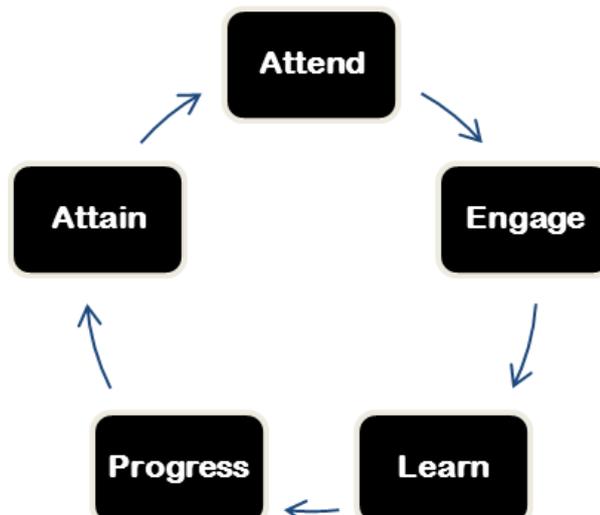


MANAGED MOVE PROTOCOL

- To help children remain in school and complete their education

SEPTEMBER 2016



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All Leaflets and Templates are available from the Pupil Support Manager.

Benefits of Managed Moves

A Managed Move is an opportunity for the pupil to have a fresh start in a new school.

They are most likely to be effective when used as a tool for early intervention rather than as an alternative to permanent exclusion arising from repeated and serious instances of indiscipline.

There are a variety of other circumstances where they may also be considered as desirable, e.g. incidences of bullying (perpetrator or victim); serious deterioration in the relationship between home and school; home circumstances; community issues.

Managed moves should only be undertaken with the full knowledge and co-operation of all the parties involved, including the parents.

1. Latest Statutory Guidance

Behaviour & Discipline in Schools Guidance for Governing Bodies updated 24/09/2015 (First Published 2013)

Behaviour & Discipline in Schools - Advice for Headteachers & School Staff - January 2016.

1.1 '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.' (Point 14, Page 6.)

'Exclusion from maintained schools, academies and pupil referral units in England' 1-9-12

1.2 This means 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. Key Principles

2.1 The educational needs of the pupil should be paramount in any decision to instigate a managed move.

2.2 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.

2.3 A managed move must occur with the consent of all parties and should be ratified by the appropriate Behaviour and Attendance Partnership.

2.4 The managed move is most likely to be effective when used as a tool for early intervention, rather than as an alternative to permanent exclusion arising from repeated and serious instances of indiscipline.

2.5 The managed move should be preceded by high quality information sharing between the ending and receiving school, including data on prior and current attainment,

academic potential, a risk assessment and advice of effective risk management strategies.

- 2.6** The managed move should be approved and monitored by the appropriate Behaviour and Attendance Panel, to avoid suggestions of collusion, to ensure equity across the Partnership's schools and to allow access to extra resources, where these are required to support the managed move.

3. Definition

- 3.1** This term covers all arrangements for pupils who remain on roll at the home school whilst accessing their full time educational provision elsewhere and therefore covers managed moves between registered schools.

4. When is a managed move appropriate?

- 4.1** As an alternative, where the young person is likely to be permanently excluded.
- 4.2** Where the school's own behaviour management strategies have been implemented to address a series of behavioural concerns and a Pastoral Support Plan meeting has concluded that a fresh start in a new school would be the most positive intervention strategy to maintain the pupil in education.
- 4.3** Where there are well documented instances of other interventions and support strategies which have already been tried and are proving unsuccessful.
- 4.4** Where the relationship between the pupil and either a particular group of fellow pupils and/or staff has broken down to an irrevocable degree

5. When is a managed move not appropriate?

- 5.1** A managed move should not be sought for a pupil in Year 11. A modified programme, which might include referral to alternative provision, may be more appropriate.
- 5.2** A managed move should not be instigated for a child with a child protection plan, unless the proposed move forms part of this plan.
- 5.3** A managed move should not normally be instigated for a child with an Education Health Care Plan (EHCP), as this could undermine the statutory process of annual review of the EHCP. The consideration of the appropriateness of the child's current placement and provision is always undertaken as part of the review process. Managed moves for children with SEND are managed by the SEND team and do not go through the Behaviour and Attendance Partnerships as the Local Authority is the Admission Authority. The SEND code is paramount and there must be a formal review of the EHCP before a managed move can be agreed. When an EHCP pupil is the subject of a managed move, the school of origin has responsibility for the annual review during the initial trial period. The receiving school assumes responsibility once this period has been successfully completed. Schools will be kept informed by the SEND Practitioner.
- 5.4** Managed moves should only be considered for a looked after child, with the consent and support of the Head of the Virtual School. The managed move should form part of the child's care plan.

6. All Arrangements should be Voluntary

- 6.1** It should be stressed that the protocol puts Headteachers under no pressure to accept a student when a managed move is not felt to be in the interests of the student, or of other students in the school. Nor can a Headteacher be put under any pressure to attempt a managed move unless the Headteacher feels it is in the best interests of all parties.
- 6.2** When the Headteacher makes the decision to consider proceeding with a managed move, an approach should be made to the parents of the pupil for their agreement to implement the strategy. Only if the parent/carer is in full knowledge and has given approval should the process go ahead. If the parent /carer refuses, the school can record the refusal but must then use its behaviour policy and school disciplinary procedures to manage the pupil. In this instance, the Headteacher must adhere to the statutory guidance on managing exclusions; *'However, the threat of exclusion must never be used to influence parents to remove their child from the school.'* If a parent wishes a managed move but the school does not support the move parents are entitled to seek a casual admission. The Behaviour and Attendance Panel will provide guidance to Headteachers in this situation.

