and safety reps have paid time off rights under the Health and Safety at Work Act 1974. Health and safety reps must be permitted time off under the Safety Representatives and Safety Committee Regulations 1977 (SRSCR). They have similar rights to time off as other representatives however the SRSCR defines safety reps as having “functions” rather than duties and an employer must permit them time off with pay “as shall be necessary”.

This time off covers;

- attending meetings;
- undergoing training;
- investigating hazards and dangerous occurrences;

- investigating complaints and welfare at work;
- making representations to the employer.

There other matters set out within the SRSCR also. The Health and Safety Executive (HSE) also provide guidance that adds to the time that union health and safety reps need to take off.

Union learning reps (ULR) help open up learning opportunities for union members and supports them during the learning along with encouraging and developing a learning culture in workplaces. ULR has a right to paid time off under TULRCA to carry out their duties. ULR duties involve analysing learning/training needs, arranging and promoting learning/training and consulting with the employer about these matters.

All reps have rights to time off when acting as a companion. The statutory right to be accompanied at a grievance or disciplinary hearing allows workers to request and have a union rep/officer as a companion. Paid time off used in this way by a rep is equivalent to a trade union duty and is part of facility time and the employer must permit a rep to take the paid time off. This extends beyond the hearing to meeting with the employee in advance for example.

There are also extensive statutory obligations on employers to consult when making collective redundancies under TULRCA. This consultation is with the trade unions and must be sufficient and meaningful with a view to reaching agreement. The employer must provide specified information to the trade unions and the employer must consider representations from union reps and reply to them. Reps need reasonable paid time off in order for this to be achieved and the rights for this are set out in TULRCA.

There are similar statutory obligations on an employer under the Transfer of Undertakings (Protection of Employment) Regulations. Here employers are required to inform and consult with representatives. Again, paid time off is required to achieve this.

In addition, following the recent decision of the Court of Appeal in UNISON, Vining & Ors v LB Wandsworth & the Secretary of State, trade unions have a right to be consulted under article 11 of the European Convention on Human Rights on any workplace issue which affects their members.

Where reasonable paid time off is not granted claims can be brought in the employment tribunal and there is case law which expands upon the legislation as written. In addition where an employer fails to properly collectively consult over redundancies or TUPE transfers there exists a punitive measure called a protective award can be brought for each employee affected which can result in massive financial penalty to the employer of 90 days gross pay in collective redundancy situations or 13 weeks pay for transfers.

Benefits of facility time in general and the current shared funding system

The cost argument

UNISON recognises the obvious financial challenges facing schools. Trade union facility time is often described as a cost and in very simple terms a cost can be

associated with a member of staff being fully or partly released on a permanent basis. There are two issues with that simplistic measure;

1. it does not factor in the benefits of trade union facility time in general and the efficiencies realised in shared funding of facility time through de-delegation , a matter which is elaborated upon elsewhere in this report; and
2. those released on facility time via this system, either partly or wholly, carry out duties which schools would be obligated to grant paid time off for anyway from their own budgets.

Therefore, simply reducing the amount spent on facility time would not generate the expected savings for schools and would in UNISON's experience create additional costs, a matter elaborated upon elsewhere in the report.

Benefits of facility time

Notwithstanding that reps have a statutory right to paid time off as set out above there are benefits arising from paid facility time in general. The Trades Union Congress (TUC) has commissioned reports and analysis of the Government's own data from their Workplace Employment Relations Study (WERS). One such TUC report by Bradford University from 2016 is included as an annex. Key points to note from this report are;

- Research commissioned by the trade union UNISON found that facility time;
 - Improved workplace relations and helped build the reputation of the employer as a good place to work.
 - Union representation enabled earlier intervention in relation to complaints, grievances and disciplinaries, which stopped them escalating which was less costly to the employer and the taxpayer as a result of reduced staff and legal costs.
 - Union reps enabled better communication with staff during restructuring and redundancy processes, which led to greater understanding of management's rationale for the changes and reduced industrial action.
- In 2007 the then Department for Business Enterprise and Regulatory Reform (BERR – now BIS Department for Business Innovation and Skills) found the following benefits from trade union facility time based on WERS data from 2004;
 - Dismissal rates were lower in unionised workplaces with union reps – this resulted in savings related to recruitment costs of £107–213m pa.
 - Voluntary exit rates were lower in unionised workplaces with union reps, which again resulted in savings related to recruitment costs of £72–143m pa.
 - Employment tribunal cases were lower in unionised workplaces with union reps resulting in savings to government of £22–43m pa.
 - Workplace-related injuries were lower in unionised workplace with union reps resulting in savings to employers of £126–371m pa.
 - Workplace-related illnesses were lower in unionised workplace with union reps resulting in savings to employers of £45–207m pa.
- This gave £327-977m in savings across all sectors with around 60% being public sector equating to £223-586m pa.

- Updating this to 2014 figures to reflect the reduction in the size of the public sector and taking into account changes in real values gives a benefit of £250-674m to the public sector.
- Using the Taxpayers Alliance estimated total cost of public sector facility time (£108m in 2012-13) means **that for every pound spent on facility time, the accrued benefits have a value of between £2.31 and £6.24.**

There are clear benefits based on the Government's own data of paid trade union facility time in improving the working environment, promoting good and safe working practices free from discrimination and working with the employer to save jobs, protect services, retain skills and avoid compulsory redundancies.

UNISON believes in maintaining decent working relationships with schools to resolve any issues at the earliest possible stage and in the main the above benefits have been borne out in schools through that relationship.

Benefits of shared funding of facility time and the issues and risks if reduced

There are clear benefits to trade union facility time in general. UNISON believe the current system of shared funding of facility time through de-delegation by Schools Forum remains the most efficient and viable way of Schools meeting their statutory obligations on facility time. If the current system were to be substantially changed or reduced, then the cost of facility time is a cost that individual schools would ultimately incur through local school representatives having to be trained and released instead.

The current system ensures that there are highly trained and knowledgeable union representatives available for schools to work with to fulfil their legal obligations. It allows for good working relationships to be built between the reps and schools which assists in resolving workplace issues at the earliest possible stage. This then saves the school both the difficulty and cost of workplace issues escalating. UNISON believes that there are currently good working relationships with schools and UNISON have worked effectively and professionally with schools and LCC HR Officers. Given the pressures and challenges that schools face UNISON believe that having experienced and knowledgeable trade union representatives available will benefit Lancashire Schools.

If there were no de-delegation funding of facility time, then every school would need to have their own trade union representative and each school would have a legal obligation to release these staff during the school day with paid time off for any trade union duties required. Having to release representatives on an "as and when" basis for trade union duties and training would be an inefficient method to implement facility time arrangements for schools and cause additional difficulties around cover during the school day. This would also lead to disputes around granting of facility time and release of representatives.

Whilst some schools do already have local representatives it is usually those representatives with facility time funded through the current system that undertake the majority of trade union duties – for example representation or consultations – allowing for minimal disruption to schools.

