



## LEWISHAM MANAGED MOVES PROTOCOL

**All schools in Lewisham, including Academies, will participate in the implementation of this protocol and will adhere to its requirements, particularly with reference to its timescales and in the provision of appropriately detailed pupil information.**

Sir Alan Steer in his report Learning Behaviour: Lessons Learned. A review of behaviour standards and practices in our schools (DCSF 2009) described Managed Moves as:

*“... an appropriate strategy to promote the reduction in numbers of pupils being excluded in mainstream schools. This should be seen as a piece of preventative work to support pupils at risk of exclusion.”*

There is no requirement from the Department for Education for schools to use Managed Moves, however in Lewisham, the local authority recommends that schools consider their use as an alternative to permanent exclusion.

Managed Moves between schools can be used as an intervention to reduce the risk of a child being permanently excluded or becoming CME (Child Missing Education).

### **A managed move may be considered:**

- If the pupil has a history of challenging behaviour and other support strategies have not been successful / if there has been a ‘one off’ incident which means the pupil would benefit from a fresh start but which would not lead to permanent exclusion in the absence of a school to school move.
- If the relationship between the pupil / family and the school / school community has broken down to an irrevocable degree.

### **Education, Health or Care Plan (EHCP) or Statement of Special Educational Needs**

Where a pupil has a statement of Special Educational Needs or EHCP, an interim review meeting (similar to an annual review) must be held prior to any transfer. It is a statutory requirement that the appropriate LA’s SEN Officer must be present at this meeting. Schools must consult with the SEN team about any proposed change to the placement of a child with a statement.

### **Children Looked After (CLA)**

Justification for the transfer of Children Looked After or pupils who are the subject of a statement needs or EHCP to be especially strong.

#### **1. Definition**

- 1.1 A Managed Move is a formal agreement between two schools, a child and the parents\*. It allows a child at risk of permanent exclusion to transfer to another school for a trial period. If the move is deemed to be a success, at this end of this period the child will formally transfer to the proposed school. If, during this period, the move is unsuccessful, the child will return to their home school. The move requires the agreement of the child’s parent, the headteacher of the child’s current school (the home school), and the headteacher of the proposed school. The home school should also notify the local authority Exclusions and Reintegration Officer.

#### **2. The context**

##### **To avoid permanent exclusion**

- 2.1 Current government guidance ‘Exclusion from Maintained Schools, Academies and Pupil Referral Units’ (2017) advises school leaders that ‘A pupil can transfer to another school as part of a ‘managed move’ where this occurs with the consent of the parties involved, including the parents.’
- 2.2 In certain circumstances, it may be appropriate to transfer a pupil to another school to reduce the risk of the pupil being permanently excluded. Such transfers should take place within the

\* Parent is used throughout this document to represent parent/carer or the local authority for any Looked After child. He, his and him are used to represent he/she, his/her and him/her

framework of this protocol, in order that schools are in no doubt as to who is responsible for the pupil at any time during the process.

- 2.3 Managed moves are to give the pupil a fresh start and to put their problems behind them. It is expected that the pupil's 'issues' will not follow him/her to the new school, unless interventions are required for safeguarding purposes to support the managed move.
- 2.4 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 his 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.
- 2.5 Generally, it is the collective expectation of schools and the local authority that a managed move must be considered prior to a permanent exclusion being implemented. Knife and weapon incidences should be considered against the level of safeguarding / risk for the individual pupil, other pupils and the school.
- 2.6 It is acknowledged that there may still be permanent exclusions and that schools will be approached outside of this process to accept pupils via the SEN team and the Fair Access Protocol.
- 2.7 Generally, it is not recommended that a managed move should be considered for a pupil in Year 11 however there may be exceptional circumstances when this may be considered at the discretion of the Headteacher of the receiving school.
- 2.8 In the majority of cases, the pupil would be expected to be at least at SEN Support of the SEND Code of Practice 0-25 years, thereby demonstrating that all other preventive strategies and reasonable adjustments ([https://www.equalityhumanrights.com/sites/default/files/reasonable\\_adjustments\\_for\\_disabled\\_pupils\\_1.pdf](https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf)) have been exhausted.

