

Managed Moves: Good Practice

Overview Description

Managed moves were introduced by Government in 2004 as one alternative to permanent exclusion. The principle aim of a managed move is to facilitate collaborative problem-solving between the school, CYP (child or young person) and their families, to support the CYP to move schools to improve their educational outcomes. It is an opportunity to provide a CYP a 'fresh start' (DfE, 2011). At present there is no statutory requirement for schools to use managed moves and there are no set standards provided by the DfE for best practice.

In Manchester there is a Managed Move Protocol which states that

- The purpose of a Managed Move is to facilitate a formal process leading to the transfer of a pupil to the roll of a new school.
- A Managed Move is one strategy in a toolkit of potential interventions. It is expected that the range of support and intervention strategies available to schools will be deployed before consideration is given to a Managed Move.
- Managed Moves are most effective as a tool for early intervention.
- Managed Moves are a consensual process where all parties (schools, child, parents / carers) must be in agreement.
- Managed moves must only be undertaken when it is in the best interests of the child / young person.
- Appropriate management of risk and sharing of information must be central to the Managed Move process
- Managed Moves should be seen as a part of a whole school behaviour strategy. The school's behaviour strategy should have been applied and in the majority of cases, the pupil would be expected to be supported at School Action of the SEN Code of Practice and have a Pastoral Support Plan / CAF in place, before a Managed Move is negotiated.

The information in this section seeks to compliment rather than replace MCC's Exclusion Guidance and Toolkit which can be found in our Schoolshub.

(<https://www.manchester.gov.uk/schoolhub/site/index.php>)

This chapter will instead draw on what research tells us are the factors that support positive and successful managed moves – for children/young people, their families and their schools.

When should managed moves be considered?

Research suggested that managed moves typically occur in one of three circumstances:

1. Peer dynamic difficulties – CYP reports feeling isolated, bullied or is regularly getting into peer disputes.
2. Breakdown of relationship between the CYP and teaching staff or between the school and the parents.
3. Behaviour patterns created by unmet SEN need.

It is helpful, then, for schools to consider if any of these issues could be addressed and resolved prior to considering the appropriateness of a managed move.

Manchester's guidance provides detail about when a managed move may or may not be considered appropriate:

In what circumstances will a Managed Move be appropriate?

- *If a pupil is experiencing difficulties which appear to be leading towards permanent exclusion, disaffection or self-exclusion from school and if all the school's behaviour strategies have been tried and have failed, then a school and parents may think that a new start at another school might help.*
- *A new start through the agreed Managed Moves process has to be seen as a positive strategy. It is not a punishment or a threat but rather a means of keeping pupils in school and reducing exclusions.*
- *In certain cases, a managed move may be organised as an alternative to permanent exclusion following a one-off serious incident, or other exceptional circumstances.*

When is a Managed Move not appropriate?

- *A Managed Move should not be used as an alternative to permanent exclusion, except in exceptional circumstances.*
- *A Managed Move should not be used as a means of by-passing normal admissions processes for Manchester schools.*
- *A Managed Move should not normally be used for a pupil in Year 11. A referral for alternative provision may be appropriate and should be discussed with parents.*
- *A young person subject to a child protection plan should not have a Managed Move unless this forms part of the plan.*
- *Where a pupil has a Statement of Special Educational Needs, careful consideration must be given to whether it is appropriate to follow the Managed Move process since it could cut across statutory process.. Advice should always be taken from the appropriate SEN Officer. The exception to the above concerns children who are subject to planned 'reintegration' moves from special schools back to mainstream. This is a hugely positive step for a young person, and requires appropriate collaboration and support from the schools involved and associated support services before, during and after the move. These 'Managed Moves' should be managed by the appropriate Statement Review process.*
- *Where a pupil is Looked After, a Managed Move can only be considered with the full involvement and agreement of the social worker who is responsible for the care plan.*