UNISON expect that if the current arrangements are substantially changed or reduced then this will result in a need for UNISON to retrain existing representatives across Lancashire Schools and recruit and train new representatives. This will be necessary to ensure there are representatives available when members need them but also when schools need them too. Paid time off would have to be granted by each school for a substantial number of representatives to be trained.

In the event of a school not having a local rep there will be a considerable delay in having issues resolved or meetings heard. Contrary to the Forum report in UNISON there are no regional officials who would automatically step in to cover and this will result in delays addressing employee relations and industrial relations issues.

Considering the above the following risks of substantially changing the current arrangements are highlighted;

- The desired savings will not be realised, and it may actually increase costs;
- A possible worsening of industrial and employee relations;
- Disruption of day to day employee relations matters such as disciplinary hearings;
- Lack of staff engagement and consultation resulting in a less engaged and demotivated workforce;
- More workplace issues, disputes and accidents resulting in greater cost through more demand on time and increased litigation against schools;
- Increased disputes and issues relating to requesting facility time itself, including increased claims brought against schools at the employment tribunal;
- Schools struggling to meet their legal obligations to consult, including increased claims brought against schools at the employment tribunal;

Primary Inclusion Hubs

Appendix E

Primary Inclusion Hubs

Paul Duckworth

Head of Service – Education, Quality and Performance (Acting)

May 2019

Background

There is a shared vision in Lancashire to ensure children and young people achieve their potential, ambitions and aspirations. In order to achieve this we need to work together locally to ensure that schools are able to better meet the needs of all pupils; and as a result reduce the number of exclusions.

A number of developments are being implemented to deliver the vision, including the establishment of 'Inclusion Hubs' of primary schools in each local area. A review of secondary SEMH support and alternative provision took place in 2018/19 with the aim of developing a system-led approach, which is in alignment with the developments in the primary phase. The recommendations from the review are being implemented in partnership with secondary leaders.

Intended Outcomes

The establishment of Inclusion Hubs of primary schools in each district is designed to;

- reduce exclusions;
- improve attendance for pupils at risk of exclusion;
- ensure that pupils' needs are better met by a 'local' offer;
- provide high quality training for staff in schools;
- share good practice and sign-post schools to expertise;
- develop an agreed set of principles within each district that promotes educational inclusion and reflects the local challenges and expertise;
- bring together schools and local authority teams (Social Care, Inclusion, School Improvement and the Children and Family Wellbeing Service) to work together to address particular issues in a locality.

Resource

Each district has been allocated £80K from 1 April 2019 – 31 March 2020. The use of this funding is to be agreed by the local DSG (District Strategic Group) who will also monitor spending and the impact on the agreed intended outcomes.

The spending plans need approval from the School Improvement Area Team Leaders before the release of funds is authorised.

Funding can be used in a range of ways to support inclusion, for example to provide staff training, advice and support packages and alternative provision.

Process

Autumn Term 2018

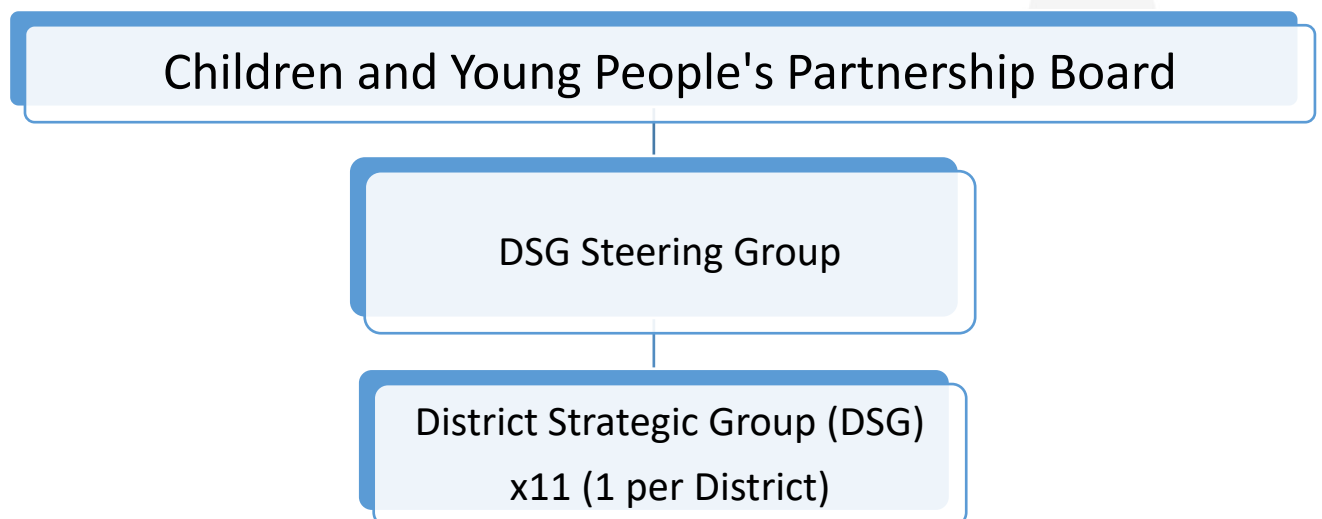
District headteachers met with the Head of Service (Education, Quality & Performance) and the Area Team Leader for that district in order to outline the purpose and proposed funding for each hub.

Spring Term 2019

Further meetings of headteachers developed the district offer, bringing together representatives from different clusters within the district.

The first meetings of the DSGs (District Strategic Groups) took place in April 2019, whereby nominated headteachers formed a strategic group to agree the intended impact of their plans, the specific activities that they wished to fund and to establish their next steps. These were recorded in a District Agreement Form.

Oversight and reporting



The Chair of the DSG Steering Group (nominated by headteacher members) will report on the use of funding and impact to the Children and Young People's Partnership Board.

DSG Steering Group – to meet termly

to include the lead headteachers (nominated by the DSG) from each district, and representatives from School Improvement, Inclusion, Children's Social Care &

Children and Family Wellbeing. This Steering group will also invite representation from the Local Area Partnerships.

The first meeting of the DSG Steering Group will take place on 13 June 2019, when all district lead headteachers have been nominated and local plans put in place.

District Strategic Group (DSG) – to meet at least termly

One group per district with a lead headteacher and representation from local neighbourhoods and a range of schools. This meeting will be supported by local team leaders from the LA services listed above.