7. Instigating a Managed Move

- 7.1** Schools should use the Behaviour and Attendance Partnership as the broker for managed moves as this allows for collective decision making and access to appropriate support packages and resources. In all managed moves, however, a clear rationale must be established for an improvement in the behaviour of the student at the receiving school, supported by high quality information sharing between the sending and receiving schools.
- 7.2** Whenever possible planning for a managed move should begin before the learner reaches crisis point. However it has to be accepted that on some occasions when a learner is about to be permanently excluded that the managed move should be fast tracked. On these occasions the Pupil Support Manager supporting the Behaviour & Attendance Partnership should be contacted to help co-ordinate arrangements to ensure the time out of school is no longer than 5 days.
- 7.3** On occasion parents may request a transfer of school by completing a casual application form and under the casual admission procedures it has been established that the child has triggered the Fair Access Criteria. In these cases the parents will be informed that they should approach their child's current school about a possible managed move. The child must not be removed from roll under these circumstances.

8. Travel

- 8.1** In the interests of a genuine fresh start, Headteachers may take the view that a managed move to a local school might not be appropriate. In cases where a move further afield was felt to be more appropriate, Behaviour & Attendance Partnerships can refer to one of the other two panels in Bath & North East Somerset. However, the viability of travel arrangements would need to be investigated and put to parents and pupil involved. In exceptional circumstances to reduce the likelihood of a permanent exclusion the Behaviour & Attendance Panel may make a contribution towards travel expenses.

9. A model process

9.1 Step 1

- 9.1.1** When a school feels a managed move may be an appropriate option they should hold a Pastoral Support Meeting with the child, family and any agencies who have worked with the child and family. A risk assessment, using the model Panel referral Form should be undertaken, to ensure the Panel has sufficiently detailed information available to make an informed decision. If necessary a Common Assessment (CAF) should be considered to ensure there is a complete assessment of the needs of the child concerned.
- 9.1.2** The Pastoral Support Plan (PSP) should include notes of any discussion relating to a managed move and indicate the agreement of the parent/ carer and child. The school can invite the attendance of the other agencies and provide a copy of the Managed Move and Fair Access flyer to further inform the child and family. The school can ask for preferences for an alternative school which the Panel will take into consideration; however the school must make clear that the Panel will have to make the decision based on a range of factors; for example the balance of managed moves between schools. The referring school must explain to the parent and pupil that the final decision on the managed move placement rests with the Behaviour and Attendance Panel and that, although they will take preferences into account, it is not possible to guarantee a first choice.

9.2 Step 2

- 9.2.1** A referral to the Behaviour and Attendance Panel should then be made. The Pupil Support Manager will ensure everyone is clear of the process. The Pupil Support Manager will collect all relevant details of the pupil's history and no attempt should be made to minimise the nature and extent of the challenge the pupil may represent. Where a school has referred a pupil to panel, for consideration, under this Protocol, the school must send a representative to advocate for the pupil. This information will be summarised at the Panel meeting with full information passed onto the receiving school when the decision has been made.

9.3 Step 3

- 9.3.1** The Panel meets and decides on the best placement for the learner. If the case is allocated to the Student & Family Support Team (SAFST) Officer they could then make contact with all parties within 5 working days of the Panel decision and supports the move to the new school wherever possible. The Student & Family Support (SAFS) Officer will explain the Panel decision to the pupil and family and will explore their contribution towards making the managed move work.

9.4 Step 4

- 9.4.1** A meeting is held at the receiving school. The meeting should be attended by the pupil and parent(s), as well as the relevant professionals from both schools and the Student & Family Support Officer wherever possible.
- 9.4.2** The purpose of the meeting should be:
- To underline the receiving school's expectations in terms of behaviour
 - To detail the programme of support to be put in place for the pupil, with review dates

- To detail the pupil and family's contribution towards making the move a successful one
- To agree practical arrangements such as starting date, tutor group, timetable, travel and uniform

9.4.3 The SAFS Officer draws up an intervention agreement which can be used to replace a PSP during the managed move. This covers all the responsibilities and arrangements of the managed move.

9.4.4 The SAFS Officer will also arrange a restorative intervention should it be deemed appropriate, to ensure that the home school and pupil have had an opportunity to resolve any behavioural issues which might impact on the success of the managed move or the pupil's return to the home school should the move fail.

9.4.5 The receiving school should receive credit for trying the pupil for example by allocating a point under the agreed points system, where this has been adopted in the Panel's Constitution. These credits should be used to assist the Behaviour and Attendance Partnership in ensuring managed moves are distributed fairly.

9.5 Step 5 - The move to a new school

9.5.1 Managed moves can be supported by the SAFS Officer for a period of 16 weeks. After such time the Panel can decide to extend the support for a further time limited period or agrees the pupil no longer needs the support of a SAFS Officer. On closure the SAFS Officer will pass all case notes to the receiving school and leave a set of recommendations for further success.

9.5.2 Whilst the managed move takes place the home school maintains responsibility for the pupil. The receiving school should supply weekly attendance data.