### **Breakdown in relationship between home and school**

- 2.9 Managed moves when there is a breakdown in relationship between home and school are difficult for all parties. Both home and school may feel the other is being unreasonable and a stalemate is reached, often creating a situation where a child is CME. In these circumstances, cases can be referred to the Fair Access Panel, either directly via the school or via an in year admission by the parent. If a school is feels an in year admission is an unreasonable response in the circumstances, this can be indicated on Section 9 of the In Year Admissions Form and / or an email sent separately to the Admissions Team requesting further investigation into the reasons for the in year transfer.

### **3. The process**

- 3.1 A managed move must be with the agreement of the pupil's parents and the proposed school, and should have the signed agreement of the parents. This will be known as the Managed Move Contract. The parent may wish to nominate a school but should be informed that there is no guarantee that their preference will be met.
- 3.2 A managed move to avoid permanent exclusion must form part of either the pupil's Pastoral Support Plan (PSP) or Individual Education Plan (IEP), for pupils with special educational needs or an EHCP.
- 3.3 The headteacher of the home school would normally contact the parents to agree the appropriateness of a Managed Move in the first instance. It is important at this stage that parents understand the process and their responsibilities (**Appendix A**).
- 3.4 If parents agree that a Managed Move is appropriate, the headteacher of the home school is responsible for contacting the headteacher of a proposed school to request the move, setting out reasons why the move might work. This should generally be the next appropriate school to the child's home, unless there are exceptional circumstances. The proposed school can exceed their indicated admission number to accommodate a Managed Move.

3.5 Schools within a federation will often arrange managed moves within the federation in the first instance and usually only consider managed moves outside the federation this cannot be accommodated.

3.6 Before convening the meeting, the home school will have to gather information to inform the Managed Move Meeting. This should include:

### **3.7 Views of the child**

While it is expected that that child should attend some if not all of the Managed Move meetings and encouraged to express views freely and honestly, it may be difficult to do this during the formal meeting. An adult who has a good rapport with the child should find out what s/he thinks about the current situation. It may be useful to have the parent or another adult not employed by the original school to help the child prepare a written statement or complete the questionnaire whenever possible. (see Appendices C and D)

3.8 **Evidence of all previous interventions.** This could include:

- Copies of IEPs/PSP reviews
- Behaviour log and consequences
- Behaviour analysis
- Evaluation of any strategies suggested by EPS or other professionals
- Attendance record and support
- Looked After Child's Personal Education Plan
- Exclusion data
- KS4 – record of options
- Most recent assessment and attainment data.

3.9 The key aspect of this evidence is the previous and current action on the part of the school to deal with the behaviour. The Managed Move will only make a difference if it can provide something more or new to current provision.

## **4. Managed Move meetings**

4.1 It is recommended that the headteachers (or appropriate senior leader) of both schools attend all Managed Move meetings. It may help for an additional key member of staff to attend to coordinate the support for the transfer.

### **4.2 Practical arrangements**

The Managed Move meetings are usually held at the proposed school.

The home school is responsible for inviting parents, and appropriate outside agencies giving ample advance notice. The home school may also liaise with the proposed school to invite professionals from other agencies (eg Educational Psychology Service, Health, Social Care) who may be able to work with parents, the child and the school to facilitate the Managed Move.

Wherever possible the meeting should be held during the school working day.

Parents are a crucial part of the Managed Move process and the school should try to arrange a time when it is convenient for the parents to attend the meetings.

### **4.3 The purpose of the Managed Move meeting is to:**

- Share an understanding of the reason for the move – briefly, as this will already have been discussed with parents, and the proposed school before the meeting.
- The factors that give the home school confidence that the move might work.
- Set targets for the child and commitments by both schools and the parents along with any other agency represented to make the move successful. One of the targets will normally be for the child to match the attendance target of the school.
- Clearly outline time lines and what will happen if the Managed Move is successful or not successful.