Primary Inclusion Hubs

Template DSG Agreement Form

DSG AGREEMENT FORM

District	
Nominated lead HT for the District <i>will be a member of the LA Steering Group</i>	
Fund-holding school <i>for transfer of the district fund (£80K)</i>	
Members of the DSG	
Agreed Terms of Reference	<ul style="list-style-type: none"> - <i>Meet regularly - at least termly</i> - <i>Promote the District Agreement</i> - <i>Hold each other to account for delivering on the District Agreement</i> - <i>Promote cross-service working to meet the needs of the pupils in the district</i> - <i>Monitor and evaluate the impact of the District 'offer'</i> - <i>Report regularly on funding & impact to the LA Steering Group</i> - <i>Share best practice and work collaboratively on cross-district solutions</i>
Proposed use of the funding	
Intended Impact	<ul style="list-style-type: none"> - <i>reduce exclusions</i> - <i>interventions/outreach support/placements are successful in meeting children's needs</i>

	<ul style="list-style-type: none"> - <i>improve attendance for pupils at risk of exclusion</i> - <i>all schools have access to relevant training and take-up is high</i> - <i>there is a clear directory of support drawn from schools across the district and this is being used well by schools as a source of advice and support</i>
Key Actions/Next Steps	
Signed/Dated by nominated lead HT	

This form should be submitted to the Area Team Leader

District 1, 2, 4, 6 – Paul Duckworth

District 7, 8, 9 – Lynsey Austin

District 11, 12, 13, 14 – Jane Pythian

Date received by ATL	
Date approved – for funding to be transferred to the fund-holding school	

List of headteacher members of the County-wide **DSG Steering Group**

District	District	Lead Headteacher	School
1	Lancaster & Morecambe	Roger Shone	Moorside Primary, Lancaster
2	Wyre	Carolyn Thackway	Charles Saer Primary, Fleetwood
4	Fylde	Joe Dryland	Kirkham St Michael's CE Primary
6	Preston	Lynne Slater	Lea Community Primary, Preston
7	South Ribble	Mike Mitchell	Seven Stars Primary, Leyland
8	West Lancashire	Natalie Watts	Parbold Douglas Academy, Parbold
9	Chorley	Karen Marshall	Manor Road Primary School, Clayton-le-Woods
11	Hyndburn	James McBride	West End Primary, Accrington
12	Burnley	Louise Renshaw	Rosegrove Infant School, Burnley
13	Pendle	Nicola Walker	Gisburn Road Primary, Barnoldswick
14	Rossendale	Lynne Elder	St Joseph's RC Primary, Bacup

Schools Forum 17 October 2019

Item 6 Schools Block De-Delegation Recommendations Appendix B (ii)

Analysis of de-delegation consultation responses, as at 9 October 2019

(Totals may be affected by rounding)

(A final position of consultation analysis will be provided to the Forum on 17 October, as part of the de-delegation voting process)

Analysis of Responses						
Question 1: What is your preferred de-delegation option for the Staff Costs - Public Duties/Suspensions in 2020/21?						
	Total Responses	Continue at the 2019/20 levels	Continue but reduce Trade Union Facilities Time contribution	Continue but no Trade Union Facilities Time contribution	Completely discontinue	Not sure
All schools	126	101 80%	13 10%	2 2%	4 3%	6 5%
Primary	104	85 82%	9 9%	1 1%	3 3%	6 6%
Secondary	12	9 75%	2 17%	0 0%	1 8%	0 0%
Other	10	7 70%	2 20%	1 10%	0 0%	0 0%
Question 2: Do you support the de-delegation of the Museums Service in 2020/21? (Primary schools only)						
	Total Responses	Yes	No	Not sure		
Primary	104	68 65%	22 21%	14 13%		
Question 3. Do you support the de-delegation of Support for Schools in Financial Difficulty in 2020/21?						
	Total Responses	Yes	No	Not sure		
All schools	126	85 67%	29 23%	12 10%		
Primary	104	70 67%	24 23%	10 10%		
Secondary	12	11 92%	0 0%	1 8%		
Other	10	4 40%	5 50%	1 10%		
Question 4. Do you support the de-delegation of funding for Primary Inclusion Hubs in 2020/21?						
	Total Responses	Yes	No	Not sure		
All schools	126	69 55%	32 25%	25 20%		
Primary	104	60 58%	30 29%	14 13%		
Secondary	12	4 33%	1 8%	7 58%		
Other	10	5 50%	1 10%	4 40%		

Schools Forum 17 October 2019

Item 6 Schools Block De-Delegation Recommendations Appendix B (iii)

Written de-delegation consultation responses (anonymised)

(Any further written submissions will be reported to the Forum on 17 October 2019)

Staff costs – Public Duties/Suspensions

a) From a Lancashire Primary School Governor and Forum member

The need for continuing facilities time

It is important that LA officers present the facts to the forum and for the forum to decide and LA officers must refrain from offering their personal opinion.

The aim of the Trade Union Act 2016 is to modernise the UK industrial relations framework to better support an effective and collaborative approach to industrial relations, balancing the interests of TUs with interests of the wider public sector. The facility time regulations currently adopted in Lancashire help fulfil these. Any worsening of these of the terms would reduce the level of fulfilment, with inevitable negative consequences.

While more can, and should, be sought, there has already been some financial contributions from academies (non-maintained schools) and some expressions of interest, with at least one request from a free school (previously non-maintained), to contribute to the 'pool', which demonstrates the value that schools place on the pooling of FT: that it is far more cost effective, it contributes to good industrial relations within workplaces and to a good working relationship with the employer and employee. Reasons for pooling facility time initially included: cost efficiency and to reduce disruption in the school by having potentially three workplace-based representatives from each professional association regularly taking time out of the classroom for training (there are typically 3 to 5 days of training every year for every school rep), meetings to resolve workplace issues, health and safety matters, etc. To be clear, any under-spend in any year of the notional budget allocated, due eg to too few officers being able to claim from it, is always retained by forum and NOT by the unions. There is no need to reflect a temporary under-use by a permanent reduction in allocation.

It would be extremely irrational to make any reduction to the facilities time and jeopardise those excellent relationships alluded to by the Head of Schools HR.

Representatives from Lancashire's teachers' professional associations are able to work with you and your staff colleagues when workplace issues arise and intervene at an early stage before the matter escalates. This includes support for Head Teachers in meetings when there is an issue between them and Governing Boards.

With a reduction of facilities time there would be a significant likelihood in workplace issues being escalated more quickly and consequential breakdown in working relationships, resulting in an 'unhappy' workplace for everybody.

This is a time when we should all be working together for our pupils and not taking a divisive approach.

I urge the forum to not vote for a reduction of facilities time funding.

Primary Inclusion Hubs

b) From a Lancashire Primary School Headteacher

I have just responded to the de-delegation consultation regarding nurture hubs. I have had to answer 'not sure' and there is no space to add comments regarding this.

I am a massive supporter of the idea of nurture hubs and indeed was on the initial working party for xxxx district. As I am passionate about it I actually spent time telling my governors about it and the schools forums intention to de-delegate the funding. They were of course interested and supportive but when I said it would theoretically cost £11 per pupil at a total cost to the school of £2200 they were very interested in the finances!! I have utilised IDSS support one year for nurture support and xxxx Thrive model another year. Neither of these services totalled £2200 for the year. I appreciate if we had a higher number of children then we may get 'Value for money' but currently the governors don't see that cost as Value for money for our school situation (e.g. v.low PP/SEN numbers). As the governors and I disagree - (knowing that the money would support 'other' schools) I felt I had to answer 'not sure'! Perhaps if there were options around funding such as one SLA for 'telephone support only' and another for full packages etc - but I realise each hub is working in a slightly different way.