9.5.3 Monitoring

A member of the proposed school staff will normally meet the pupil regularly to review their progress towards the Managed Move targets. This gives the pupil the chance to identify what has gone well and how to replicate success.

The key people who attended the original meeting should be invited to the 8 week and to the 16 week review to examine progress.

If it appears that the Managed Move is failing between review periods, the receiving school will need to call an interim review with parents and the home school to discuss options.

9.6 Step 6 - At the 8 Week Review:

All commitments agreed at the initial meeting need to be reviewed. School staff will share reports about the pupil's progress towards the targets. Any supporting agencies will report on the commitments they made. Staff, parents and other professionals may make adjustments to their commitments if necessary. The targets set for the pupil usually stay the same for the 16 week period.

Focusing on solutions is the key to success. If the current provision does not meet the pupil's needs, further measures should be identified at the review to help the pupil sustain their place in the receiving school. Occasionally the targets set for the pupil at the initial meeting are not relevant in the new setting whilst other issues have arisen that threaten the success of the move. In such cases the receiving school

should liaise with the home school, the parents and other professionals (if involved). This can happen without the need for another meeting unless the receiving school feel it is necessary.

9.7 **Step 7 - A successful move - At the 16 week review:**

If a Managed Move is still in place by week 16, it is expected that the receiving school will deem it has been successful. The 16 week review is an opportunity to congratulate all concerned for making the move a positive one, including the pupil who has responded to the support offered.

9.7.1 When a receiving school decides that a pupil is ready to join the new school permanently within a further 16 week period they should hold a review with all parties – the home school, SAFS Officer and pupil and family. The review should formally recognise the placing of the pupil on roll at the receiving school. The receiving school should inform the Local Authority and the Behaviour & Attendance Partnership via the Pupil Support Manager. The receiving school should receive further credit for taking the child permanently upon the roll, using the process agreed in the Constitution of the Behaviour and Attendance Partnership.

School staff may continue to support and monitor the pupil's behaviour as in most cases the child will continue to have challenging behaviour despite the progress they have made.

10. **Other considerations**

10.1 **Registering for all managed move arrangements**

Code D: This attendance code is not counted as a possible attendance in the School Census. The law allows for dual registration of pupils at more than one **registered** school. This code should be used to indicate that the pupil was expected to attend the session in question because the pupil was scheduled to attend another school at which they are also registered.

Examples: a pupil attending another registered school on a managed move arrangement or a pupil attending a pupil referral unit (PRU) on a temporary basis. B&NES does not have a PRU but you may have a managed move arrangement with a PRU in another local authority.

When the placement has been arranged and agreed with a start date: The home school marks the attendance register using 'D'; the receiving school marks the register with actual attendance.

Schools **MUST** have in place arrangements whereby all unexplained and unexpected absence is followed up promptly.

Please be mindful that alternative education provision services not registered as a school cannot enter into dual registration. These placements should be treated as 'guest' placements by the provider; if there is no means to record pupil attendance electronically then manual registers **MUST** be taken and provided daily to the pupil's registered school (home school) for accurate attendance recording. This is a vital safeguarding requirement.

SIMS enrolment status

Managed Move to a registered school

It is recommended that for the duration of the managed move period:

- the original school maintains the pupil's record with an enrolment status of 'M'(current main - dual registration)
- the receiving school maintains the pupil's record with an enrolment status of 'S' (current subsidiary - dual registration)

Managed Move to Aspire Academy Alternative Provision

It is recommended that for a pupil who is receiving tuition at a school other than the registration school:

- the registration school maintains the pupil's record with an enrolment status of 'C' (current - single registration at this school)
- the providing school maintains the pupil's record with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions)

10.2 Exclusions and breaches of the school discipline codes

10.2.1 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 term 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.

10.3 Placement breakdown

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

10.3.2 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 Pupil Support Manager.

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.

10.3.3 Additional support may be required to enable the placement to proceed or if necessary the SAFS Officer can ensure a return to the home school, or an alternative provision, can occur smoothly and within 5 days.

10.3.4 Schools should consider what does success look like for a managed move?
Schools should consider what does a failed managed move look like?
What are the early indicators regarding behaviour or attendance?

If a managed move does break down with the outcome that the receiving school ends the managed move without prior consultation with the home school and parent,

the Behaviour & Attendance Partnership Panels will need to evaluate the facts of the case and where appropriate challenge the school for not following the protocol.

11. Managed moves to prevent a permanent exclusion

11.1 Schools should look to use managed moves as a measure to prevent permanent exclusion, However on some occasions the parents and/or pupil are unable to cooperate so the school may need to proceed with a permanent exclusion. If the Headteacher has sufficient grounds to issue a permanent exclusion this does not mean that further discussions cannot take place between the parents, pupil and school to facilitate a more positive outcome. In these instances the permanent exclusion process will run its course but should the Headteacher, parents and pupil reach agreement on an alternative solution the Headteacher may withdraw the permanent exclusion from the Governors' meeting. If a managed move is agreed in these circumstances and that managed move breaks down the Headteacher of the home school will report the incident to their governors and may seek to move towards a permanent exclusion on the grounds of persistent breaches of the school discipline code. In these cases the pupil will not return to the home school and the Local Authority will make arrangements for education after the 5th day. The permanent exclusion will then go through the appropriate procedures.