4.4 The proposed school may need to be prepared to commit additional support from within the school resources as part of the Managed Move as appropriate. This might, for example, include mentoring or a period of attendance within the Learning Support Unit alongside full mainstream school activities for the duration of the trial period. The school's Attendance and Welfare Officer should

also be involved if there have previously been attendance issues. A MASH referral should be completed if there are issues of concern.

4.5 Copies of correspondence and the Managed Moves Contract must be forwarded to the local authority Exclusion and Reintegration Officer within **five** school days for the purpose of tracking and monitoring. Lewisham will hold a database of all managed moves to help ensure that there is an equal distribution of such children. This data may also be considered when placing other children under the Fair Access Protocol.

4.6 School staff should agree with parents whether and for how long the child should attend the meeting.

4.7 Generally:

- A child at secondary school will attend the whole meeting
- A child in Junior years will join the meeting after the adults have agreed the main elements of the support plan
- It may not be appropriate for a child in Infant years to come to a Managed Move meeting at all. The child's parent or class teacher will need to talk to the child after the meeting.

In some cases the child may be too upset, anxious or angry to agree any commitments. This is normal and should not prevent the Managed Move going ahead if all other parties feel it is appropriate.

4.8 A Managed Move normally runs for 12 school weeks (or one school term). This will enable the proposed school to put an induction plan into place and give sufficient time to judge whether the child has benefitted from a fresh start and will be able to learn and achieve independently at the end of the managed move period. It will also ensure the child has the opportunity to meet the targets consistently. A formal review is held at around 6 weeks. In exceptional circumstances (such as long-term absence through illness) the plan can be extended for a further 4 to 8 weeks. Any extension should be agreed in writing with both the home and proposed school and the parent(s). The managed move contract must include a set date for a formal review, at which a final decision will be made as to whether the transfer will become permanent.

4.9 At the conclusion of the meeting, everyone will need to be clear about what is to be done, by whom and by when.

- The start and end date for the Managed Move which should be the equivalent to one school term or 12 school weeks.
- The proposed school must provide the pupil with a structured induction plan.
- A date for the 6 week Review Meeting will be set.
- Any agreed attendance arrangements; for example, it may not be appropriate for all pupils to transfer on a full-time basis with immediate effect.
- The date and time of the final review meeting.
- The arrangements for reporting and recording the child's attendance.
- Any other issues needing clarification such as transport, learning support, involvement of local authority officers and other support services and professionals.

4.10 At the agreed final review meeting, a decision must be made to determine whether the child will return to their home school or be permanently admitted to the new school.

4.11 Only one managed move is expected to be used in a pupil's secondary or primary school career. Should any further intervention be required the school should consider alternative provision.

## **5. Monitoring**

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

5.2 During the Managed Move the proposed school should provide the home school with a weekly record of the child's attendance.

- 5.3 The key people who attended the original meeting will be invited to the 6 week and to the 12 week review to examine progress.
- 5.4 Six week review meeting**  
All commitments agreed at the initial meeting need to be reviewed. School staff will share reports about the child'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 child usually stay the same for the 12 week period. If the current provision does not meet the child's needs, further measures should be identified at the review to help him sustain his place in the proposed school (**See Appendix F**)
- 5.5 12 week Review meeting**  
If a Managed Move is still in place by week 12, it is expected that the proposed school will deem it has been successful. The 12 week review is an opportunity to congratulate all concerned for making the move a positive one, including the child who has responded to the support offered.
- 5.6 School staff may continue to support and monitor their behaviour as in most cases the child will continue to have challenging behaviour despite the progress they have made.
- 5.7 If it appears that the Managed Move is failing between review periods, the proposed school will need to call an interim review with parents and the home school to discuss options.
- 6. AWPU**
- 6.1** If a Managed move is successful and the child single registered at the proposed school, the AWPU should be adjusted (see arrangements at **Appendix B**).
- 6.2 At the end of the academic year Lewisham's Exclusions and Reintegration Officer will make arrangements with Budget Team to transfer the level of funding to be transferred between establishments in accordance with relevant current formulae.
- 7. If the managed move breaks down**
- 7.1 If the headteacher of the proposed school feels that the Managed Move is not working, he will need to:
- Contact parents and the home school immediately – by phone if possible and by letter on the day of the decision, detailing the reason for ceasing the move (there is a template at **Appendix G**). The local authority Exclusions and Reintegration Officer should have a copy of the letter
  - Prepare a report for the home school detailing the support that had been provided as well as the attendance log. It will help the home school plan for the child's return if they know about strategies that had been partially successful as well as those that have not.
- 7.2 The proposed school does not need to call a meeting when the Managed Move has broken down. At this point, the home school becomes the focus for planning for the child.
- 7.3 The home school will need to convene a meeting to agree an education plan for the child within 5 school days of the end of the Managed Move.
- 7.4 The headteacher of the home school will need to consider the reasons for the failure of the Managed Move and follow the exclusion guidance in respect of any days that the child is not permitted to attend school after the Managed Move has ceased.
- 7.5 If the child behaves in a way that warrants a fixed period exclusion at the proposed school, the head should liaise with the headteacher of the home school to discuss the continued viability of the Managed Move.
- 7.6 If the child behaves in a way that would normally warrant permanent exclusion at the proposed school, the headteacher of that school will generally decide to cease the Managed Move. The headteacher of the home school can then consider the information provided by the proposed school

