

Bradford Metropolitan District Council

Managed Moves

Bradford

Best Practice Guidance

Working together

with determination, purpose and ambition

to enable every child

in the Bradford District

to realise their full potential.

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1. Introduction and General Principles

- 1.1 Effective information sharing between parents, schools and LA's is vital in ensuring that all children of compulsory school age are receiving a safe and suitable education. There is a duty on the LA to make arrangements for ensuring the functions conferred on them are exercised with a view to safeguarding and promoting the welfare of children. This Managed Move guidance has been updated and reviewed with partners to support best practice between all partners working with children, young people and their families to promote effective information sharing when pupils are moving between settings outside of the school admission process.
- 1.2 There are circumstances in which it is appropriate to arrange a transfer of a pupil to another school, for example to reduce the risk of permanent exclusion. The DfE¹ discusses managed moves as a strategy to pre-empt an incident/s which gives rise to permanent exclusion. There is no requirement from the Department for Education for schools to use Managed Moves however, the local authority with schools in Bradford consider the use of Managed Moves as a further strategy to prevent a permanent exclusion.
- 1.3 Managed Moves should focus on the benefits for a pupil having an opportunity for a 'fresh start' within a supportive framework and in the building of a sense of belonging² in the new (receiving) school to minimise the chance of difficulties arising in the current (home) school re-occurring in the new setting.
- 1.4 Pupils on a managed move are clear on the expectations of the school in respect of the move being successful through the application of the school's behaviour policy in line with the SMART (specific, measureable, achievable, relevant and time bound) targets set at on the on-set of the managed move process.
- 1.5 All parties have agreed key links across school and family should there be any queries and/or concerns raised. Pupils and parents should be clear who to take any safeguarding concerns to if any arise.

2. Definition of a Managed Move

- 2.2 A Managed Move is a voluntary agreement between two schools, a pupil and their parents or carers. It allows a pupil at risk of permanent exclusion to have a trial transfer to another school on a dual registration basis.
- 2.3 The move requires the agreement of the pupil's parent, the head teacher* of the pupil's home school and the head teacher of the receiving school.

* Where Head teacher is used in this document this responsibility may be delegated to a member of the school's senior management team. However, it is expected that the Head teacher is kept informed and approves of activity at all times.

¹ DfE, *Exclusion from maintained schools, academies and pupil referral units in England* (2017), point 15 Available <https://www.gov.uk/government/publications/school-exclusion>

² Emotional and Behavioral Difficulties, An Appreciative exploration of how schools create a sense of belonging to facilitate the successful transition to a new school for pupils involved in a managed move (2016)

3. What does the law say?

- 3.1 Managed Moves between schools as a strategy to support was first discussed in DFE Circular 10/99 as an intervention to be used as part of a pupil's Pastoral Support Programme, if appropriate, to reduce the risk of a pupil being permanently excluded.
- 3.2 The current government statutory guidance (Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion 2017) states:
'A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.' (Page 10)

4. Operational Principles and Practice

- 4.1 The following principles should underpin all requests for Managed Moves:
- A Managed Move request (Appendix A pro-forma managed move request form) should be initiated by the pupil's current (home) school.
 - It is essential that the full agreement of parents is obtained. The views of the pupil to undertake a transfer to another school voluntarily must also be considered.
 - All schools must act in a spirit of partnership and collaboration for the Managed Move arrangements to work.
 - It is recommended that any trial period lasts no longer than 6 weeks.
 - Regular reviews and progress reports must be undertaken.
 - A Managed Move should be a last resort for a Looked After Child **and take place only with the support of the Virtual School**³
 - Social workers should be involved in planning and reviews of managed moves for pupils who are on a Child in Need Plan or Child Protection Plan.
 - If an alternative school place is being sought for a pupil with an Education Health and Care Plan, such queries should be directed to the EHCP Team **and should not** be considered under the managed move process.
 - A pupil should not have multiple managed moves, should two moves have failed, the pupil's school, with parents, should look at alternative support avenues such as alternative provision or further outside referrals to support in school. This is because, unless there is clear evidence that something will be different, if a move has failed twice already it is unlikely that another move will be any more successful; multiple moves and failures can have negative effects on the mental health and wellbeing of pupils and add multiple stress factors to families⁴.