12. Failure to attend a managed move

12.1 Should a pupil refuse to attend a managed move placement, the home school should carry out the usual procedures for non-attendance. Where the case is open to the CMES, (at maintained primary school level only), the SAFS Officer will contact the CMEO for additional information. The SAFS Officer will arrange a planning meeting which should be attended by the child, parents and representatives of the home and receiving school, and another relevant services. The meeting will review the PSP/ Intervention Agreement in order to identify further options to support the child with their attendance. A return to the home school must have the agreement of both Headteachers and the Panel, who should be provided with valid educational reasons as to why it should be considered. The return should be planned and supported by the SAFS Officer. Should a revised PSP/Intervention agreement fail to bring about a change the home school can use the support of the CMEO (maintained primary school level) which may include legal action where appropriate.

13. Funding Implications

13.1 While attending the receiving school the home school can be asked to make a contribution of the AWPU equivalent for that child to cover additional costs. Further costs may be met from resources devolved to the behaviour and Attendance Partnership, with the consent of the Panel.

The Local Authority is unable to arrange the transfer of funds on behalf of schools. Financial arrangements should be confirmed and conducted by schools, if appropriate following the initial and final Managed Move meetings.

14. Children in Care

14.1 As the corporate parent, the Local Authority will see the rights of Children in Care, involved in managed moves, as a priority. The social worker may wish to be involved in the planning and review meetings and may be able to bring support and advice to these meetings. The social worker will also be informed of their referral to the

Behaviour & Attendance Partnership. A Managed Move should only proceed with the consent of all parties, including the Head of the Virtual School.

15. SEND – Annual Review Process

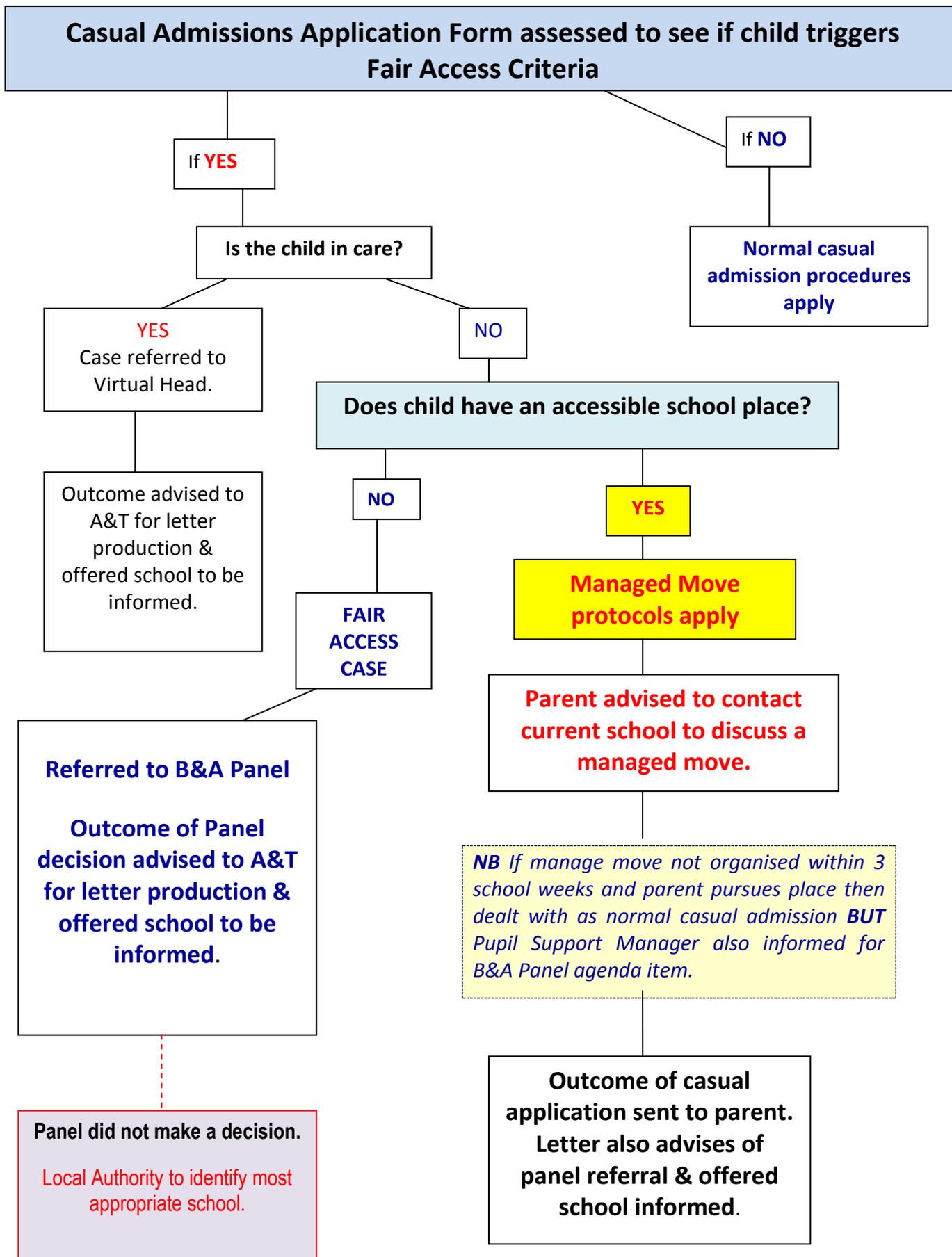
15.1 Managed moves for children with SEND are managed by the SEND team and do not go through the Behaviour and Attendance Panels, as the Local Authority is the Admission Authority. The SEND code is paramount and there must be a formal review of the EHCP before a managed move can be agreed. When a EHCP pupil is the subject of a managed move, the school of origin has responsibility for the annual review during the initial trial period. The receiving school assumes responsibility once this period has been successfully completed. Schools will be kept informed by the SEND Practitioner.

