

ITEM No ...5.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE -
24 JANUARY 2022

REPORT ON: REVIEW OF DEVOLVED SCHOOL MANAGEMENT (DSM)

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 33-2022

1.0 PURPOSE OF REPORT

1.1 This report advises Committee on the proposed changes to Dundee City Council's Devolved School Management (DSM) Scheme as a result of new Scottish Government National Framework and Guidelines. These new guidelines required Councils to undertake a review of their current scheme and produce a revised DSM Scheme by April 2022.

2.0 RECOMMENDATIONS

2.1 The Children and Families Services Committee is asked to:-

- i approve the revised DSM Scheme for implementation from April 2022;
- ii. approve the specific extensions to the Scheme for implementation during financial year 2022-23;
 - inclusion of primary school long term absence cover
 - inclusion of additional supplies and services areas of expenditure;
- iii. instruct Executive Director of Children and Families Service to undertake a three-year review of the DSM Scheme as detailed in the National Framework and Guidelines and ensure the scheme and associated documents reflects current policy and practice.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications arising from the proposed changes to the Devolved School Management (DSM) Scheme.

4.0 BACKGROUND

4.1 National Context

4.1.1 Devolved School Management (DSM) was introduced in 1993 to enhance and improve the management of resources at school level. The DSM guidance was reviewed nationally in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider "Fair Funding to Achieve Excellence and Equity in Education" consultation.

4.1.2 As part of this consultation, it was agreed to consult on changes to the scheme to support the empowerment of headteachers and the closing of the attainment gap. This consultation work was concluded in 2019.

4.1.3 The updated DSM guidelines, published in 2019, sought to build and improve on the DSM Guidelines of 2012. These updated guidelines can be found here:

<https://www.gov.scot/publications/devolved-school-management-guidelines/>

4.1.4 One of the main changes in the new guidelines is that it identifies which areas are defined as expected, or as recommended, for inclusion within Local Authority schemes.

4.1.5 The Scottish Government initially stated that all local authorities should review their DSM Scheme by April 2021. Due to the COVID-19 pandemic, this date was extended to April 2022. This means new schemes will be used for budget and resource allocations to schools from April 2022.

4.2 Updated DSM Guidance

4.2.1 The updated DSM principles, agreed by the Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:

- Subsidiarity and Empowerment
- Collaboration
- Accountability and Responsibility
- Clarity and Equity

4.2.2 These principles reflect the National Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

- support excellence and equity
- be fair
- be simple, transparent and predictable
- deliver value for money

4.2.3 The guidance provided a framework to allow Local Authorities to populate a standard format which will introduce a level of consistency in how schemes are presented and support benchmarking. They also clarified what is expected and recommended in a local scheme and provided practical examples from Local Authorities.

4.2.4 This guidance / framework was reviewed and compared to the current Dundee City Council DSM scheme and revisions were made as appropriate and recommended through the stakeholder review group.

4.3 Review

4.3.1 A short life working group was established to review the current DSM scheme and to recommend changes in accordance with the Scottish Government National Framework and Guidance. The short life working group consisted of representatives from all key stakeholder groups. The members of this group have consulted and informed their colleagues of the proposals throughout the process. This ensure that all necessary consultation was carried out during the review.

4.3.2 Sub-groups were established and formed to determine the changes to the scheme, these subgroups prepared the recommendations for changes and presented this to the wider stakeholder group.

4.3.3 The areas that were recommended for change were supplies and services specific budget headings which included janitorial supplies and hygiene equipment and devolving long term sickness cover in primary schools. These areas were deemed to better sit as devolved items and managed at individual school level.

4.3.4 The DSM scheme was updated and has been agreed by the working group. Appendix 1 details the full scheme.

4.3.5 The National Framework and Guidance document also states that the DSM scheme will be reviewed every three years. The working group have agreed that they will meet on an annual basis to update the document to reflect any changes due to Council budget decisions and will meet to carry out the wider three yearly review.

5.0 POLICY IMPLICATIONS

5.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness and poverty, environment and corporate risk. There are no major issues.

