

# **Managed Move Policy**

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## **1. Latest Statutory Guidance**

‘Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a ‘managed move.’ Where this occurs it must be with the consent of the parties involved, including the parents. However, the threat of exclusion must never be used to influence parents to remove their child from the school.’

*‘Exclusion from maintained schools, academies and pupil referral units in England’ (DfE, 2012)*

‘This legislation does not apply to Academies. They can arrange off-site provision for similar purposes under their general powers, set out in the Academy Trust’s Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice.’

*Alternative Provision - Statutory guidance for Local Authorities (DfE, 2013)*

Managed moves should only be undertaken with the full knowledge and co-operation of all the parties involved, including the parents and the Local Authority, and in circumstances where it is in the best interests of the pupil concerned.

## **2. Definition**

A managed move involves the pupil remaining on the roll of their original school while trying a time limited fresh start opportunity at another nearby school. The time limit will usually be for a maximum of one term, from the time they are admitted on a full time basis to the new school. The time frame together with success criteria and a proposed review date should be stated at the outset. If successful, the pupil transfers from the roll of their original school to that of the receiving school. If unsuccessful, the pupil returns to their original school where they have remained on roll. Both schools are equally responsible for the success of the managed move arrangements. Due to the small numbers of Bracknell Forest Council schools, particularly at secondary phase, this policy is managed within the In Year Fair Access protocol to ensure that all schools can fully participate regardless of numbers on roll.

## **3. Key Principles**

- The educational needs of the pupil should be paramount in any decision to instigate a managed move.
- The objective of a managed move should be to initiate a formal process leading to the transfer of a pupil to the roll of a new school.
- A managed move must occur with the consent of all parties.
- The managed move can be effective when used as a tool for early intervention, rather than simply as an alternative to permanent exclusion arising from repeated and serious instances of indiscipline.
- The managed move should be preceded by high quality information sharing between the parent school and receiving school, including data on prior and current attainment, academic potential, a risk assessment and advice of effective risk management strategies.
- Managed moves are not usually effective or appropriate in Year 11.

#### **4. A voluntary arrangement**

Parental support for a managed move is essential. Parental preference for the school to be approached will always be given consideration within the constraints of the scheme.

Where a parent does not agree to a managed move the head teacher must decide if the permanent exclusion process would apply. The head teacher should be satisfied that the grounds for permanent exclusion already apply and that a managed move is the last remaining option in order to avoid this eventuality. In all cases a Common Assessment Framework (CAF) should be completed unless a specialist assessment has already been completed.

Since a managed move is a possible alternative to exclusion, schools may seek more than one managed move or alternative provision to support keeping a pupil in education or training. In general though, the aim will be to keep pupil movement to a minimum. Where a move to College Hall (PRU) is proposed, please see Annex a.

#### **5. Situations where a managed move may be appropriate**

A managed move should only be considered when it is in the best interests of the pupil concerned

- Where the young person is likely to be permanently excluded for a serious one off offence
- Where a pupil has had a number of fixed term exclusions with no positive impact on their behaviour.
- Where a graduated response and a range of strategies to improve the pupil's behaviour have been put in place and evaluated.
- Where a pupil has had a long history of challenging behaviour, but where a Pastoral Support Plan has not been successful.
- Where the relationship between the pupil and either a particular group of fellow pupils or staff has broken down to an irrevocable degree.

A school should be able to evidence that appropriate incremental and multi-agency support, including the need for statutory assessment, has been explored prior to a managed move.

A Managed Move is never an early or first response when a child is failing at school because of his behaviour. Rather it should be considered as part of a measured response to supporting the pupils' emotional social and behavioural needs. It is likely to be a strategy considered in the later stages of a Pastoral Support Plan (PSP) where there is little or no evidence of success.

A Managed Move would **not** normally be appropriate when:

- A child has a history of persistent absence
- A parent is seeking a straightforward transfer to another school
- The child is not on a school roll
- The child would not return to the home school if the placement is unsuccessful
- A pupil is in year 11 (except where placement at College Hall is sought).
- The proposed school has pupils with whom the moving pupil has a previous history of disruptive activity, either in or out of school.
- The current school is unable to evidence that every effort has been made to meet the needs of the pupil.

## **6. Children in Care**

For a Child in Care the pupil's social worker and The Head of the Virtual School for Children in Care must be consulted and the Personal Education Plan (PEP) reviewed. These pupils cannot be considered under the Fair Access Protocol.

## **7. SEN**

Where a pupil has an Education, Health, Care Plan statutory review procedures must be implemented. These pupils cannot be considered under the Fair Access Protocol.

## **8. The Role of the Local Authority**

The role of the Local Authority is to ensure equity, fairness within the system and monitor that appropriate guidance is followed. Where appropriate giving advice on best practice and helping schools to liaise with relevant agencies.