5. When is a Managed Move appropriate?

- 5.1 A Managed Move is never an early or first response where a pupil's behaviour challenges and breaches the school behaviour policy. It is part of a measured response after exploring unidentified need which may be the root of the presenting behaviours. Other appropriate strategies will have been implemented to support the pupil as a child with additional needs prior to Managed Move being considered, with another school becoming partners in that support⁵.

³ Jonathan Cooper, head teacher of the Virtual School - Jonathan.Cooper@bradford.gov.uk

⁴ Messeter, T. Soni, A. (2018) A systematic literature review of the 'Managed Move' process. Emotional and Behavioural Difficulties Vol. 23, No. 2, 169-185

⁵ Vincent, K. Harris, B. Thompson, P. Toalster, R. (2007) Managed Moves: Schools Collaborating for Collective Gain. Emotional and Behavioural Difficulties Vol. 4, No. 12, 283-298

- 5.2 It is likely to be a strategy considered in the later stages of an Individual Education Plan (IEP), Pastoral Support Plan (PSP) or other supportive framework used by school, where there is little or no evidence of success and where there may be more success with another schools' support.
- 5.3 It is the expectation of the Local Authority that a Managed Move should be considered prior to a permanent exclusion being implemented (unless there is a major breach of school behaviour policy or this has already been tried and unsuccessful). The home school should be able to demonstrate that all other preventative strategies have been exhausted. The school's own interim procedures will have already been implemented along with all strategies to avoid exclusion and address underlying causes of behaviours that challenge.
- 5.4 A Managed Move, with parent agreement, could be considered to prevent serious behaviour incidents which could lead to permanent exclusion where:
- there is a history of poor/non-improving behaviour (e.g. characterised by 3+ fixed term exclusions in the previous 12 months);
 - there are specific peer or school triggers that might not apply in a new situation;
 - a range of appropriate supportive preventative strategies have been tried; and
 - As an alternative to permanent exclusion after a serious "one-off" incident which is most unlikely to re-occur in a new school. There should be positive agreement from all parties that there is a high probability of a successful transfer and the parents/carers and the pupil do not feel they are being coerced into avoiding a permanent exclusion.
- 5.5 The school and family need to share the view that the receiving school is likely to be able to offer something sufficiently different to make the Managed Move viable. This may be the size/location of the school, or a new peer group/ teaching team/ curriculum, depending on the issues at the home school.
- 5.6 A Managed Move would **NOT** normally be appropriate if:
- A parent is seeking a straightforward transfer to another school;
 - The pupil is not on a school roll;
 - The pupil would be unable to return to the home school if the placement is unsuccessful; and
 - It would not ultimately be of benefit to the pupil

6. Parents/Carers Agreement

- 6.1 Managed moves should not be considered without discussion and agreement with the pupil's parents/carers¹. A formal written agreement signed by parents/carers should be obtained. The Managed Move agreement form is completed and signed by all stakeholders (proforma example Appendix 2).
- 6.2 Such agreements should include a clear statement of commitment by the parents/carers to support the receiving school's behaviour policy, as well as the support that will be made available.
- 6.3 Implicit or explicit coercion is not appropriate to secure the agreement of parents/carers to a managed move¹. Such an approach does not create the right conditions for engaging parent/carer support for the pupil to approach their education at the new school in a positive way.

7. Pupil Agreement and their views

7.1 The views of the pupil to voluntarily undertake a transfer to another school should be considered if the managed move is to be successful. While it is expected that that child should attend the Managed Move meetings and be encouraged to express views freely and honestly, it may be difficult for them to do this. An adult who has a good rapport with the child should find out what he/she thinks about the current situation. It may be useful to have the parent or another adult who is close to the pupil to help them and consider if a written statement would support. Schools may use the PATH (Planning Alternative Tomorrows with Hope), or Solution Circles model as helpful approaches in supporting pupil-centred planning; see link to useful pupil-centred planning tools.

<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>

7.2 The pupil's signed agreement should be obtained to cement their commitment to making a successful change of school. Agreements should be positive and provide an understanding of the targets to be achieved and the support available to the pupil. All necessary agreements are contained on a Managed Move Information Form.