6.0 CONSULTATION

6.1 The Council Management Team have been consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

7.1 None.

Audrey May
Executive Director of Children and Families Services
January 2022



Devolved School Management Scheme *April 2022*

Formal Review Date: April 2025

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1. INTRODUCTION

1.1 Dundee City Council Context

- The Children and Families Service within Dundee City Council places children, young people and their families at the heart of the decision-making process to provide them with the best possible start in life.
- Children and Families Service is responsible for Nursery, Primary and Secondary Education, Community Justice Services and Children. Children and Families Service priorities are:
 - To ensure our children will have the best start in life
 - To close the attainment gap
 - To improve physical, mental and emotional health for children and young people
 - To improve health and wellbeing outcomes for children and young people who experience inequalities, including looked after children
 - To Increase safety and protection of young people.

1.2 Education Context within Dundee City Council

Dundee City Council is responsible for the education provision of approximately 20,300 children and young people. This is delivered through 8 secondary schools, 33 primary schools, 13 standalone nursery schools and 1 special school. A number of specialist facilities are integrated into our schools for children and young people with additional support needs. Early Learning and Childcare provision is delivered through our 13 standalone early years centres, 19 primary schools who have nursery classes and 41 partner providers.

1.3 Devolved School Management – National Overview

Devolved School Management (DSM) was introduced in Scotland in 1993 to enhance and improve the management of resources at school level. National DSM guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider "*Fair Funding to Achieve Excellence and Equity in Education*" consultation.

From this process, updated national guidelines, <https://www.gov.scot/policies/schools/devolved-school-management>, were published in Summer 2019. These seek to build and improve on previous Guidelines and to reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018.

The Guidelines have been devised to help Local Authorities develop their own Devolved School Management (DSM) schemes. Within this, the participation of Local Authority wider teams, schools and parents is encouraged.

They have been prepared through collaboration and consultation with a wide range of stakeholders. Collaboration is key to a successful local DSM scheme and this is captured within the Joint Agreement and Head Teachers' Charter to which these guidelines align and support.

1.4 Devolved School Management – Local Overview

DSM is already a key policy of Dundee City Council Children and Families services and operates within a system that is committed to effective decision-making that is transparent and open to scrutiny. All schools operate within the Standing Orders of the Council and Schemes of Administration.

https://www.dundee.gov.uk/sites/default/files/standing_orders_17feb21.pdf

This document provides the process of decision-making powers and budgetary responsibilities which are devolved to Head Teachers to allow them to respond to local needs more effectively. DSM is intrinsically linked to the school improvement planning process and enables schools to plan for improvement and raise educational attainment.

Following the recent national review, a group was established of key stakeholders (Appendix 1) in Dundee to produce revised local guidance with the aim of supporting the empowerment of schools and closing attainment gaps. Following consultation with all stakeholders, the scheme outlined in this document was agreed and implemented from April 2022.

1.5 Principles of Devolved School Management

The updated DSM principles, agreed by the Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:

- Subsidiarity and Empowerment
- Collaboration
- Accountability and Responsibility
- Clarity and Equity

These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

- **support excellence and equity** - ensuring every child and young person has the same opportunity to succeed
- **be fair** - placing the needs of all children and young people at the centre
- **be simple**, transparent and predictable – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- **deliver value for money** – ensuring that every penny spent is used effectively

1.6 Role of Parent Council

Parental involvement is welcomed and recognised as being essential in developing a strong partnership between parents and schools. Research has shown that children do better if their parents are involved in their education. Whatever that sphere of involvement may be it is greatly appreciated and welcomed.

Parent Councils help parents and carers to become more actively and effectively involved in their children's learning. They were established under the Scottish Schools (Parental Involvement) Act 2006 in recognition of the important role that parents can play, both in their own children's learning, and in the life of a school.

The role of the Parent Council is to:

- Support the school in its work with children and young people
- Represent the views of parents and carers to Head Teacher, Education Authority and Education Scotland
- Encourage links between the school, parents and carers, children and young people, pre-school groups and the wider community
- Report on the Council's activities to the member of the Parent Forum

Parent Councils play an important part in providing opportunities for parents to get involved in ways that suit them and to support their school in getting the best education for their children and young people. Under the Council's DSM Scheme, Head Teachers will be required to update their Parent Council on their school budget throughout the school year.

2. BUDGET OVERVIEW

2.1 The Children & Families Services (CFS) Revenue Budget

Dundee City Council Revenue budget is set and approved every year by Policy and Resources Committee. The Executive Director of CFS is responsible and accountable for Children and Families revenue budget.

- https://www.dundee.gov.uk/sites/default/files/publications/final_revenue_budget_review_of_charges_21-22.pdf

The Children and Families Services budget noted above includes Education Services, Children Services and Community Justice service. The Children and Families service budget accounts for approximately 46% of the total Council budget.