and consult with the local authority, if appropriate, before deciding whether to exclude and if so, for how long.

## **8. Exclusions and Managed Moves**

### **Managed Moves used as an alternative to permanent exclusion**

- 8.1 Occasionally a headteacher will permanently exclude a child for a one off offence
- serious actual or threatened violence against another pupil or a member of staff
  - sexual abuse or assault
  - supplying an illegal drug
  - carrying an offensive weapon
- 8.2 In such cases, the headteacher may not have previously alerted the local authority about the child but the headteacher has the option to withdraw the permanent exclusion in favour of a Managed Move if they wish. If the Managed Move subsequently fails, the headteacher may decide that the child can return immediately to the home school or that a fixed term exclusion is an appropriate response to the behaviour that led to the failed move.
- 8.3 Alternatively the headteacher may choose to state at the outset that the child will be permanently excluded from the home school with immediate effect should the Managed Move fail. In such cases this will be discussed before the initial Managed Move meeting with the local authority and recorded on the agreement signed by both headteachers and parents.

## **9. Keeping pupil registers**

- 9.1 During the Managed Move, the child remains on roll at the home school and the proposed school registers the child as dual registered.
- 9.2 On the day after the final review, if it has been agreed that the Managed Move has been successful, the child is sole registered at the proposed school and taken off the roll of the home school. The local authority Attendance Team will be able to advise further on using codes if necessary.
- 9.3 Any remaining school records should then be transferred by the home school to the proposed school. In the case of a pupil with a statement of SEN or EHCP, the statement or EHCP will need to be amended with the new school named.

## **10. Managed Moves and SEN**

- 10.1 Every effort should be made to avoid permanent exclusion of pupils with a statement of special educational needs or an EHCP. Where a pupil has a statement of SEN or an EHCP, and a Managed Move is required, an Emergency Annual Review of the statement/EHCP must be held, which must be attended by an appropriate officer from the Special Educational Needs Team.
- 10.2 Whilst awaiting a decision on a move, if a pupil behaves in a way which would normally lead to a permanent exclusion in accordance with the school's discipline policy, the school should consider a fixed-term exclusion.

## Appendix A

### Guidance on Managed Moves for Parents and Carers

#### **What is a managed Move?**

A Managed Move as a *'move to another school to enable the pupil to have a fresh start in a new school.'*

**Headteachers may suggest a Managed Move for a pupil who is in danger of being excluded.**

#### **How is a Managed Move arranged?**

Staff at the pupil's home school (the one where they are having difficulty) will talk to staff at the new school (the one where everyone hopes the pupil can have a fresh start). A planning meeting should be held with both schools, parents and the pupil. Other people who are involved in helping the pupil should be invited to this meeting too; for example the learning mentor or a Behaviour Support Service teacher.