7.3 Implicit or explicit coercion is not appropriate to secure the agreement of pupil to a managed move. Such an approach does not create the right conditions for the pupil to approach their education at the receiving school in a positive way.

8. The Local Authority's Role

8.1 The Exclusion Officers within the Exclusions Team⁶ are able to advise schools, support parent/carers and act as advocates for the pupil if required.

8.2 The role of the Local Authority is to provide best practice advice and assist schools to liaise with relevant agencies. Effective information sharing is vital between schools and the Local Authority to ensure that all children of compulsory school age are safe and receiving a suitable education.

9. Who has Overall Responsibility?

9.1 Agreeing the formal arrangements for a managed transfer is the joint responsibility of the head teachers* of the home and receiving schools with the home school retaining the pupil on its admission register throughout the dual registration period and maintaining a daily attendance register over the managed move period.

9.2 Both schools with the family should ensure safeguarding arrangements are in place between all parties over the duration of the dual roll period. Secure arrangements should be in place for the transfer of any child protection and risk management information.

9.3 A shared responsibility over the trial period of six school weeks with dual registration should be agreed with start and end dates detailed, SMART (specific, measureable, achievable, realistic and time-bound) targets and expectations for the pupil and review points set building on strengths of the pupil and using their pupil voice to support the planning.

9.4 When a managed move is not successful and is terminated, the parent should never be left unclear about where the child is expected to attend because of poor communication. This lack of clarity can amount to unlawful exclusion.

10. Transfer of Information and funding

10.1 The home school should send the complete set of documents listed below to the receiving school within five school days of gaining parent/carer agreement to a managed move.

These would normally include:

- Academic record
- Current Pastoral Support Plan/Individual Education Plan or other school document that shows the schools' graduated response detailing strategies and interventions used.
- Behaviour log for at least the previous 12 months to show any fixed-term exclusions, Internal isolations/seclusions, off-site placements etc.
- Attendance print-out for current year and complete previous year.

10.2 The Receiving School may wish to negotiate the transfer of funding if the pupil is formally admitted. The appropriate amount would be the balance remaining of the AWPU plus any other amounts pupil premium. Schools may want to negotiate the backdating of funds to the beginning of the trial period, thus agreeing funding arrangements prior to start of managed move is advisable.

Appendix A

Managed Move Process Overview

- The current school's head teacher* consults with parent/carers and the pupil about a possible transfer to another school. Parents/carers may approach their child's school themselves if they wish to discuss this as a potential avenue of support due to difficulties in school.
- If the parent/carers wish to consider a managed move, the current school would contact the preferred school, which may be at the Behaviour and Attendance Collaborative (BAC) meeting, to request consideration of the managed move request.
- If an offer is made and parent agrees the receiving school Head teacher arranges a meeting with the home school staff, pupil and parent/carers. Details of the managed move are discussed, sharing with pupil and family what the host school will do to support them and make them feel welcome? The following should be agreed:
 - The start date for the Managed Move
 - Specific provision and reasonable adjustments for the child in the receiving school including SMART targets. This should address any additional learning needs of the child (the receiving school will need to be prepared to commit additional resources to support the Managed Move, as appropriate)
 - Identify a named person who will lead the reviews
 - Timelines and what will happen if the Managed Move is successful or unsuccessful
 - Arrangements for dual registration and reporting attendance to the home school (absences and follow up are the responsibility of the receiving school)
 - Arrangements for responding to instances of inappropriate behaviour at the receiving school
 - Any other arrangements needing clarification for example travel to the receiving school
 - Parent/carers & pupil agree to transfer for a trial period of six school weeks
 - Signed copies of the Managed Move Parent/Carer and Pupil Agreement Forms are attached to the Managed Move Support Plan developed between the parties including set review points, reasonable adjustments with provision support arrangements and targets
- The support offer for the pupil will include a member of staff identified in the receiving school who will meet at a minimum weekly, many pupils will need more than this in the first couple of weeks, with the pupil to review progress towards the Managed Move targets. This provides the opportunity for the voice of the child to be heard and to identify what is both working well and areas where further support may be required.
- Towards the end of the trial six-week period an exit review meeting is held and a decision is made to enrol pupil at the receiving school or return them to the original school. Extensions are only appropriate in unusual circumstances such as long-term absence through illness. Any extension is confirmed in writing and copied as before. On the agreed date, the

pupil's name must be deleted from the admission register of the home school and the child is sole registered at the receiving school.