School budgets are delegated to Head Teachers primarily based on school roll and influenced by the Scottish Index of Multiple Deprivation (SIMD). Agreed mechanisms are in place to enable flexible spending across allocated budgets where appropriate.

Appendix 2 provides information regarding the budget headings that are devolved to schools and then the basis of allocation is then described.

3. AREAS OF EXPENDITURE TO BE DEVOLVED

The Scottish Government, within their DSM guidelines, expects Local Authorities to identify and list any areas that are not devolved to schools within their published schemes. Local Authorities are expected to support meaningful devolution that empowers school leaders to make appropriate and informed decisions to deliver the best outcomes for children and young people. It is clear through consultation that, for a variety of locally determined reasons, differing approaches are appropriate within different Local Authorities.

3.1 Areas of expenditure outwith the DSM scheme

In Dundee City, the following areas of expenditure are considered to be outwith the DSM Scheme and so are not considered suitable for devolution:

- School Meals
- PPP/PFI Costs
- Home-School Pupil Transport

- Premature Retirement Costs
- Psychology and Support Services
- Insurance
- Management Information Systems

3.2 Areas of expenditure which are devolved within the DSM scheme

Elements within the DSM Scheme which are **devolved** to schools are:

- Teachers
- School based support staff
- Absence in primary school (Appendix 3)
- Absence and maternity leave in secondary schools (Appendix 3)
- Rates
- Minor repairs and maintenance
- Energy
- Cleaning
- Per capita
- Presentation and achievement budget in secondary schools
- Outwith per capita
- Telephone and postages
- Furniture
- Janitorial and hygiene supplies (not in PPP schools)
- First aid
- Minibus maintenance
- SQA income

Appendix 2 provides more information regarding each budget heading.

Whilst Head Teachers are given maximum flexibility over their budgets, there are areas of expenditure that are generally not considered suitable for devolution.

3.3 Areas of expenditure which are not devolved within the DSM scheme

It has been agreed that the following budget areas will also not be devolved to schools under the Scheme:

- Music Instructors
- Maternity leave in primary schools
- Admin Officers who are managed by Corporate Business support
- Centrally managed swimming technician and school technician service
- Corporate support function costs for example Finance, HR, and Legal functions
- Capital expenditure, including PPP costs
- Property Insurance
- Statutory Local Authority contracted work on managing the school estate
- School meals
- Home to school transport including children with additional support needs home to school transport
- School clothing grants
- Education Maintenance Allowances
- Local Authority Information Management Systems (currently SEEMIS Click and Go)
- Central support services for example Educational Psychology, Education Service Management Team, Education Support Team, Accessibility and Inclusion Service.
- Examination fees
- Parent Council Clerk Fees

- School meal income
- Specific Grant funding

3.4 Budget reporting

At the start of each financial year Head Teachers will be provided with their total school devolved budget. There will be explanatory notes which accompany the devolved budget which will assist Head Teachers in understanding how their devolved budget has been calculated and to confirm its accuracy. To assist Head Teachers in managing their school devolved budget all schools have access to the Corporate Financial ledger system with support provided by School Finance Officers in primary and nursery sector and Business Managers in secondary sector.

4. GENERAL INFORMATION ON DEVOLVED SCHOOL MANAGEMENT

4.1 Financial Regulations

Dundee City Council has a commitment to demonstrate effective stewardship of public money and reassurance through transparent accounting practices and robust financial controls. The Financial Regulations form an integral part of the financial stewardship and corporate governance of the Council. The DSM Scheme is part of the Council's approved Financial Regulations and will provide a transparent, fair and equitable allocation of resources to schools.

https://www.dundee.gov.uk/sites/default/files/standing_orders_17feb21.pdf

The Council's Financial Regulations are prepared under Section 95 of the Local Government (Scotland) Act 1973, the Local Authority Accounts (Scotland) Regulations 2014 and the Council's Standing Orders.

Local authorities must secure best value in accordance with section 1 of the Local Government in Scotland Act 2003. <http://www.legislation.gov.uk/asp/2003/1/contents>

All staff members have a duty to ensure that the Financial Regulations and associated procedure manuals are complied with.

4.2 Best Value Principles

The Council's DSM Scheme demonstrates best value by following the characteristics of:

- commitment and leadership;
- sound governance at a strategic and operational level;
- accountability;
- sound management of resources;
- responsiveness and consultation;
- use of review and options appraisal;
- a contribution to sustainable development;
- equal opportunities arrangements and joint working.