16. The Role of the Local Authority

16.1 The role of the LA is to give advice on best practice and help schools and partnerships liaise with relevant agencies. It is not the role of the LA to attempt to persuade a particular school to agree to a managed move. These need to be brokered between schools by the Behaviour and Attendance partnerships themselves.

16.2 Where a maintained school decides a managed move is not in the best interests of the pupil, and the pupil is subsequently permanently excluded, the LA representative may quite legitimately enquire at the meeting of the Disciplinary Committee whether the Headteacher had given any consideration to a managed move as a possible alternative to permanent exclusion.

Casual Admission Application Form including additional Information received by relevant admission authority



B&A Panel Summary Sheet

Managed Moves

- A Managed Move is most likely to be effective when used as a tool for early intervention rather than as an alternative to permanent exclusion arising from repeated and serious instances of indiscipline.
- Managed Moves should only be undertaken with the full knowledge and co-operation of all the parties involved, including the parents.
- Working together is of paramount importance when initiating a managed move.
- The needs of the pupil should always be the top priority.

Steps

1. Headteacher/Home school to discuss possibility of managed move with parent and child and find out if they have a preference for an alternative school.
2. Headteacher/home school to contact the chosen school for proposed move to discuss the possibility of a managed move.
3. If the chosen school is in agreement to the proposal then:
 - a. B&A Panel Referral Form to be completed and sent in to the Pupil Support Manager
 - b. B&A Panel to agree managed move and School Ranking List points will be credited for “trying”.
(Support from the Student & Family Support Team - SAFST - is available for Managed Moves.)

If necessary the managed move can go ahead and then the Panel can ratify the decision at their meeting and award school ranking list points to receiving school.

4. The length of a Managed Move is usually 16 weeks, but they can be shorter or longer if necessary.
 5. The receiving school can end the managed move at any time during the managed move period.
 6. **Regular review meetings should be held between both schools, parent and pupil during the managed move period.**
 7. When a receiving school decides that a pupil is ready to join the new school permanently they should hold a review with all parties
 8. The receiving school should inform the Local Authority and the Behaviour & Attendance Panel via the Pupil Support Manager.
 9. The receiving school will receive further credit for taking the child permanently upon the roll using the process agreed in the Constitution of the B&A Panel.
- **Requests for children who trigger the Fair Access Criteria but have an accessible school place will not be regarded as Fair Access.**

These cases will be dealt with as follows:-

- Parents will initially be informed that they should contact their child’s current school so their request can be processed as a managed move. The current school will then follow the Local Authority Managed Move Protocol.
- If a managed move cannot be organised within a reasonable timeframe [i.e. three weeks] and the parent still wishes to request a place, the casual admissions process will be used. At the same time as processing the application the Admissions Authority will inform the Behaviour and Attendance Panel Pupil Support Manager that an admissions request has been received. This will enable the case to be placed on the agenda for the next Panel meeting for consideration of additional support.

SEE “MANAGED MOVE PROTOCOL FOR CHILDREN WITH CHALLENGING BEHAVIOUR”.

Suggested Flow Chart for a Managed Move

Headteacher/Home school to discuss possibility of managed move **with parent and child** and find out if they have a preference for an alternative school.

Headteacher/Home school to contact the chosen school for proposed move to discuss the possibility of a managed move.

If the chosen school is in agreement to the proposal then:

- a. B&A Panel Referral Form to be completed and sent in to the Pupil Support Manager
- b. B&A Panel to agree managed move and School Ranking List points will be credited for "trying".
(Support from the Student & Family Support Team - SAFST - is available for Managed Moves.)

If necessary the managed move can go ahead and then the Panel can ratify the decision at their next meeting and award school ranking list points for "trying" to Receiving School.

*The length of a Managed Move is usually **16 weeks**, but they can be shorter or longer if necessary*

The Receiving School can end the managed move at any time during the managed move period but a review meeting with all concerned must be held to discuss the reasons for the placement breakdown

Attendance Codes

When the placement has been arranged and agreed with a start date: The home school marks the attendance register using 'D'; the receiving school marks the register with actual attendance.

Code D: This attendance code is not counted as a possible attendance in the School Census. The law allows for dual registration of pupils at more than one **registered** school. This code should be used to indicate that the pupil was expected to attend the session in question because the pupil was scheduled to attend another school at which they are also registered.

REGULAR REVIEW MEETINGS SHOULD BE HELD BETWEEN BOTH SCHOOLS, PARENT AND PUPIL DURING THE MANAGED MOVE PERIOD.

When a Receiving School decides that a pupil is ready to join the new school permanently they should hold a review with all parties

The Receiving School should inform the Local Authority and the Behaviour & Attendance Panel via the Pupil Support Manager

The Receiving School will receive further School Ranking List credit for taking the child permanently upon the roll using the process agreed in the Constitution of the B&A Panel.