In the event of a managed moving breaking down

- In an instance of extreme serious behaviour, the receiving school may judge that the managed move is failing. The head teacher at the receiving school should:
 - Consult with the original head teacher **prior to any decision being made**
 - Confirm the decision to terminate the Managed Move in writing to parent/carers and home school head teacher specifying the date for pupil's return to original school.

- If the Managed Move is agreed by all parties to have broken down the home school becomes automatically responsible for the child. The head teacher of the home school will need to consider any support the child will require for successful reintegration back into the home school.

* Where head teacher is used in this document this responsibility may be delegated to a member of the school's senior management team. However, it is expected that the head teacher is kept informed and approves of activity at all times.

APPENDIX B

Managed Move Request Form

PART A – to be completed by the 'home' school

Current School:
School Contact:

Pupil's Surname	<input type="text"/>	Date of Birth	<input type="text"/>
Pupil's Forename(s)	<input type="text"/>	Year Group	<input type="text"/> Gender <input type="text"/>
Pupil's Address	<input type="text"/>	Ethnic Origin	<input type="text"/>
Parent/ Carer Name	<input type="text"/>	First Language	<input type="text"/>
Emergency Contact Name/Tel	<input type="text"/>	Free School Meals	<input type="text"/>
UPN	<input type="text"/>	Child in Public Care	<input type="text"/>
Mode of travel to and from current school	<input type="text"/>		
		SEN Statement	<input type="text"/>
		Pupil on Child Protection Register	<input type="text"/>
			(delete as appropriate)

Please attach the following documents:

1	Please attach a print out of attendance for the last two terms	
2	Please attach PSP reports, IEP, behaviour log, etc, as appropriate	
3	Please attach a print-out of academic data including SATs Levels, current and target grades, where available. Please attach a copy of the most recent academic reports.	
4	Highlighted Matrix of Need	

Additional Pupil Information:

Previous schools attended (state if on roll or a previous managed move) and details of any Alternative Provision used.

History of difficulties and reason for managed move request:

What provision has been made mad prior to request for a managed move? Please attach highlighted matrix of need

Other Agencies – please give details and contact numbers:

Pupil Vulnerabilities e.g FSM, CIN or CP:

Outline any SEN difficulties:

Are there any safeguarding concerns the school should be aware of?

Are there any medical issues the school should be aware of?

Are there any Health and Safety or potential risks the school should be aware of?

This section does not need to be completed if copies of academic data and recent reports have been attached. Please attach samples of work, if possible.

Educational attainment

National Curriculum – Please record latest teacher assessment/or SATs results.

PART B – to be completed by the parent(s)

<p>I have attended a review meeting of my child's progress and agreed that a Managed Move to an alternative school or provision is my preferred option. I would like to express a preference for my child to be transferred to the following:</p>	
<p>(Please list in order of preference)</p>	
<p>First preference:</p>	
<p>Second preference:</p>	
<p>Third preference:</p>	
<p>You may, if you wish, give reasons for your preference(s) below:</p>	
<p>What support do you think your child will need to be successful in a new school? Please tell us their areas of strengths and difficulties that we can use to support a placement with any new school offered.</p>	
<p>Parent'(s) Signature</p>	<p>Date:</p>

PART C – to be completed by the pupil

<p>I have been part of plans and discussions and agree that it would be helpful for me to make a new start at another school. (Please attach any pupil voice planning work undertaken, e.g. PATH)</p>	
<p>I have talked to the teachers (or other key adult) about what my strengths are and what support I would need to help me do well in a new school (attach pupil views or any visuals completed on planning for a move with the pupil, or write below).</p>	
<p>I agree to attend planning and review meeting at a new school to agree targets and work hard to keep the school rules.</p>	
<p>Signed:</p>	<p>Name of pupil:</p>



Department of Children's Services