Headteachers are expected to deploy the school's budget in accordance with best value principles. School expenditure should align with the School Improvement Plan supporting both Council and national priorities and frameworks. In considering the above Headteachers should also take into account any relevant Scottish Negotiating Committee for Teachers and Joint Negotiating Committee for Teaching Staff agreements. Value for money is a key aspect of Best Value and all decisions

regarding resource use at school level should provide this. This should be managed within the Council's procurement strategy.

4.3 Local Authority Commitment to Devolved School Management

Head Teachers, schools and Local Authorities work in partnership, each contributing and supporting each other and respecting the different role each plays in our empowered system. This scheme was developed by a collaborative working group of Head Teachers and central officers to ensure it is appropriate and relevant for all stakeholders.

Local Authorities have a responsibility to lead the review of the DSM scheme and to review associated systems to ensure they enable key decisions to be made by those who are closest to the education experience of children and young people in order to maximise outcomes for children and young people.

Budget holders will be responsible for ensuring the regulations referred to in this scheme are followed fully and that the resource is used to directly improve outcomes for children and young people.

4.4 School Expenditure Within Wider Strategic Planning

Decisions are made closest to the young person / learner wherever possible and are delegated to Head Teachers and schools who are empowered to make the decisions that affect outcomes, while being part of a collaborative learning community and the Local Authority. Decisions about education spending must be transparent, paying due regard to the wider responsibilities of excellence and equity.

How Good is our School 4, published in 2015, sets out a Quality Indicator (1.5) which guides schools and Head Teachers on the management of finance for Learning and the Management of resources and environment for learning. This quality indicator 'highlights the importance of sound risk assessment which puts the needs of learners at the centre of decisions about financial and other resource management. The promotion of equity is a shared responsibility held by all staff, partners and stakeholders. The school's management of resources should result in building a more sustainable and equitable future for all.' It sets out illustrations of effectiveness in the management of resources and features of highly effective practice which schools use for audit and self-evaluation.

To achieve these outcomes, schools' own annual Improvement Plans focus upon excellence and equity and align clearly with the priorities set out in Dundee's Children and Families Strategic Plan, the Tayside Plan, and the Scottish Government's National Improvement Framework. The latter aims to achieve excellence through raising attainment and achieving equity, with its key priorities of improvement in attainment, closing the poverty-related attainment gap, improvement in health and wellbeing and improvement in employability skills and positive destinations for all. The Head Teacher is accountable and responsible for the use of financial resources within their delegated responsibility following consultation with pupils, parents, staff and the wider community and taking into account due consideration of the above documentation.

Head Teachers are accountable to both Dundee City Council and to their learning community for the leadership and management of resources within their settings and must comply with the financial regulations to ensure that the Local Authority is not compromised and all legislation is adhered to.

The Head Teachers' Charter advises that Head Teachers, in relation to making best use of the school's resources, should:

- Manage a delegated budget in a fair, equitable and transparent way, supported by the Local Authority and a fair, transparent and equitable local Devolved School Management Scheme.
- Deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.
- Play an active role in designing and reviewing recruitment and staffing approaches, both for their own school/s and for the wider Authority.
- Be empowered to design a staffing structure which best supports the school's curriculum and leadership requirements, working within their delegated staffing budget and supported by their Local Authority and SNCT/DNCT agreements and guidance.
- Be integral to the appointment of staff in accordance with the best interests of children and young people and work in partnership with the Local Authority to ensure good practice in recruitment and appointment, in line with SNCT/DNCT agreements and guidance.
- Work in partnership with the Local Authority, and within clearly defined roles, responsibilities and accountabilities, to ensure a highly professional school team is built and sustained to meet the needs of the learning community.

4.5 Scottish Negotiating Committee for Teachers and Dundee Negotiating Committees for Teachers Agreements

Head Teachers are required to operate within the agreed SNCT terms and conditions for all staff who come under this scheme. The SNCT handbook is available:

https://www.snct.org.uk/wiki/index.php?title=Table_of_Contents

In addition, some terms and conditions are governed by DNCT (local agreements) and there is also a requirement to adhere to these. Details of local agreements can be found on One Dundee, in the section on Conditions, Policies and Procedures.