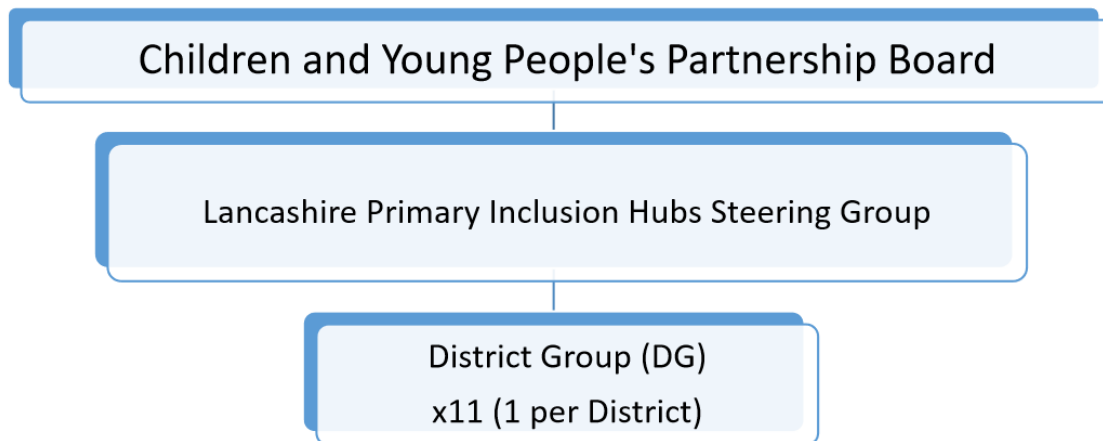
Anyway, thought it was worth sharing how this has played out at xxxx Primary School.

Inclusion Hub Information – Schools' Forum October 2019

Please find enclosed information in respect of the Inclusion Hub project.

In many cases, in order to meet the deadline for Schools' forum, it has been necessary for the representative to collate this information prior to the meeting of their District Group (DG). The steering group met initially in June and will meet again on 1st November 2019.

The agreed structures for reporting in respect of the project are as follows.



- A representative of the Steering Group (nominated by headteacher members) will report on the use of funding and impact to the Children and Young People's Partnership Board.
- Lancashire Primary Inclusion Hubs Steering Group – to meet at least termly to include the lead headteachers (nominated by the DG) from each district, and representatives from School Improvement, Inclusion, Children's Social Care & Children and Family Wellbeing. This Steering Group will also invite representation from the Local Area Partnerships.
- District Group (DG) – to meet at least termly. One group per district with a lead headteacher and representation from local neighbourhoods and a range of schools. This meeting will be supported by local team leaders from the LA services listed above. Initial DG Meetings are scheduled for throughout April and May 2019

Information included as follows:

1. Contextual information: district data – pupil numbers and school numbers
2. Exclusions data comparison: 1/4/18 – 1/10/18 compared to 1/4/19 – 1/10/19
3. Districts at a glance
4. District summary of project so far

Pupil/School information by district

Pupils on roll – academic year 19/20

		NOR by Year Group 2019/20							
School District		R	1	2	3	4	5	6	Total
Burnley		1091	1146	1155	1178	1163	1195	1187	8115
Chorley		1401	1344	1438	1417	1465	1369	1395	9829
Fylde		581	649	688	729	720	670	657	4694
Hyndburn		1043	1023	1103	1075	1124	1088	1117	7573
Lancaster		1470	1486	1526	1563	1607	1543	1443	10638
Pendle		1220	1204	1250	1245	1302	1260	1280	8761
Preston		1861	1795	1750	1709	1807	1780	1752	12454
Ribble Valley		515	659	654	703	637	718	739	4625
Rossendale		874	886	868	896	901	920	866	6211
South Ribble		1248	1188	1201	1222	1267	1162	1235	8523
West Lancs		1203	1201	1253	1263	1289	1276	1258	8743
Wyre		1046	1027	1056	1081	1077	1073	1089	7449
District Name	No Schools								
Burnley	30								
Chorley	50								
Fylde	25								
Hyndburn	35								
Lancaster	52								
Pendle	37								
Preston	54								
Ribble Val	32								
Rossendale	31								
South Ribbl	39								
West Lanc	56								
Wyre	42								

School Ty	Area	District	district no	FP Male (I)	FP Male (F)	FP Female	FP Female	Total FP (I)	Total FP (F)	Days Lost	Rate per %	Perm Excl.	Perm Excl.	Perm Excl.
1ST APRIL 2018 TO 1ST OCTOBER 2018														
Primary	EAST	Hyndburn	11	48	23	8	5	56	28	157	13.95	5	0	5
Primary	EAST	Burnley	12	43	29	5	3	48	32	129	10.14	4	0	4
Primary	EAST	Pendle	13	27	20	3	3	30	23	102	8.81	1	2	3
Primary	EAST	Rossendale	14	22	12	2	2	24	14	87	10.27	1	0	1
Primary	EAST	EAST	EAST	140	84	18	13	158	97	475	10.9	11	2	13
1ST APRIL 2019 TO 1ST OCTOBER 2019														
Primary	EAST	Hyndburn	11	24	18	3	3	27	21	64	14.1	1	0	1
Primary	EAST	Burnley	12	31	21	1	1	32	22	121	8.88	3	0	3
Primary	EAST	Pendle	13	13	13	0	0	13	13	40	4.02	0	0	0
Primary	EAST	Rossendale	14	16	12	6	2	22	14	102	12.07	2	0	2
Primary	EAST	EAST total		84	64	10	6	94	70	327	8.89	6	0	6

Improved across all measures

School Ty	Area	District	district no	FP Male (I)	FP Male (F)	FP Female	FP Female	Total FP (I)	Total FP (F)	Days Lost	Rate per %	Perm Excl.	Perm Excl.	Perm Excl.
1ST APRIL 2018 - 1ST OCTOBER 2018														
Primary	NORTH	Lancaster	1	31	20	5	3	36	23	102	8.51	1	0	1
Primary	NORTH	Wyre	2	46	23	6	5	52	28	91.5	13.97	0	1	1
Primary	NORTH	Fylde	4	10	5	2	1	12	6	37.5	11.96	1	0	1
Primary	NORTH	NORTH tot		87	48	13	9	100	57	231	11.16	2	1	3
1ST APRIL 2019 TO 1ST OCTOBER 2019														
Primary	NORTH	Lancaster	1	33	23	1	1	34	24	97	7.24	4	0	4
Primary	NORTH	Wyre	2	31	20	9	7	40	27	106	14.28	0	0	0
Primary	NORTH	Fylde	4	8	7	2	2	10	9	21.5	8.97	0	0	0
Primary	NORTH	NORTH tot		72	50	12	10	84	60	224.5	9.75	4	0	4

Total fixed period exclusions – increased (+3)