Our 1:1's

Our 1:1's are based on the Social and Emotional Aspects of Learning (SEAL), which covers:

- Managing Feelings
- Self Awareness
- Motivation
- Empathy
- Social Skills

We Also Cover:

- Attendance
- Healthy Living

What People are Saying About Our Team

The SAFS Officer's gentle persistence and reassurance was a real help-not only to my daughter, but to the family as well. Having the SAFS Officer there, especially when things became very difficult was invaluable-if only as a witness and independent 'neutral' observer/advisor. As a parent I would have really struggled without this support- Parent

The SAFS Officer has been a fantastic support for the student and helped her make good choices about attendance and friendship. The student has made a success of her Managed Move-School.

Team Contact Details

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Managed Move

Student & Family Support Team



Who We Are

The Student & Family Support (SAFS) Team is part of The Aspire Academy. The team is made up of Student and Family Support Officers and the Student and Family Support Manager.

What We Do

We aim to support a successful Managed Move process of students who are referred to us. They have often experienced either behavioural, emotional or social difficulties, or a combination of these. These difficulties can sometimes result in the student becoming disaffected from education, and this can impact upon their attendance, behaviour and self-esteem.

We believe the support we offer is vital to ensure that students can cope with the challenges they will face and will help them to successfully access learning in their new environment.

What Is A Managed Move?

A Managed Move is an opportunity for a fresh start at another mainstream school and can occur for various reasons. Examples of these could be as an alternative, when the young person is likely to be permanently excluded, or where the relationship between the student and either a particular group of fellow students and/or staff has broken down.

Students remain on the roll of their home school until a decision has been reached by the Head Teacher of the receiving school.

Managed Moves can vary in length, but have an initial period of up to 16 weeks. The home school is encouraged to be involved in the process and attend regular review meetings.

How We Receive Referrals

Referrals are discussed at the Area Panel meetings which are held regularly and attended by school representatives. Further to the Panel agreeing on an appropriate action and placement to support the student's needs, the referral is then passed to the SAFS team. Before we receive the referral, you and your child should have already been part of a Pastoral Support Meeting in your Home School to discuss the move, what it entails and the support you can receive from our team.

What We Do When We Receive a Referral

The case is allocated to a SAFS Officer who contacts the family to carry out a home visit.

The Officer will also make arrangements for an initial meeting at the receiving school. It is important that the SAFS Officer is part of this meeting as they may have gathered useful information from the home visit and can support vulnerable parents/carers, who find formal school meetings difficult. It also allows for everyone to be involved in the support plan from the beginning.

Using all of the information gathered, success criteria will be agreed with the pupil for them to work toward during the Managed Move. These will be used to monitor progress throughout the intervention.

During the Intervention

SAFS Officers work in a proactive, responsive and sensitive way with schools, students, parents/carers and outside agencies. We will:

- Establish a relationship of understanding and trust between students, parents/carers and schools
- Meet with the student for an hour 1:1 session each week
- Understand and assess students' individual needs
- Provide appropriate support to students, families and schools to ensure a successful managed move
- Help organise transport and uniform if appropriate
- Liaise with other agencies and make referrals as necessary
- Attend Review Meetings throughout the move.

Officers write updates for the Area Panels based on reviews and communication with the schools, parent/carers and students. At the end of the intervention we may recommend an extension to the intervention or suggest alternative actions to meet the student's needs.

It may be that the Managed Move breaks down before the end of the 16 weeks. If this is the case, a review meeting should be arranged as soon as possible. Additional support may be needed to enable the placement to proceed, or the SAFS Officer can ensure a return to the home school within 5 school days.

If the student has successfully settled in the new school the Head Teacher of the receiving school will decide when the student will be put on roll. This may be after the Officer has finished their support.



Benefits of a Managed Move

A Managed Move is an opportunity for your child to have a fresh start in a new school.



Finding a new path

They are most likely to be effective when used as a tool for early intervention rather than as an alternative to permanent exclusion arising from repeated and serious instances of indiscipline.

There are a variety of other circumstances where they may also be considered as desirable, e.g. incidences of bullying (perpetrator or victim); serious deterioration in the relationship between home and school; home circumstances; community issues.

Managed moves should only be undertaken with the full knowledge and co-operation of all the parties involved, including the parents/carers.

Things to consider:

- ◆ Which school would be most appropriate for a managed move?
- ◆ How do I support my son/daughter to meet the targets set to make the move a success?
- ◆ Who can I contact if I have concerns?

Notes:



To help children remain in school and complete their education.

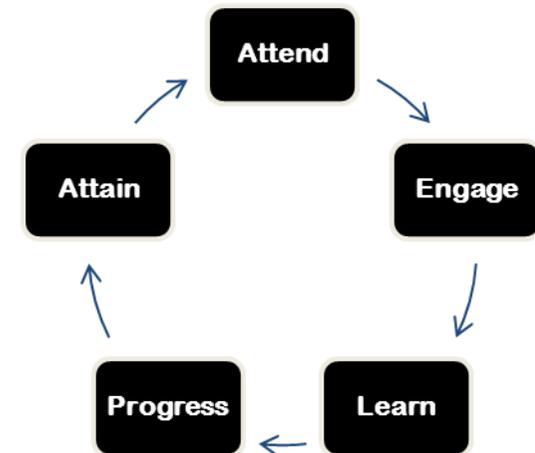
For further information on a Managed Move contact your child's school or :-

Debbie Durnell, Pupil Support Manager, Bath & North East Somerset Council. Email: debbie_durnell@bathnes.gov.uk.