<https://onedundee.dundee.gov.uk/conditions-policies-and-procedures/teachers/dundee-negotiating-committee-teachers-dnct-0>

5. PUBLICATION

5.1 Publication Availability

The DSM scheme will be subject to a 3-yearly review involving stakeholders and a peer Local Authority and will be published on the Council's website with a link provided on all school websites to ensure all stakeholders can easily access the scheme.

6. TRAINING

6.1 Available Training

Training on the devolved arrangements contained in this scheme will be essential to Headteachers and school staff. This is to ensure that individuals have a clear understanding of the context of the scheme, its aims and objectives and how DSM can be used to meet the needs of staff and learners at a local level.

Training will take various forms such as induction training (financial regulations; the Council's policies and procedures relating to contracts and procurement; building management and health and safety), DSM training sessions, job shadowing,

presentations at staff meetings and one to one meetings with relevant staff will also be offered where appropriate.

Training delivered is followed up by direct support from School Finance Officers and Locality Support Officers (Health and Safety) who meet with School Leaders on a regular basis and on demand. This can be supported by inputs from specialist officers in specific sections such as procurement. Head Teachers can also engage with national programmes offered by, for example, Education Scotland within its Leadership programmes.

7. CONSULTATION, ENGAGEMENT AND TRANSPARENCY

7.1 Consultation and Engagement

The Chief Education Officer chairs a DSM group of key stakeholders including Head Teacher and Business Manager representatives, Finance and Human Resources officers, Education Officers and Union representatives. This group oversees the development of this scheme. Consultation will be central to decision making at Local Authority level with collaborative decision-making being led by the Chief Education Officer on areas such as budget allocations, staffing models and any redesign or savings options.

Separate staffing working groups review the impact of the staffing formula across the school sectors; these staffing working groups make recommendations to the DSM group.

In exercising their delegated powers Head Teachers should ensure that a collegiate approach is taken to planning and managing the school devolved budget. Head Teachers are required to establish formal consultative procedures with all school staff. This will include, the establishment of a consultative committee, with representatives from both teaching and support staff. The consultative committee is a mechanism that ensures close staff involvement in more detailed DSM decision making, which would be impractical on a whole school basis. Meetings of the consultative committee should be recorded and made available to staff, who must be subsequently advised of the decisions finally taken by the Head Teacher.

It is expected that Head Teachers should consult with staff, parent councils and children and young people on appropriate matters. This may include the schools DSM budget and the Head Teachers spending proposals. The process of participatory budgeting is a way to support meaningful pupil voice engagement by giving pupils a say in the decisions which affect them and also a way to encourage active citizenship and young people positive participation in their local communities. Participatory budgeting directly involves people in budgeting decision that will have a direct impact on improving their lives and engage people who would not normally participate with traditional forms of communication.

All staff must be given access to the full details of any spending proposals including the allocation of departmental resources and the methodology used to allocate budgets. Where possible staff should be given an opportunity to comment on any budget transfers or virement proposals prior to them being processed.

7.2 Transparency

The DSM scheme will be written in plain English in order to maximise engagement and support transparency.

Full details of Dundee City Council's Revenue budget is published on the Council web site at www.dundee.gov.uk. This includes details of the budget allocated to the Children and Families Services and subsequently to education and schools as explained in earlier in this DSM Scheme.

Head teachers will also discuss the school budget and their spending proposals with their Parent Council and encourage meaningful discussion.

Head Teachers should ensure where charges exist for children and young people, including extra-curricular activities (e.g. school trips, school uniform, etc) they should be clearly detailed in school information published at the start of the academic session.

8. COLLABORATION

8.1 Local Priorities

The Council Plan sets out the Council's main priorities and how we aim to achieve these priorities. Children and Families Service has a clear aim which is "Our children and young people will have the best start in life and Dundee will be the best place in Scotland to grow up". This aim defines everything that Children and Families Officers do and underpins all our actions.

Work is ongoing to close the poverty related attainment gap, improve the physical, mental and emotional health for children and young people, the health and wellbeing outcomes for children and young people who experience inequalities, including looked after children, and increase the safety and protection of young people. This plan is the key document that will provide the basis for how our services and budgets are planned and managed.

Local Authority decisions about education spending are expected to be made in a collegiate and transparent way, paying due regard to their wider responsibilities, including Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.

Schools are encouraged to pool resources in order to access a shared service/ resource across a locality and this innovation is encouraged to make best use of resources.