#### **How long will a managed move last?**

Managed moves should not go on indefinitely. They are usually for a maximum of 12 weeks by which time a decision must be made if the change of school is to be permanent. Both schools and the family should decide this together.

Until this decision is made the pupil should remain on the register of the 'home school' so they always have a school place available to them. The register must be kept up to date at the home school with the new school providing attendance information at least weekly.

#### **What if things go wrong at the new school?**

Parents can help by keeping in touch with the school staff regularly so they can work with them to help the pupil before difficulties grow too big. If the new school is thinking about ending the managed move, the headteacher should hold an urgent review meeting with both schools and the family. If the Managed Move is ended this must be put in writing to parents and the pupil should return to the home school. The home school will work with the family to plan a new way forward.

The pupil's behaviour may still be covered by the home school's behaviour policy as well as the new school's policy. The home school and the new school do have the right to exclude the pupil if their behaviour is serious enough in either school.

#### **How can parents help?**

- Keep in touch with the school
- Take an interest in how your son or daughter is getting on
- Stick with it. Difficulties will not be resolved over night
- Attend review meetings and say how you feel things are going.

## Appendix B

# Funding for Managed Moves between Lewisham schools 2019/20

### 1. Claiming AWPU for managed moves

- 1.1 Schools should be able to claim funding for managed moves using an agreed formula. Managed Moves would be reported at every Fair Access Panel and recorded by the local authority using an agreed Record sheet.
- 1.2 This would incentivise managed moves as an intervention for children being considered for or at risk of permanent exclusion and therefore encourage schools to maintain balanced numbers of children coming into and going out of schools on managed moves.
- 1.3 **Model for calculating the cost of Managed Moves**
- 1.3.1 The AWPU rate is currently £3,246.12 for KS1/2, £4,564.49 for KS3 and £5,182.71 for KS4. The calculation is based on three dates:
1. The start date of the Managed Move
  2. The date of the October pupil Census following the Managed Move
  3. The April following the October pupil Census (when the funding is received by the school).
- 1.3.2 If a child starts a Managed Move in November, they will be entitled to 16/12 of the AWPU. This is because the child will appear on the schools census for the first time in the October census following the Managed Move and the funding will arrive to the school in the April following the census ie 17 months later. This is the most funding a school could receive for a successful Managed Move.
- 1.3.3 If a child starts a Managed Move in September, they will be entitled to 6/12 of the AWPU. This is because the child will appear on the schools census for the first time in October census (one month later) and the funding will arrive to the school in the April following the census ie 17 months later. This would be the smallest amount of funding for a successful managed move.
- 1.4 Currently there are no plans to support claiming back AWPU funding for the duration of an unsuccessful managed move.
- 1.5 **Raising invoices for Managed Moves**  
It is proposed that the Exclusions and Reintegration Officer (Access, Inclusion and Participation Team) would raise invoices termly to **reimburse schools** providing Managed Moves on agreed dates/deadlines, set annually. This would both provide administrative support for schools, thus potentially incentivising Managed Moves, and will encourage schools to register Managed Moves centrally at the local authority (which is a legal requirement), providing valuable data.
- 1.6 **Reporting back to schools and the local authority**  
The local authority will use Managed Moves data, together with other data collected from schools (eg on permanent exclusions and Fair Access Panel referrals), to provide reports to schools on Managed Moves and the work of the Fair Access Panel.
- This will provide a much needed strategic overview which will:
- 1.6.1. Help schools and the local improve understanding of, and outcomes for the borough's most vulnerable children.
  - 1.6.2 Meet local authority targets for reducing Permanent Exclusions
  - 1.6.3 Prevent other, less quantifiable negative outcomes for children of statutory school age in the borough.

### 2. Recording Managed Moves

- 2.1 Fair Access Panel members propose that schools would self score an impact rating for the child based on a combination of their behaviour, SEN needs, and family background, all of which would affect the interventions the school would be required to make to ensure the success of the Managed Move.
- 2.2 The record sheet also offers an opportunity to monitor the reintegration placements for children at New Woodlands and Abbey Manor College.