Days lost to FP exclusions – improved

Permanent exclusions – increased (change in pattern – all from Lancaster)

School Ty	Area	District	district no	FP Male (I)	FP Male (F)	FP Female	FP Female	Total FP (I)	Total FP (F)	Days Lost	Rate per %	Perm Excl.	Perm Excl.	Perm Excl.
1ST APRIL 2018 TO 1ST OCTOBER 2018														
Primary	SOUTH	Preston	6	94	54	11	9	105	63	223.5	20.73	4	0	4
Primary	SOUTH	South Rib	7	37	23	5	2	42	25	72.5	13.65	0	0	0
Primary	SOUTH	West Lanc	8	28	16	1	1	29	17	68.5	14.68	0	0	0
Primary	SOUTH	Chorley	9	49	27	1	1	50	28	157.5	16.1	4	0	4
Primary	SOUTH	SOUTH tot		208	120	18	13	226	133	522	17.09	8	0	8
1ST APRIL 2019 TO 1ST OCTOBER 2019														
Primary	SOUTH	Preston	6	93	53	6	5	99	58	220.5	16.41	4	0	4
Primary	SOUTH	South Rib	7	29	16	0	0	29	16	65.5	12.26	1	0	1
Primary	SOUTH	West Lanc	8	17	12	2	2	19	14	53.5	10.14	1	0	1
Primary	SOUTH	Chorley	9	56	27	1	1	57	28	114.5	17.64	4	1	5
Primary	SOUTH	SOUTH tot		195	108	9	8	204	116	454	15.11	10	1	11

Total fixed period exclusions – improved

Days lost to FP exclusions – improved

Permanent exclusions – increased (Preston static, increases in SR, WL and Chorley)

DISTRICTS AT A GLANCE

District 1

Funding to stepping stones who have drawn up a system outlining the support for schools. Universal support (£500 per school) is being funded. Additionally levels of support are identified and DG will fund half of this work including placements for pupils if agreed through the short-stay school panel. DG members have been invited to join the panel. Cluster funding is also contributing to this model

District 2

Funding to Stepping stones for the universal offer for all schools in the district. Additional support from Stepping Stones will initially be charged to the school with a decision made by the DG as to whether this support can be funded by the DG. The group has also identified elements of professional development to be planned.

District 4

The group are still in discussion with Stepping Stones and the DG need to meet again to confirm plans. It is likely that the universal offer from Stepping Stones will be funded for the schools in the district. Half termly behaviour surgeries are also planned supported by Stepping Stones and behaviour mentors from the schools. The behaviour mentors will work across the district to provide professional development. Through Stepping Stones, 20 packages of tier 2 support has been agreed. Additional support for placements with a contribution of 50% from each school is also part of the plan.

District 6 – Preston Schools' Inclusion Promise

The DG have agreed that 60K of their funding will be allocated to Golden Hill and 20K to training. Schools have still bought in the universal £500 level of support from Golden Hill but after that support is funded 50% by the DG and 50% by schools. An audit of training needs and expertise has also been developed with a focus on school to school support.

District 7

This is a model primarily focused on training and support. Golden Hill will support half termly clinic meetings where colleagues from each school bring pupils for discussion to agree a plan of support. This will include signposting to appropriate services. 4 mini clinics will meet half termly. A key aim of the work is to build a more collaborative network. The other aspect is focused on professional development with a questionnaire distributed to establish priorities. Additionally a conference will be arranged through Lostock Hall Teaching School. Staff release is being funded to attend the cluster sessions.

District 8

Kingsbury School (ASD specialist) is leading in this district and working with Elm Tree School. Initial referrals will be received by a staff member from Kingsbury with a follow up visit to the school. From this support will be agreed from either Kingsbury or Elm Tree. The period of work with the pupil/school has not yet been determined. A further programme of professional development is to be planned and offered across the district. This initiative will be up and running from September when finance has been received and staffing can be put in place as a result.

District 9 - Chorley Inclusion Support Service (CISS)

This is also a referral system – leading school is Highfield (Andrew Proctor). Two assistant EPs employed now and have begun work. Initial form for referral and then the development of a bespoke package for the child/school to support professional development for staff involved. The assistant EPs are working under the supervision of an experienced EP. Assessments will contribute to the process to help professionals identify potential difficulties which may manifest themselves in/or be contributing to the behaviour.

District 11

This is a wide and varied area with some distance between schools.

Agreed 3 tier approach:

1. Focused on staff professional development.
2. Temporary reset placement that could potentially move to a permanent placement in a different school
3. Specialist support fund

The next steps is to develop a full package outlining the detail of the approach to communicate with all HTs across the district. There are a number of questions that still need to be explored. It was noted that this type of approach including temporary resent placements would need to be reflected in the behaviour policy of those schools involved. Helen Smith agreed to send through the information to support answers for some of these questions. Please feed back to Helen if you have any other queries...

District 12 – Burnley Inclusion Voice

An audit of skills has taken place across the schools. 12k prioritised for training using information drawn from the audit information and focused on shared needs. This model is a phased approach starting with school to school support. 4 partnership satellite groups – based on locality or existing pathways of communication have been established. School to school support within the satellite group (phase 1)

Phase 2 – panel to meet half termly – to consider how funding can be used to support. Statement of intent, panel process, referral to panel, agreement form, directory of support. Strong structure of accountability.

District 13

Commissioned the teaching school to provide a comprehensive CP programme for all staff. Directory of school based skilled staff of expertise and qualifications. Exploring 'train the trainer' approaches to ensure sustainability over time. Buying additional EP time to provide half termly consultations. Directory of additional services. Considering how pupils across the district can access forest school

District 14

Commissioning Cribden House to identify an inclusion co-ordinator who will provide initial support over the telephone. Panel process which could lead to specialist input for a range of staff within Cribden House e.g. family support. Have agreed school to school support in terms of a reset

placement; school to school agreement drawn up as well as statement of intent. Key message has been responsibility for all pupils within the district.