Where a school decides not to pursue a managed move but subsequently permanently excludes a pupil, the LA representative may legitimately ask at the meeting of the Discipline Committee whether the head teacher had considered a managed move as an alternative to permanent exclusion as suggested by the DfE guidance.

The LA will review detailed arrangements with head teachers as part of its role in monitoring and quality assuring managed moves.

## **9. Process**

Children and young people at risk of permanent exclusion are a priority for the LA and therefore this process is supported through the Fair Access Protocol. An LA officer will be able to support this process should the need arise.

1. Prior to requesting a managed move through FAP, the Head Teacher should satisfy him / herself that all reasonable steps have been taken to resolve the pupil's difficulties in school. This should include the involvement of support services; a PSP or IEP should be in place and active.
2. The Head Teacher must then consult the parents and the pupil about their views on a transfer to another school at a review meeting as part of the pupils current PSP or IEP. The school should invite any other relevant professionals (e.g. for pupils with SEN, or Pupils in Care). The practice of suggesting to parents that they remove the child and find another school is inappropriate. All such cases, whereby parents are given this as a suggested option, will be formally investigated by the Local Authority with the option of referral to DfE, Adjudicator and/or Secretary of State.
3. If parents agree that a managed transfer is appropriate, and written consent is obtained, they will be asked to express a preference for an alternative school. Parents must, however, be informed that there is no guarantee that their request of school will be approved and informed that transport will not be offered by the Local Authority. As this process is under the Fair Access Protocol there is no duty to comply with parental preference although this will always be considered.
4. The referral forms should be submitted to [education.safeguarding-inclusion@bracknell-forest.gov.uk](mailto:education.safeguarding-inclusion@bracknell-forest.gov.uk) completed by all parties and indicating that this is a managed move and that the receiving school has agreed. The purpose of this coming to Fair Access Panel is

to ensure that there is fair and equitable distribution of pupils across all schools. Without this safeguard, only schools with vacancies can receive a managed move.

5. When a receiving school has been identified and the parents have agreed, a meeting at the receiving school will be held as soon as possible with current school, parents and pupil in attendance. Details of the transfer, review and registration arrangements will be explained at this meeting. If the pupil refuses to engage at this interview he/she will remain at the original school.
6. At the meeting, and if the parents and pupil agree to the managed move, the following arrangements should be recorded:-
  - background to the managed transfer request
  - the starting date for the transfer
  - what will constitute a successful managed move?
  - any agreed attendance arrangements; e.g an initial part-time programme may be agreed specific targets for the pupil
  - the length of the managed transfer (usually one term)
  - planning the response of the receiving school should instances of poor behaviour occur
  - the dates set for the review meetings
  - arrangements for recording and reporting actual attendance
  - any other issues needing clarification e.g. transport, learning support

The meeting should be minuted in the form of a managed move agreement and signed by all parties. Where the parent acknowledges difficulties with the child's behaviour, consideration should be given to establishing a parenting contract.

A receiving school must admit the pupil in accordance with the principles outlined in the plan tailored to the child's individual needs. This might, for example, include mentoring or a period of attendance at the PRU alongside full mainstream school activities for the duration of the managed transfer period.

7. Contact will be maintained throughout the period by both schools with regular reviews taking place. The dates for these reviews should be established as part of the agreement and will be the responsibility of the receiving / subsidiary school.
8. At the final review meeting, a decision must be made as to whether the pupil transfers permanently to the receiving school or returns to the original school. In exceptional circumstances, one extension of the trial period may be appropriate but a firm decision will need to be made at the end of this period.
9. On the agreed date, the pupil's name must be deleted from the admission register of the original school and added to the admission register of the receiving school.

Where a managed move takes the pupil outside his or her catchment area, there is no automatic right of entry to the next school phase within the pyramid of the receiving school. Parents/carers also need to be aware that there is no guarantee of a place in the receiving school for the siblings of the transferred pupil. In both scenarios, application will need to be made through the normal admissions process.

## **10. Information to support a managed move**

- Copy of Pastoral Support Programme (PSP).
- Looked After Child's Personal Education Plan (PEP)
- Pupils with attendance issues Action Plan (AP)
- School's intervention and support given in respect of issues causing concern.
- Record of referrals to external agencies.
- SEN support plan and/ or EHCP
- Pastoral Support Programme and reviews.
- Individual Education/Behaviour Plan
- Behaviour log sheet including threshold document and frequency chart
- Record of Attendance.
- Record of Parental Interviews / Discussions.
- Key Stage 4 pupils – record of options.
- Strengths and potential areas for future development – a positive statement detailing the pupil's strong points/subject preferences.

## **11. Registering at both schools**

It is recommended that for the duration of any trial period:

- The original school maintains the pupil's record with an Enrolment Status of Main – dual registration.
- The receiving school maintains the pupil's record with an Enrolment Status of Subsidiary – dual registration.

If the receiving school decide to accept the pupil on a permanent basis then the registration at the receiving school will become Single registration at this school, at that time.

## **12. Exclusions and breaches of the school discipline codes**

Both school behaviour policies apply to the pupil and as such all disciplinary action should be reported to the home school. In the case of Fixed Period Exclusions a copy of the exclusion letter should be sent to the Headteacher of the home school who will report the exclusion to the Governing Body and Local Authority.

The Headteacher of the home school may wish to call a meeting with the pupil to discuss the matter and reinforce the importance of good behaviour while on the managed move.

Exclusions should be marked as 'E' on both registers. It is good practice for schools to review their behaviour policy and school discipline code in light of this Protocol.

## **13. Placement breakdown**

Again prevention and early action will achieve the best results but it is recognised that this is not always possible.

Should a managed move be at risk of breakdown the receiving school should arrange a review meeting as soon as possible and also contact the safeguarding and Inclusion Team at the LA.

At no time should the receiving school ask the pupil to leave the school or inform parents that their child has to return to the home school without holding a review meeting to discuss the reasons for the placement breakdown.

#### **14. Transport**

Transport arrangements and any funding of these are the responsibility of parents or those with parental responsibility. In the interests of giving a pupil a genuinely fresh start; Head teachers may take the view that a managed move to a local school might not be appropriate. Where a move to a school further afield is felt to be more appropriate, the viability of travel arrangements will need to be investigated in line with Council policy and discussed with parents/carers and pupils involved.

#### **15. Funding**

Funding will be transferred to a receiving school at the end of the managed transfer period, only if the pupil is formally admitted to the receiving school. This will be the balance remaining of the AWPU plus any other appropriate amounts such as Pupil Premium and Special Educational Needs funding, according to the agreed current formulae. Once the pupil is formally admitted, the funding transferred will be backdated to the beginning of the trial period. The receiving school will need to invoice the home school.

#### **16. If things go wrong**

Should the managed move be deemed not to have succeeded at the end of the managed move period, the pupil will return to the school of origin. However, if reviews have been held regularly and other partners engaged, any barriers to successful transfer should have already been identified and addressed. This may have required early termination of the transfer and return to school, seeking an alternative school or Alternative Provision outside of the mainstream setting.

## College Hall

The Pupil Referral Service for Bracknell Forest provides education for pupils who are not currently being educated in school, or who require further support in addition to their mainstream placement.

The service works with pupils predominantly with those who fall into the following categories:

- Permanently excluded pupils;
- Pupils at risk of Permanent Exclusion;
- Pupils who are experiencing difficulty in behaving appropriately;
- Pupils with medical conditions (Not covered through Fair Access or Managed Moves)

## **Aims**

- The primary aim of the service is to provide the support, education and guidance necessary to enable reintegration to mainstream education wherever appropriate.
- It may be unrealistic to expect young people approaching the end of compulsory schooling to make a successful return to school. These young people will be supported in the secondary unit through transition to further education, training or employment.
- To make short term provision for pupils in Year 7-11 who are permanently excluded from school prior to an appropriate long term placement being identified.
- To provide short term sessional placements in the secondary unit for pupils at risk of exclusion, or who would benefit from such intervention
- To provide support to schools to assist reintegration through the Outreach Service.

## **Admission Criteria for the Pupil Referral Unit**

- All preventative placements will be agreed through the Fair Access Panel. This means that only pupils with medical needs as identified by a medical practitioner will be referred direct to College Hall.
- Wherever possible permanently excluded pupils will have had another mainstream placement identified/ agreed prior to their admission to the PRU (where time in the PRU is deemed necessary. Not all pupils will require a placement in the PRU and parental right of choice applies for all pupils unless twice permanently excluded).
- All pupils referred must have an IEP or PSP which has been reviewed. Supporting evidence must detail strategies used, and their success/failure.
- All pupils referred will have been discussed by EP and, where relevant, the EWO and the relevant report will be attached to the referral.
- a referral for education through the PRS will assume a **commitment to work towards the reintegration of the pupil into mainstream school, wherever possible, on the part of all concerned.**
- Placement in the Pupil Referral Unit should not normally be considered for pupils likely to be placed in a special school

- Wherever possible and to ensure close working with mainstream schools and best opportunities for successful reintegration, pupils will be dual registered with the appropriate mainstream school.
- Attendance at the PRU will normally be for a **maximum of three terms**. Where a pupil has been attending the PRU for greater than three terms, the pupil will become single registered at the PRU. Parents **must** be made aware of this upon placement and at the final review.
- Permanent exclusion from at least one school or agreed managed transfer by the Fair Access Panel
- Pupils with an EHC Plan and at risk of exclusion: an annual review should be held. If the review recommends pupil referral service provision, the completed referral form and supporting papers must be sent to the appropriate SEN Case Officer. Pupils with an EHCP cannot be considered under Fair Access Protocol.
- Education through the Pupil Referral Service is dependent upon the excluding/ referring school providing all the relevant information and records