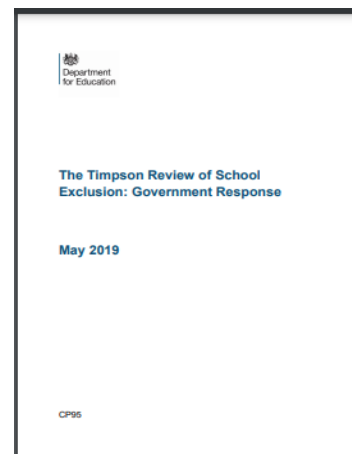
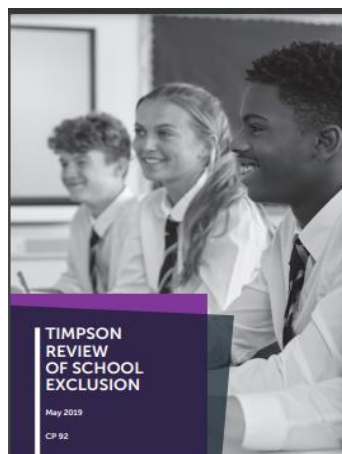
Research and Relevant Publications

Three research studies have been drawn on particularly:

- Flitcroft, D & Kelly, C (2016) 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, *Emotional and Behavioural Difficulties*, 21:3, 301-313,
- Messeter, T. and Soni, A. (2018) A systematic literature review of the 'managed move' process as an alternative to exclusion in UK schools, *Emotional and Behavioural Difficulties*, 23:2, 169-185.
- Craggs H, Kelly C. School belonging: Listening to the voices of secondary school students who have undergone managed moves. *School Psychology International*. 2018;39(1):56-73.

Three key DfE documents have also informed this chapter:

- School exclusion: a literature review on the continued disproportionate exclusion of certain children May 2019.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800028/Timpson_review_of_school_exclusion_literature_review.pdf
- Timpson Review of School Exclusion (2019).
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf
- The Timpson Review Government Response (May 2019).
http://data.parliament.uk/DepositedPapers/Files/DEP2019-0527/Timpson_Review_of_School_Exclusion_Government_Response.pdf



Best Practice – what supports a successful managed move?

Research highlighted the following as being important for a successful and positive managed move experience:

Preparation and Information sharing prior to the move

- Creating an induction timetable
- Staff from the receiving school going to the current school and meeting with the CYP prior to the move to start establishing a positive relationship
- CYP being given information about the new school such as a plan of the school, names/photos of key staff, information about options/exams (if in KS8 upwards).

Pupil views listened to

- Prior to and following the move, both schools actively listen to the pupil's views about why the current school place has not worked, what they think might help them in the future.
- Pupil views about strengths and interests (areas where they can succeed) are sought.

Strong home-school partnership

- Joint problem solving throughout the move – listening to parental views about how best to support their CYP
- Recognition that the move will create anxiety for the parent and the CYP and they will need additional support/reassurance.
- Receiving school actively seeking to build parent confidence/trust through active collaboration.

A personalised Support Plan

- Receiving school seeks to ensure pupil needs are met (including special educational needs).
- Pupil receives additional pastoral support as appropriate to need.
- Pupil's strengths are known and built upon

Strong Relationship with staff

- A key member of staff is identified who will be a listening ear and help the pupil feel safe.
- Staff will seek to help the pupil feel welcome and valued through their interactions.
- Staff in the receiving school will be provided with the information they need to ensure they can personalise their approaches – “know what works”