District: 1		Lead: Roger Shone			
<p>District offer in summary: The funding was delegated to Stepping Stones</p> <ul style="list-style-type: none"> • Training to be made available to areas / clusters within District 1 • Universal offer of free telephone support • Schools can request more detailed support (Outreach) eg site visit, consultation, TA sessions, attendance at TAF meetings (£900, with £450 funded by the DSG) • Initial 12 week placements will be jointly funded by the school and the DSG (£1250 each) <p>The DG has formulated a statement of its aims on behalf of the schools in District 1.</p>					
<p>Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received</p> <p>There have been a total of 14 referrals to Stepping Stones, with 9 of those at 'Outreach level'. There are currently 18 District 1 pupils on placement at Stepping Stones</p> <p>There are currently 7 planned training events planned up until April next year.</p>					
Breakdown of individual pupils accessing support (number of pupils)					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
17			17		3
Placements since April					
10			10		4
<p>Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil</p> <p>Initially take up was a little slow as there was a little confusion about funding and provision in April / May. However, schools and Stepping Stones now report greater confidence about the process for seeking advice and making referrals.</p> <p>As a DG, fixed term exclusions rates at a school level are not known. However, at the last meeting the group planned to persuade schools about the benefit of sharing these because it was felt that it was at this level we could make further progress with exclusion rates.</p> <p>A wider benefit has been that through the formulation of the DG there is a broader conversation about exclusion and the sharing of good practice which will hopefully go on to have an impact.</p>					

District: 4	Lead: Joe Dryland				
District offer in summary: <ul style="list-style-type: none"> • Please see attached document 					
Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received Referrals for District 4 are less than previous years but it is difficult to say what the rest of the financial year will bring. Placements are broadly in line with previous years – obviously there is a lot of the year left.					
Breakdown of individual pupils accessing support (number of pupils)					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil Referrals are still being made to Stepping Stones and we are well within the numbers already paid for. Feedback from schools is that we have a very clear system of support within the district. CPD has not yet taken place but the take up is good. Behaviour Mentors from the district will follow up training to support and assess impact. There have not been any permanent exclusions from district 4 schools.					



DISTRICT 04 ALTERNATIVE PROVISION SUPPORT

DATE: REVIEW APRIL 2019 TO PRESENT DATE

Update on PRU

There are currently 27 children on placement at Stepping Stones, 15 of whom have EHC Plans. Alison Dodd is having discussions with SEND regarding appropriate provision for these children.

Permanent exclusions are higher than any previous years. Six children have been permanently excluded, 3 of which were prior to April 2019.

Overview of Expenditure to Date

Area (Approved by DG)	Total Cost
Universal Offer £500 x 24	£12,000
Outreach Direct Work Total	7200
Placements 50% paid by hub for 1 st 12 week block only	2060
EXPENDITURE TO DATE INCLUDING UNIVERSAL OFFER	£21,260
EXPENDITURE TO DATE EXCLUDING UNIVERSAL OFFER	£9,260

Outreach

Adjustments have been made to the 'Request for Support' referral form, to include indication whether the referral is a preventative intervention, or for a child at risk of permanent exclusion.

Area	Quantity of Support Provided	Number of Schools accessing	Cost to district hub	Cost to schools	TOTAL COST
Universal Offer	2	2	As above	0	0
12 hour package (silver) Teacher consultancy – report, planning meeting, weekly support and review	8	7	7200	0	7200
1 day consultancy including report	0	0	0	0	0
Other e.g. attendance at TAF meetings	0	0	0	0	0
			7200	0	7200

TRAINING

Training has been commissioned by D4 as follows:

9/10/19 AN INTRODUCTION TO ACE'S – MORNING & AFTERNOON SESSIONS

30/10/19 UNDERSTANDING ASC AND ADHD – STRATEGIES TO SUPPORT– MORNING & AFTERNOON SESSIONS

5/2/19 MANAGING BEHAVIOUR TO ENABLE INCLUSION– MORNING & AFTERNOON SESSIONS

To date these sessions have 35 delegates from 15 schools. It should be noted that 2 of these schools are High Schools from D4.

PERMANENT EXCLUSIONS

There have been no permanent exclusions from D4.

PLACEMENTS

27 Children are currently in placement, 18 of whom were admitted after April 2019. 3 from D4

2 of these have been admitted from District 4 since April 2019.

	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
District 04	0	1		0	2			3
					TOTAL			18

PLACEMENT TOP UP COSTS – TO DISCUSS

Child	School	Current Situation	DSG Decisions
Child 1		Placement 3. Not ready to return. School have paid full amount for 2 placements.	

BEHAVIOUR SURGERIES

It was agreed at the last DG2 meeting that Behaviour Surgeries at Kirkham St Michaels (D4) and Stepping Stones (D1) were not geographically accessible to D2 colleagues, therefore two surgeries were arranged for October and January at Charles Saer Primary. A reminder was sent out to all schools by SS's with the option of any schools being able to access any of the surgeries, booking required.

Charles Saer Primary, Fleetwood	Wed 2/10/2019
Stepping Stones PRU, Lancaster	Tues 8/10/2019
Kirkham St Michaels Primary	Wed 13/11/2019
Stepping Stones PRU, Lancaster	Tues 19/11/2019
Charles Saer Primary, Fleetwood	Wed 29/1/2020
Stepping Stones PRU, Lancaster	Tues 4/2/2020
Kirkham St Michaels Primary	Wed 18/3/2020

The D4 Surgery in June 2019 was attended by 6 staff from 4 schools, with the following feedback:

<ul style="list-style-type: none">• Thanks for the session. Very informative of new structure.
<ul style="list-style-type: none">• Thank you. Great to share & look at resources.
<ul style="list-style-type: none">• Looking forward to discussing pupils at future surgeries.
<ul style="list-style-type: none">• Great to borrow new resources.
<ul style="list-style-type: none">• These sessions are always useful.

NEXT STEPS

Alison Dodd meeting with Local Authority to discuss:

- 1) funding of children who require more than placement,
- 2) provision for the children who have EHC Plans

CPD: Attendance is FREE (subject to availability). Attendees will then be visited by Behaviour Mentors as follow up.

9/10/19 AN INTRODUCTION TO ACE'S – MORNING & AFTERNOON SESSIONS

30/10/19 UNDERSTANDING ASC AND ADHD – STRATEGIES TO SUPPORT – MORNING & AFTERNOON SESSIONS

5/2/19 MANAGING BEHAVIOUR TO ENABLE INCLUSION – MORNING & AFTERNOON SESSIONS

NOTE: Schools and local clusters can request funding for related CPD (Contact DG members)

2019-2020 Members of District 4—District Group (DG)

Lead: Joe Dryland (Kirkham St Michael's) head@st-michaels.lancs.sch.uk
 Elizabeth Hodgson (Heyhouses) head@heyhouses.lancs.sch.uk
 Rhiannon Jones (Kirkham & Wesham) head@kirkhamwesham.lancs.sch.uk
 Kate Walker (Pear Tree) head@peartree.lancs.sch.uk
 Liz Robinson (Treales) head@treales.lancs.sch.uk
 Sharon Barnett (The Willows) head@willows.lancs.sch.uk
 Sarah Robson (Ribby with Wrea) head@ribby-with-wrea.lancs.sch.uk

DISTRICT 4

INCLUSION HUB

Referral Placements

Places available for 12 week periods after Steps 1 and 2. Places subject to panel. Requests for placements to Stepping Stones directly.

Places available as part of District 4 Inclusion Hub Offer.

NOTE: Schools need commit to 50% of the cost (£1250) prior to placement. This will be reimbursed if there are surplus funds.

Support Packages for District 4 Schools (STEP 2):

Stepping Stones visit, meeting with key professionals. Report supplied on the day followed by 5 weekly visits. To support children at risk of exclusion. + Review at end of support.