Data captured will be regularly reported on and reviewed and it is anticipated that over time, the process will be refined, providing increasingly accurate and informative data to schools and the local authority.



# **AWPU DEADLINES 2019/20**

## **Autumn Term Claims**

Reminder W/C 2 December 2019

Submit by 9 December 2019

Term ends 19 December 2019

## **Spring Term Claims**

Reminder W/C 16 March 2020

Submit by 23 March 2020

Term ends 3 April 2020

## **Summer Term Claims**

Reminder W/C 6 July 2020

Submit by 13 July 2020

Term ends 21 July 2020

NB Early submission dates for the summer term will allow time to process before the summer break.

## **Claim Form**

Forms can be at submitted anytime, using the form overleaf.

- Name, DOB, Year Group
- Sending School
- Proposed School
- Start date
- Date on Roll
- Scanned signatures agreeing to transfer of AWPU
- Copy of managed move agreement

## **Reimbursement**

For claims between maintained schools where the budget is managed by the LA, AWPU funding will be transferred via a Journal.

For academies who are claiming AWPU for a pupil they have received on a managed move, an invoice will need to be raised to the LA for the LA to claim on their behalf and then reimburse the money.

For schools claiming AWPU funding from an academy for a pupil they have received on a managed move, an invoice will need to be raised by the proposed school and sent to the LA for the LA to claim on their behalf and then reimburse the money.

**Please speak to your bursar or school business manager for further guidance.**

## Managed Move Claim Form

<b>Pupil First Name</b>	<b>Pupil Family (Surname)</b>
<b>Date of birth</b>	<b>Year Group</b>
<b>Home School</b>	
<b>Receiving School</b>	
<b>Managed move Start Date</b>	<b>Pupil on Roll at Proposed School Date</b>
<b>Signature Headteacher Home School (scanned)</b>	
<b>Signature Headteacher Proposed School (scanned)</b>	

Please return your completed claim form to: [managedmoves@lewisham.gov.uk](mailto:managedmoves@lewisham.gov.uk)

Please note claims will be calculated from the 1<sup>st</sup> of the month in which the pupil started the managed move at the proposed school. Schools will be reimbursed the proportion of the AWPU according to the table below:

<b>Agreed payments</b>	
Start Date	1 <sup>st</sup> of month immediately before start date
Sept	7/12
Oct (pre census)	6/12
Oct (post census)	18/12
Nov	17/12
Dec	16/12
Jan	15/12
Feb	14/12
Mar	13/12
April	12/12
May	11/12
June	10/12
July	9/12

## Appendix C

Form for home school to share information

# Managed Moves

### Prior to set up meeting

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

Child's name	School
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Please tick in one box only for each category <input type="checkbox"/>	Overall good	Overall satisfactory	Overall poor
Attainment			
Effort			
Attitude to staff			
Attitude to peers			
Homework			

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

SEN – Code of Practice Level and category	LAC status	Ethnicity	Attendance	Exclusions (current academic year)
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Names of other relevant professionals	Current level of involvement
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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 parent to ensure that the child 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 <b>yes/no</b>

**Appendix D**  
**Child's View**

<b>Name</b>	<b>Date</b>
My thoughts about school	

The things I like best at school are:

The things I am good at or interest me are:

The things I don't like about school are:

I think school would be better for me if:

## Appendix E

Managed Move Review Initial Meeting	
Date of meeting	
Child's name	
Address	
Name of home school	
Home school representative	
Name of proposed school	
Proposed school representative	

Reason for proposed move
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What do staff from home school know about the child that makes them think the Managed Move might be successful?
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What needs to happen for this Managed Move to be successful?