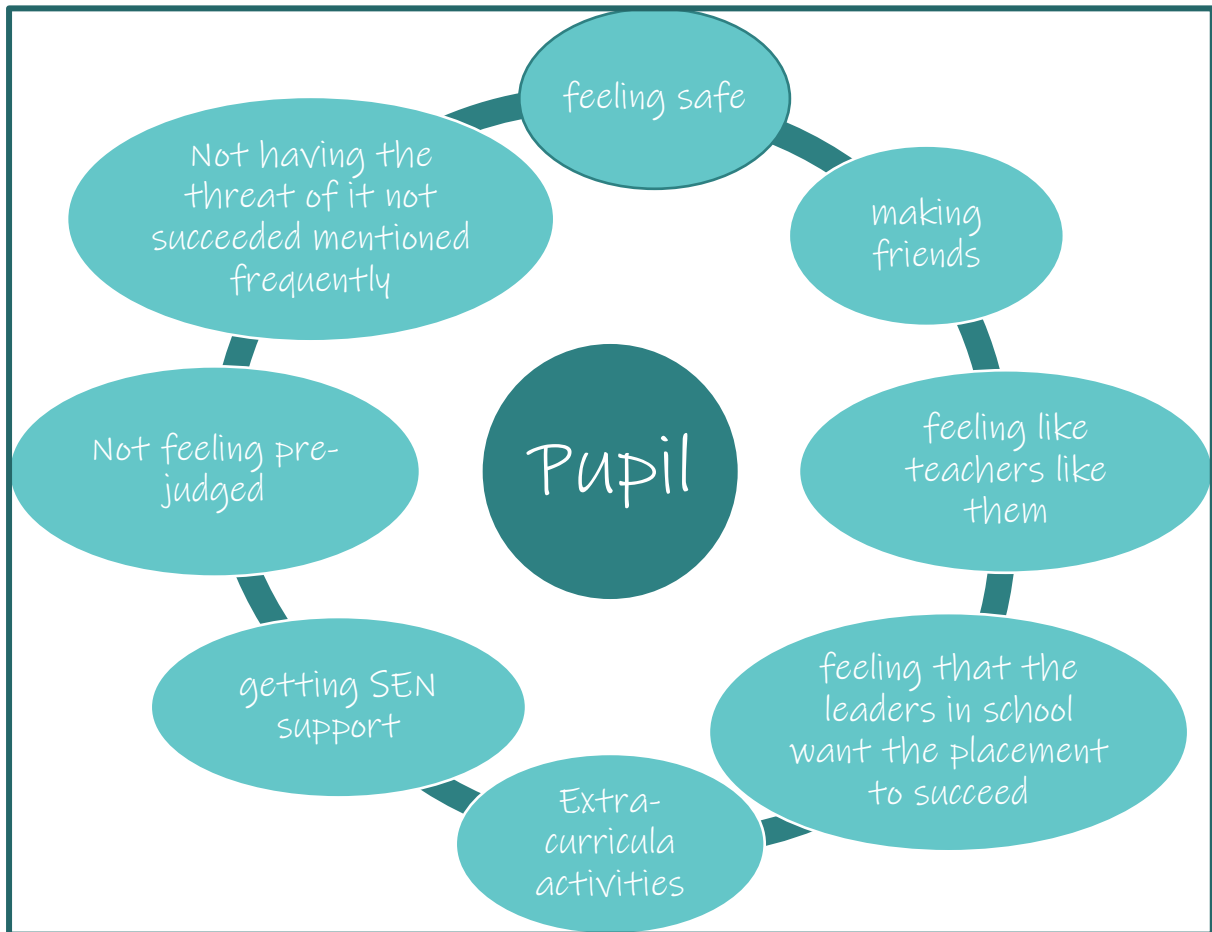
Positive language and welcome

- Meeting with the Headteacher takes the approach of being a ‘welcome’ not a warning.
- Schools take care to talk about a fresh start not a ‘trial’ ...where there is an emphasis on developing a sense of belonging for the CYP rather than possible negative outcomes/consequences
- Both schools take ownership of the pupil – and are clear about this in the language they use.

Effective school systems

- Excellent communication between the home and receiving school with both seeing the other as a key partner
- Good internal systems of communication in the receiving school
- Pastoral support seen as important for every CYP

Best Practice – what pupils tell us supports the move?



Best Practice – Key Message from Research

Research typically finds that a managed move is most likely to succeed if the pupil feels a sense of belonging to their new school. Approaches to support pupils to develop feelings of belonging are going to be helpful therefore – See Section Two of this toolkit.

How a move proceeds is key in the success of the move itself. Positive outcomes are linked to the inclusive ethos of the school, and pupils feeling they are genuinely cared about, wanted, listened to and supported.