20 FREE places as part of District 4 Inclusion Hub Offer. Possibility of more if needed (subjects to funds).

Universal Offer to ALL District 4 Schools (STEP 1):

Telephone access to Stepping Stones Tel 0152467164 (as under previous provision). Feedback within 48hrs with agreed actions to supports children and staff.

FREE: as part of District 4 Inclusion Hub Offer

Behaviour Surgeries: Half termly behaviour surgeries where school colleagues can bring specific cases for discussion with members of staff from Stepping Stones and experienced Behaviour Mentors. Dates TBC by Stepping Stones.

FREE: as part of District 4 Inclusion Hub Offer

Chat/visit from **Behaviour Mentors**, to address general class behaviour, 1:1 advice etc, to support colleagues in a peer to peer coaching format.

Sarah Dunn (01772 683624) Kirkham St Michael's
 Jo Bamber (01772 632724) Strike Lane, Freckleton

FREE: as part of District 4 Inclusion Hub Offer

Additional Services Available (Charges may apply): Children & Family Wellbeing Service (Kirkham 01772 535136, St Anne's 01253 741122, Weeton 01253 987385) , Pear Tree School (01772 683609), EP Service, CAMHS, SENDOs

District:6		Lead: Lynne Slater			
<p>District offer in summary:</p> <ul style="list-style-type: none"> • 60K of funding will be initially allocated to Golden Hill and 20K initially to training. • Schools have still bought in the universal £500 level of support from Golden Hill and further support is funded 50% by the DG and 50% by schools. • An audit of training needs and expertise has also been developed with a focus on school to school support. • A 'Pyramid of support' that offers a graduated approach to supporting children is currently being 'fine-tuned' to share with DG6 HTs 					
<p>Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received</p> <ul style="list-style-type: none"> • Sign up to charter low - but as yet 'whole package' has not been rolled out to Preston HTs • 100 HTs and teachers from Preston schools attended our first 'DG6 Talks inclusion event' • HTs from district group have been involved in meetings re : supporting vulnerable Y6s going from mainstream primary to High school and 'send4change' 					
Breakdown of individual pupils accessing support (number of pupils)					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
(From GHIST) 6x silver packages 14x gold packages 10x placements					
<p>Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil</p> <ul style="list-style-type: none"> • Evidence of good partnership working and commitment between DG HTs, Suzanne Oakley (EP), Sue Payne (GHIST) • Positive feedback post following 'DG Talks ...' 					

District: 7

Lead: Mike Mitchell

District offer in summary:

This is a model primarily focused on **training and support**.

Support

A. 4 mini clinics will meet half termly ('chaired' by the mini-cluster lead and supported by GHIST colleagues).

1. Discuss case studies of pupils vulnerable to exclusion (brought by schools) suggesting:
 - a) A plan of support
 - b) signposting to appropriate services
 - c) strategies to reduce the risk of exclusion both immediately and in the longer term
2. Share good practice across the cluster (things that have worked / resources)
3. Identify training needs of the school staff in the cluster and make arrangements for those training sessions to take place in the most effective way
4. Identify schools with good practice in place who could support other schools by support visits to the requesting setting, offering visits to their own setting or sharing training and resources
5. Develop a collaborative network of support (face to face, phone call and email contact)

cost:

- i. £3200 to GHIST to attend 6 meetings a year for all four mini-clusters within the district
- ii. £80-100 per teacher/staff release to attend the cluster
- iii. £150 per teacher/staff release to visit settings for support

B. Specific support for schools, who are in financial difficulties, with pupils on the verge of exclusion in order to access higher level provision from outreach services or access potential respite placements (discussions on-going with regard to criteria and process for support)

Cost:

Currently unknown as depends on need

Professional development

1. a questionnaire distributed to establish priorities
2. a conference for the whole district will be arranged through Lostock Hall Teaching School (focused on key areas that need developing to increase schools' capacities to manage challenging behaviours)
3. mini-cluster training with twilights for all staff to attend training focused on attachment, de-escalation and other key training needs in the local cluster

cost:

- i. £400 per twilight session (EP / consultant support)
- ii. £2000 (approximate) for whole district conference

Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received

- Early days - initial meetings attended by 16 schools in total
- Schools in attendance enthusiastic about the way ahead but realised needed time to discuss processes and ensure effective systems are in place
- Positive opportunity to share ideas for supporting pupils and managing challenging behaviour
- Keen for a twilight training session to take place in November

Breakdown of individual pupils accessing support (number of pupils)

TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP

Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil Too early yet to identify impact (DG due to meet next week)					

District:	8	Lead:	Natalie Watts		
District offer in summary:					
<ul style="list-style-type: none"> • Core offer of outreach support via WISH (West Lancashire Inclusion Support Hub) • Work of the hub led by Kingsbury school with support from Shares and Elm Tree • Behavioural referral help line will be first port of call • Advice will be offered /observations booked in/ referral to Kingsbury or Elm Tree as appropriate • School will be able to access follow up sessions with evaluation and report forms. • Additional support can be bought in after this process • Additional training sessions will be offered for staff at schools in the district to access. This will support the developing capacity within school to meet the needs of pupils within the district 					
Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received					
34 referrals received from 15 different schools; all of these have been translated into visit by WISH staff. 5 of these have been referred to Elm Tree. Some referrals have had a second visit. CPD core offer has been sent out. There have been some technical issues with the mechanism for booking places which are being addressed. Moving forward ways of getting information directly to SENCOs will be considered.					
Breakdown of individual pupils accessing support (number of pupils)					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
34 (no breakdown as yet)					
Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil					
Schools are on the whole receptive and very pleased with the support they are receiving and practical strategies advised. They report these being implemented and some positive impact already. There can, however, be some resistance to advice given. Clarity in expectations and commitment from all partners is being reiterated to support pupils.					

District: 9 (Chorley)	Lead: Karen Marshall				
<p>District offer in summary: Through Highfield Primary School Early intervention and identification of pupils displaying SEMH. Assistant psychologists working under the supervision of Educational Psychologist to carry out assessments to identify any underlying SEN and then formulate strategies. They would then work with staff in the school to implement these and review. Alongside this whole district ELKLAN training for SENCOs and cluster training sessions on SEMH issues.</p>					
<p>Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received Project started in June and initially referrals were slow in summer term. We therefore accepted some referrals at a more advanced stage. Referrals have increased since September. Currently 25 schools have signed up for the ELKLAN training. The other training will be advertised at Autumn 2 cluster meetings.</p>					
<p>Breakdown of individual pupils accessing support (number of pupils)</p>					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
25	0	0	25	0	0
<p>All pupils referred for SEMH, however many also have communication and learning needs. 3 other pupils have had referrals rejected as they do not meet criteria and the school have already had pupils referred in.</p>					
<p>Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil Feedback from schools is positive. They like the speed of the response and the input of the assistants. However, there are issues with some schools understanding of the issues hence the reason for further training sessions to be offered. Another issue identified is that in small schools they do not have the funding or staff numbers to implement all the strategies fully. There is also a number of pupils referred with social communication needs. There have been 2 permanent exclusions of pupils who were referred in the summer term.</p>					