<p><b>The child will:</b> (example text only, please amend as appropriate)</p> <ol style="list-style-type: none"><li>1. <i>Co-operate with the programme arranged by completing class work and homework to the best of their ability</i></li><li>2. <i>Distance themselves from trouble with other pupils and avoid fights or arguments.</i></li><li>3. <i>Find _____ (staff name) or _____ (staff name) to ask for help if there are any difficulties.</i></li><li>4. <i>Take advantage of the support offered by _____ School/Academy.</i></li></ol>
<p><b>The child's parent will:</b> (example text only, please amend as appropriate)</p> <ol style="list-style-type: none"><li>1. <i>Communicate positively to _____ (pupil name) about school, raising any concerns about staff with school directly and appropriately.</i></li><li>2. <i>Engage with any reasonable interventions to support _____ (pupil name) progress and achievement.</i></li><li>3. <i>Ensure (Pupil's name) attends (proposed school) regularly and punctually</i></li><li>4. <i>Ensure (Pupil's name) adheres to the conditions set out in this agreement</i></li><li>5. <i>Inform (staff name) immediately of any problem identified by (pupil name) which may lead to the termination of this managed move</i></li></ol>
<p>The pupil and parent will be expected to adhere to the proposed school's Behaviour policy / Code of Conduct.</p>

<b>The proposed school will:</b> (example text only, please amend as appropriate)	
<ol style="list-style-type: none"> <li>1. Encourage _____ (pupil name) in school work and keep in regular (specify daily/weekly/fortnightly) contact with parents / carers, home school and other agency staff.</li> <li>2. Take part in regular (specify weekly/fortnightly/half term) reviews, which will be attended by all those signing this agreement.</li> <li>3. Offer praise and reward whenever appropriate.</li> <li>4. Record attendance and inform home school weekly (see Managed Move Guidance)</li> </ol>	
<b>Named contact for the child and parent:</b>	
<b>The home school will:</b> (example text only, please amend as appropriate)	
<ol style="list-style-type: none"> <li>1. Keep the pupil on roll and record attendance on the register.</li> <li>2. Take part in regular reviews, which will be attended by all those signing this agreement, including both schools.</li> <li>3. Accept the pupil back in school to plan a way forward should this be necessary.</li> </ol>	
<b>Other agency commitment to Managed Move:</b>	
<b>Start date and time:</b>	
<b>Date of interim review</b>	<b>Final review</b>

<b>If the Managed Move fails:</b>	
<b>Attendees' Signatures:</b>	
<b>Parent:</b>	<b>Child:</b>
<b>Home school:</b>	<b>Other Agency (please state):</b>
<b>Proposed school:</b>	<b>Other (please state):</b>

Copies of this agreement to be sent to

- Parent/carer
- Pupil
- Home School
- Proposed School
- LA Exclusions & Reintegration Officer



Appendix F

<b>Managed Move Review</b>
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Date of Meeting:
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<b>Address</b> If changed since previous meeting
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Home School Representative	
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Proposed School Representative	
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Progress towards integration:
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School support including level of success to date:
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Child's parent contribution to the move:
--

Other agency:
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**Additional information:**

**Outcome of review:**

**Date of next meeting:**

**Cc**

## Appendix G

Sample letter for failed Managed Move (to be inserted)

Dear (Name of Parent or Guardian)

(Child's name) (Date of birth)

I have today made the decision to end the Managed Move arrangement that was set up with (name of home school headteacher) and (name of AEO) on behalf of the LA, 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 headteacher 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 headteacher of home school) will be in touch to discuss what will happen next.

If you would like more advice about Managed Move procedures please contact XXXX:

020 8314 xxxx

[FAP@lewisham.gov.uk](mailto:FAP@lewisham.gov.uk)

Yours sincerely

Headteacher

Copy to: [FAP@lewisham.gov.uk](mailto:FAP@lewisham.gov.uk)

Headteacher home school



# Outreach Inclusion Service

*Supporting schools and families with the social and emotional wellbeing of Lewisham's children.*



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## Document to support a successful transition of a CYP on a Managed Move

### Aim

- To explore protective factors that will enable a CYP be successful and feel supported by the new school
- To develop collaborative responsibility between school, home and CYP in making a MM successful and the onerous to be just on the CYP to change

### Key notes

- Research shows that there are protective factors that impact on the likelihood of a MM being successful or not. These include:
  - Has schools have explored and understood some of the CYP diagnoses/undiagnosed needs
  - Making the CYP feel like they belong to the school
  - Effective home/school relationships
  - Developing CYP's strengths
- A CYP is more likely to succeed if the original school is honest about a CYP's needs and believe the MM can be successful