9. STAFFING

9.1 Staffing Structures

Head Teacher representatives work with Local Authority staff to design, review and revise staffing allocations across the city through staffing formulae, for teachers and other groups of staff (e.g. support assistants, learning and care assistants). These groups operate with the support of human resources and staffing sections. Head Teachers are then free to deploy the allocated resource to suit the context of their school, within any contractual constraints. They are also free to use their devolved resources, in creative ways, to support learning, within DNCT/SNCT guidelines and with the support of the local Authority's Human Resources section.

Primary and secondary staffing formulas are detailed in Appendix 4.

9.2 Legislative and Contractual Requirements

The legislative context of the Scheme forms part of the wider framework of documentation which relates to local government and schools e.g. Financial Regulations, Standing Orders, Employment legislation and policies and procedures including SNCT and DNCT agreements. It is important that Head Teachers adhere to the legislation and agreements.

9.3 Staff Resource

Devolved budgets are issued to establishments at the beginning of the financial year and specific budgets which are affected by pupil and teacher numbers will be subsequently adjusted in September/October if any significant changes have taken place.

Additional budget provision may be issued to establishments over the year as a result of:

- Receipt of additional budget by the authority in the form of a central government grant for dedicated additional school expenditure.
- The transfer of elements of central budgets prior to the end of the financial year.

Head Teachers, supported by Human Resources Officers, are directly involved in recruitment processes for posts in their own school, and across the authority (e.g. peer Head Teachers on Head Teacher recruitment panels) using the Local Authorities Fair Selection and Recruitment policies.

10. PROFESSIONAL SUPPORT

10.1 Professional Support teams, functions and transparency

Head Teachers in Dundee are supported by a central team which includes Human Resources Officers, Staffing Officers, Locality Support Officers, School Finance Officers, Corporate Finance and Procurement and Data Analysts. These central officers provide advice and support in relation to budgeting, management of resources and procurement and provide relevant data and information upon which sound judgements can be made. Head Teachers play an active role in the design of staffing formulae and they are closely involved in annual budget negotiations within the Children and Families service.

In addition to the above support Head Teachers are also supported by Education Officers, Property Officers, Facilities team.

11. ACCOUNTING

11.1 Budget underspend / overspend

Carry forward is the facility to transfer surpluses and / or deficits into the next financial year. All devolved budgets have this carry forward facility. Schools are limited to carry forward an underspend of 2.5% of the total of the devolved budgets into the following financial year. Head Teachers should identify the purpose of any carry forward requests and reflect this in their School Improvement Plans or budget spending plans.

Where a potential overspend is identified Head Teachers should contact Senior Manager, Finance and Support Services and Education Manager to discuss this overspend at the earliest opportunity. This will provide the opportunity to work with the school to mitigate the extent of the potential overspend. Any resulting overspend

for the year will be carried forward by deducting it from the devolved budget for the following year. In the event that the Executive Director of Children and Families considers this carry forward may have a detrimental impact they may mitigate all or part of this deduction by virement from within the Children and Families budget.

11.2 Virement

The Scheme gives Head teachers the flexibility to manage and determine the best use of the resources devolved to their school. To facilitate this, Head Teachers are permitted to move budgets between devolved budget headings (referred to as budget virements), subject to the Council's accounting principles, schemes of delegation and financial regulations.

The virement criteria, including any maximum percentage, financial limits or excluded budget areas, are detailed in Appendix 5.

12. SCHEME REVIEW

12.1 Review, methodology and Stakeholders

The Scheme will be reviewed by the DSM working group every 3 years. The group will consist of representation from schools, central education, corporate finance and trade unions and other stakeholders where appropriate. Elements of the scheme may be reviewed separately on occasions such as the annual budget process.

It may be necessary to update the DSM scheme if required following formal agreement of the Council's budget, or to recognise any Council policy decisions which may have an impact on the scheme.

13. **APPENDICES**

Appendix 1

Members of Stakeholder Group [External Link](#) '33-2022 DSM review Appendix 1.docx'

Appendix 2

Notes issued to Nursery, Primary and Secondary Head Teachers to accompany their devolved budgets 2021/22 [External Link](#) '33-2022 DSM review Appendix 2.docx'

Appendix 3

Absence Cover Information [External Link](#) '33-2022 DSM review Appendix 3.docx'

Appendix 4

Staffing Formulas [External Link](#) '33-2022 DSM review Appendix 4.docx'

Appendix 5

Virement process [External Link](#) '33-2022 DSM review Appendix 5.docx'