District: 11	Lead: James McBride				
<p>District offer in summary:</p> <p>Formal agreement and supported RESET Placements for children experiencing issues in their current setting. Financial Support for specialist interventions that are commissioned by the requesting school (Max £600) Free CPD for all schools within the district.</p>					
<p>Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received</p> <p>All headteachers have received a comprehensive pack of information that the Group worked hard to produce.</p> <p>Currently 22 schools of the 60 in the district have returned the agreements; many are taking it to FGB meetings which take place after half term.</p> <p>Two training events have been postponed due to lack of take up, however there was an issue with the booking links in the original documentation. This has now been rectified. There are four training sessions that are live for bookings however registration for these is low, the highest being 15 bookings and the lowest being 6.</p> <p>To date only one completed application for specialist funding has been received and the DG is aware of three other schools considering making applications.</p> <p>DG has been contacted directly by headteachers and alternative provision provider to provide advice on inclusion and support. The cases presented warranted support and intervention that do not meet the criteria for the Hub.</p> <p>There are plans in place to further develop the CPD offer, one of which could be offered as an E-Learning module. These will be discussed at the next group meeting.</p>					
<p>Breakdown of individual pupils accessing support (number of pupils)</p>					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
0	0	0	0	0	0
<p>Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil</p> <p>Too early to identify this due to no specific events or interventions being completed.</p>					

District: 12		Lead: Louise Renshaw			
District offer in summary:					
We are a network of schools providing a system of local support. Our shared expertise can be accessed mutually to better respond to the needs of individual children. (school to school/district responses). We are committed to inclusion and as such will also develop our understanding of the barriers that affect children' ability to access mainstream learning.					
Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received					
<ul style="list-style-type: none"> We currently have approx. 35 schools within our cluster/satellite support groups (this is now cross-phase including Nursery Schools/High school representatives/links. We have agreement forms from 5 schools + the 'implied' agreement from the 6 panel/DSG member schools. We have two lots of training booked for those across District 12: The first training course (Mental Health: ACEs, Anxiety, Attachment etc) is fully booked and has been set up to enable lots of staff from each school to attend. The second course (Behavioural needs of Modern Children) currently has 43 people on register (14 of the member schools). We have four satellite groups: Number of referrals: Satellite Group 1 – two currently being followed up Satellite Group 2 – one referral for support – Phase 1 school to school Satellite Group 3 – Satellite Group 4 – three referrals for support – Phase 1 school to school and two (from pupil access around placing children in schools -referred to school advisor for follow up). 					
Breakdown of individual pupils accessing support (number of pupils)					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
	2		6		
Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil					
Our aim to further develop our understanding of the barriers affecting children's ability to access mainstream provision through CPD, has led to a good 'take up' of training opportunities. Feedback I have received to date regarding 'Understanding the Behavioural Needs of Modern Children' has been particularly positive. ("Enlightening and good to have professionals from special backgrounds there too"). Colleagues are looking forward to the next three sessions.					
As you state in your email, we are still relatively in our infancy: Evaluation forms have been sent to schools who have had school to school support. Our processes and feedback from other services/professional clusters will be discussed at our next DSG meeting. The data shared at the first District Group meeting with the 13 districts, re exclusions and the benchmark figure, will be discussed at our next meeting so that we can analyse and look at any reduction in FP exclusions for particular pupils who have accessed support/and overall figures.					

One examples of feedback from one of our satellite groups:

We have had fresh pair of eyes for 2 children with behaviour strategies the theme showing our use of the busy box and nurture class provision. We also currently have a managed move after sharing strategies then a fresh start for the child but that is problematic and he will go to the panel. His problems are extreme behaviours in terms of refusal, aggression, damage to property and verbal/physical towards other children".

District: 14

Lead: Lynn Elder

District offer in summary:

District 14 have agreed to follow a model where an Inclusion Hub Co-ordinator, identified through Cribden House School, supports the districts needs in terms of early intervention through school to school support, classroom staff support, one to one child support, family support and multi-agency referral. All support will be documented and maintained through Cribden House. The model aims to assist schools through the staffing model below:

Inclusion co-ordinator – commissioned from Cribden House.

A skilled and experienced teacher with credibility and significant experience of managing challenging behaviour in an SEMH setting. An effective, confident communicator who can advise schools and headteachers how to implement workable solutions and respond to crisis situations.

Roles and responsibilities:

- Establish communication links with all District 14 primary schools; and have clear understanding of range of schools.
- Build effective working relationships with all District 14 primary schools
- Observe child/children, offer advice and produce a report
- Deploy commissioned staff to a school to work with a child/staff/family for targeted work with a clear action plan.
- Maintain a current list of agencies/teams/organisations; and send to schools at start of each half term.
- Signpost and liaise with other agencies/teams/schools for training and support eg Therapeutic interventions, Forest Schools, Lego therapy
- Impact reporting half-termly to DSG on work of all commissioned staff – in person half-termly and written format termly
- Written termly report to be circulated to all District 14 primary schools after termly DSG meetings.
- Identify district needs in terms of staff professional development.
- Co-ordinate training based on needs analysis using skills from across the district or external agencies; deliver training as appropriate.
- Complete and maintain a database of staff skills, expertise and qualifications across all District 14 primary schools.

Commissioned support staff skills will need to include the ability to:

- Experience within an SEMH setting
- Experience of providing outreach support.
- Able to model behaviour management strategies in school
- Report to Inclusion Co-ordinator
- Write and implement personalised action plans with clear workable strategies
- Observe pupils
- Able to provide schools on strategies and resources
- Work directly with families or liaise between family and school
- Signpost and support families to access other agencies and services
- Work to improve attendance by addressing barriers

- Facilitate some of the 'temporary placement' arrangements ' eg transport
- Deliver professional development

Administrative Support

Experienced and effective administrative staff with good organisational skills and experience of managing outreach provision.

Roles and responsibilities

- Support Inclusion co-ordinator with email/telephone communication when off-site
- Track/log the visits, training and support to schools and generate reports for DSG
- Maintain skills, expertise and qualifications database
- Maintain the database of external agencies, teams etc
- Manage the accounts for the 'Inclusion Hub' fund and report to DSG
- Provide support for evaluations, questionnaires as requested by DSG.

The District have also agreed to support each other through a district support network, where schools will offer to take children for periods of time to offer the child other experiences outside of their own setting, where they can tap into specialised interventions and support that may not exist within their own setting.

A skills audit of all schools within the district will be collated and distributed to strengthen school to school support, allowing schools to access specialist support themselves and building their own staff development.

Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received

All schools within the district have agreed to share information and support the local offering. Cribden have received 7 referrals for support since the beginning of the school year. 2 schools have been involved in school to school support.

Breakdown of individual pupils accessing support (number of pupils)

TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
7	2		4		1

Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil

This support mechanism is in its early stages of support, commencing the beginning of September 2019. Feedback received so far indicates that the schools that have accessed the provision have found the support invaluable in supporting staff and children through difficult situations.