<b>Student School Profile</b>			
<b>Name:</b>	<b>School:</b>	<b>Year:</b>	<b>Form:</b>
<b>Things that I am good at:</b>		<b>Things that I find tricky:</b>	
<b>Ways that people can connect with me:</b>		<b>Allocated member/s of staff:</b>	
<b>My hobbies:</b>		<b>Extra curricular activities I attend currently:</b>	
		<b>What extra curricular activities I will do at school:</b>	
<b>My targets:</b>			
<b>School's targets:</b>			
<b>Parent/carer targets:</b>			
<b>Agreed review dates:</b>			
<b>Notes:</b>			

This is a strength-based profile. The young person, parent/carer and school all have a role in completing and supporting the implementation of this profile.

Targets should relate to belonging, learning and building positive relationships.

Example of Pupil School Profile

<b>Student School Profile</b>			
<b>Name:</b> <b>Sarah Jane</b>	<b>School:</b> <b>Medoff</b>	<b>Year: 9</b>	<b>Form: 9B</b>
<b>Things that I am good at:</b>	Bike riding Cooking Computing	<b>Things that I find tricky:</b>	Writing Spelling Getting on with other girls
<b>Ways that people can connect with me:</b>	Minecraft Cake Take That You Tube hair tutorials	<b>Allocated member/s of staff:</b>	Ms Gibbings (LSA) Mr Geoff (PE teacher)
<b>My hobbies:</b>	- Bike riding - Baking cakes - Developing computer programmes	<b>Extra curricular activities I attend currently:</b>	None
		<b>What extra curricular activities I will do at school:</b>	Athletics
<b>My targets:</b>	<ul style="list-style-type: none"> <li>• Developing at least 3 positive relationships with adults in school</li> <li>• Considering at least 3 lessons I enjoy</li> <li>• Attend at least one afterschool activity</li> </ul>		
<b>School's targets:</b>	<ul style="list-style-type: none"> <li>• To allocate SJ at least 10 credits a week</li> <li>• For an allocated member of staff to make contact with SJ at least once a day</li> <li>• For the allocated member of staff to share three of SJ's positive achievements with parent/carer weekly</li> </ul>		
<b>Parent/carer targets:</b>	<ul style="list-style-type: none"> <li>• To help SJ prepare for school every day</li> <li>• To learn something about SJ's day on a daily basis</li> <li>• To make contact with school on a weekly basis</li> </ul>		
<b>Agreed review dates:</b>	Monday 18 <sup>th</sup> April Monday 22 <sup>nd</sup> May Monday 21 <sup>st</sup> June		
<b>Monday 18<sup>th</sup> April Notes from meeting</b>	<p>SJ has made an excellent start to Medoff School. She has been joining in with two different after school activities and appears to have developed some friends in her year. SJ mentioned finding English lessons challenging as she is struggling with the reading. We have agreed to screen for dyslexia and provide some addition TA support in the lesson to see if this helps SJ.</p> <p>Ms Gibbings has been phoning home weekly with at least three positive achievements. We would like SJ to focus on punctuality, as that has been a concern the school has raised.</p>		
<b>Monday 22<sup>nd</sup> May Notes from meeting</b>	<p>SJ is continuing to work well at Medoff. We completed her dyslexia screening which highlighted some traits of dyslexia and this will support SJ when she comes to take formal exams. We have also arranged for SJ to start mentoring, as she appears to be supportive with younger peers. SJ has attended two Athletics sessions, which she reportedly enjoys very much. We were concerned that SJ got quite upset following a verbal incident with another peer. We discussed moving forward how we might handle it in future. SJ found the RJ following the incident helpful and since then no reported concerns.</p>		
<b>Monday 21<sup>st</sup> June Notes from meeting</b>	<p>SJ has started mentoring and is enjoying this. Both the girls she mentors weekly are also doing well so we feel this has been a positive intervention. The school has awarded SJ with a certificate of achievement for her efforts whilst being at Medoff School.</p>		