Bath & North East Somerset Council

Managed Move Guide for Parents

To help children remain in school and complete their education.



Frequently Asked Questions

What is a Managed Move? A Managed Move is a formal transfer of a child from one school to another. It can only happen when both schools, the child and their parent/carer agree to the move. It is used to help individual children to remain in school and successfully complete their education.

When could a Managed Move be set up? A managed move can be set up for a variety of reasons:-

- ◆ As an alternative, where the young person is likely to be permanently excluded.
- ◆ Where the school's own behaviour management strategies have been implemented to address a series of behavioural concerns and a Pastoral Support Plan meeting has concluded that a fresh start in a new school would be the most positive intervention strategy to maintain the student in education.
- ◆ Where there are well documented instances of other interventions and support strategies which have already been tried and are proving unsuccessful.
- ◆ Where the relationship between the student and either a particular group of fellow students and/or staff has broken down to an irrevocable degree.

Who will be involved in setting up a Managed Move? The Managed Move is co-ordinated by the headteachers or representatives from both schools, the student, the parent / carer and representatives from other agencies working with the family as appropriate. Wherever possible the meeting should be held during the normal school working day.

Parent/Carers are a crucial part of the success of a Managed Move and the school staff will try to arrange a time when you can attend the meetings.

Should my child come to the meeting? You will be able to agree with school staff whether your child should be present for the whole meeting or join in towards the end. Generally students at secondary schools attend the whole meeting.

Preparation for a Managed Move meeting.

- ◆ Consider the school you think would be beneficial for a Managed Move to be arranged with for your child.
- ◆ Try to consider in advance the benefits of your child being in another school and how you may support him/her to make the move a success.
- ◆ It will also be helpful to talk to your child about what you think may be a reasonable to expect the school, and anyone else involved, to commit to for the 16 weeks of the Managed Move.
- ◆ Remind your child that the purpose of a Managed Move is to support him/her to make a successful transfer to another school.



Working together

What will happen at the first meeting? At the initial meeting everyone will consider the positive points and main concerns. Everyone present will have the opportunity to have their say and will be expected to offer some positive contribution to the Managed Move.

Central to the Managed Move is your support. For any such move to be successful you, and your child, will need to make a commitment to meeting key behaviour and/or attendance targets.

Everyone will sign the Managed Move agreement which outlines what is expected, what is to be done, and by whom and when.

Will any support be provided? The Behaviour & Attendance Panel may request help from the Student & Family Support Team (or other relevant agency) to provide support to the family and student and help facilitate the Managed Move with the schools involved.

How long will the Managed Move last? A Managed Move usually runs for 16 weeks but can be shorter or longer if agreed by all concerned. 16 weeks allows the opportunity for your child to settle into the new school and show progress. Regular review meetings (monthly?) should take place and a formal meeting should be held at around 8 weeks with a final review after 16 weeks.

How will we know if the plan is working? A member of school staff will usually meet your child regularly to review his/her progress. This will give your child the chance to talk about what has gone well and how to continue to be successful.

The key people who attended the original meeting will be invited to the 8 week and 16 week review meetings to talk about what has gone well and how to continue to be successful.

Review meetings can discuss:

- ◆ Meeting the targets set, progress and attendance
- ◆ Any concerns about the new placement
- ◆ The support in place and any new strategies to help your child settle at the proposed school.

After the 16 week review, if the Managed Move has been successful, your child will transfer to the proposed school permanently.

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 Pupil Support Manager.

At no time should the receiving school ask the student to leave the school or inform parents that their child has to return to the home school without holding a review meeting to discuss

Frequently Asked Questions – Parents/Schools

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Template 1

PRIOR TO SET UP Your School Logo

Managed Move - Prior to set up meeting (Pastoral Support Meeting)

This form to be completed by the home school and brought to the initial Managed Move meeting

Student's name:		School:	
Please tick in one box only for each category	Overall good	Overall satisfactory	Overall poor
Attainment			
Effort			
Attitude to staff			
Attitude to peers			
Homework			

Parental/Pupil Preference/s for Receiving School/s (if known):

Reasons for Managed Move – why might a move to this particular school be successful?

SEND- Code of Practice Level and category	LAC status	Ethnicity	Attendance	Exclusions – (current academic year)
Name/s of other relevant professionals			Current level of involvement	

Measures already taken by the school	Level of success
(Key Stage 4) Subjects taken for GCSE and exam board	
Alternative curriculum arrangements currently in place	
Transport – it is the responsibility of the home school to liaise with the parents to ensure that the student will be able to get to the proposed school during and after the Managed Move period	
How will the child get to the proposed school?	Has the parent been involved in making transport arrangements for the Managed Move? Yes <input type="checkbox"/> No <input type="checkbox"/>
Uniform - it is the responsibility of the home school to liaise with parents to ensure that they are aware that the provision of school uniform is a parental responsibility.	

Consider if:

Support from the Student & Family Support Team (SAFS) should be requested?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other Support to be put in place? Type:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Consider if spare uniform could be requested from the receiving school or if Pupil Premium funding could be used to support buying this.	Yes <input type="checkbox"/> No <input type="checkbox"/>

MANAGED MOVE INITIAL MEETING – all to sign

Your school logo

MANAGED MOVE INITIAL MEETING	
Date of meeting:	
Student's name:	
Address:	
Name of home school:	
Home school representative:	
Name of proposed school:	
Proposed school representative:	
Reason for proposed move	
What do staff from home school know about the student that makes them think the Managed Move might be successful?	

What needs to happen for this managed Move to be successful?

The child/young person will:
The school will:
Named contact for the student and parent:

The student's parent will:

Other agency commitment to Managed Move:
(eg Student & Family Support Team)

Start date and time:

Transport arrangements:

Date of interim review:

Date of Final review:

If the Managed Move fails:

Attendees' Signatures:

Student:	
Parent:	
Home School:	
Proposed School:	
Other:	

cc Pupil Support Manager
Home School Representative
Receiving School Representative
SAFST - if appropriate

AGREEMENT TO MANAGED MOVE

Suggested Template Letter from home school notifying parent of agreement to a managed move following initial discussion. (Two copies to be sent to parent/carers – one for signature and return)

Your school logo

Name:
Address

Date:

Dear (Parent's Name)

Re: Managed Move
Student Name:

Year Group:

Further to our discussion, I am writing to confirm that I am willing to allow a managed move to take place. Targets will be set..... and xxxx will be required to comply with the requirements.

The managed move has been arranged with xxxxxxxxxxxxxxxx School and will commence on xxxxxx.

Please confirm that you are in agreement with this by completing and returning the attached copy of this letter.

The managed move will be subject to regular review meetings.

*Support from the Student & Family Support Team has been agreed. (Delete if not appropriate)**

Yours sincerely

Xxxx

Home School Headteacher

Copy to :

xxxx , Receiving School headteacher

Pupil Support Manager, Bath & North East Somerset Council, Lewis House, Manvers Street, Bath BA1 1JG

SAFST - if appropriate

Signed Confirmation of Agreement to the Managed Move.(TO BE RETURNED WITHIN 5 SCHOOL DAYS)

Name of Pupil **DoB:** **Year Group**.....

Signed (Pupil)Signed: (Parent/Carer).....

Name: (printed) Name:(Printed).....

Consent to Student & Family Support Team Agreed: YES NO.. (Delete if not appropriate)*

Date:.....

WEEKLY/MONTHLY/8 WEEK/FINAL REVIEW MEETING etc

Your school logo

MANAGED MOVE WEEKLY/MONTHLY/8 WEEK/FINAL REVIEW MEETING*	
Student's name	
Date of meeting	
Student Address If changed since previous meeting	
Managed Move Start Date:	
Managed Move Proposed End Date: (16 weeks)	
Home school representative	
Receiving school representative	
Other Agencies present:	
Progress towards integration:	
School support including level of success to date:	
Student's parent contribution to the move:	
Other agency involvement:	
Additional Information:	

Outcome of Interview / Monthly / Final Review Meeting *
Date of next meeting:
Cc Home School Receiving School Parent/Carer SAFST - if appropriate

*** Delete as appropriate**

END LETTER
Your school logo

DATE:

Parent/Guardian Name:
Address:

Dear

(Student's name) (Date of birth)

Following the Review Meeting today, I have made the decision to end the Managed Move arrangement that was set up with (name of home school head teacher), on (date of original Managed Move meeting).

The reason for my decision is as follows:

The reason for ceasing the Managed Move should be given in plain English. As in the case of a permanent exclusion, the head teacher should

- **Make it clear that any key incident has been investigated fully**
- **Check whether the incident was provoked by racial or sexual harassment**
- **Allow the child to give their version of events**

This decision to end the move takes effect from (date). I enclose details of previous warnings, fixed period exclusions and other disciplinary measures that have been taken before today.

I also include details of the support that was put in place, eg

- **Mentoring/pastoral support**
- **Academic support – adapted curriculum/timetable**
- **Specific behaviour management strategies**

(Name of head teacher of home school) will be in touch to discuss what will happen next.

Yours sincerely

Headteacher

Copy to: Headteacher - Home School

Pupil Support Manager, Bath & North East Somerset Council, Lewis House, Manvers Street, Bath BA1 1JG
SAFST - if involved

SUCCESSFUL MANAGED MOVE LETTER

Suggested Template Letter from receiving school notifying parent of successful managed move. Please amend as appropriate

Your school logo

Name:

Address

Date:

Dear (Parent's Name)

Re: Pupil Name:

Year Group:

Further to the meeting held on xxxxxDATE, I am writing to confirm that the Managed Move from HOMESCHOOLXXXX has been successful and that RECEIVINGSCHOOLxxxxxxx will now place FIRSTNAME:xxxxx on roll with effect from xxxxxxxxDATE.

I am very pleased that the Managed Move has been successful and would like to congratulate FIRSTNAMExxxxx on their commitment and efforts to make their placement at RECEIVINGSCHOOLxxxxxxx so positive.

ANY PUPIL SPECIFIC COMMENTS CAN BE ADDED?

I wish FIRSTNAME:xxxxx every success for the future.

Yours sincerely

Xxxx

Receiving School Headteacher

Copy to :

xxxx , Home School Headteacher

Pupil Support Manager, Bath & North East Somerset Council, Lewis House, Manvers Street, Bath BA1 1JG

SAFST - if involved

Notes:
