

Croydon Council

A staged approach to supporting primary schools to prevent permanent exclusions

Val Burrell-Walker MBE

Strategic Lead for Safeguarding in Education, Behaviour and FAP Processes

September 2022

The permanent exclusion of a child from school can have long lasting negative consequences and impact upon their futures. Those children, who are at risk of permanent exclusion, are children who need additional support and intervention in order to be successful in education. Whilst the needs of the vast majority of children can be met in mainstream school with the right support it is accepted that there will always be a very small number of young people, whose needs are more complex and as such will need more specialist education settings in order to be successful.

Primary schools therefore have a critical role in supporting vulnerable children at an early stage in their education; identifying any additional needs or underlying factors; and putting in place appropriate interventions to assess and support the child either to succeed in mainstream or move onto a long term specialist SEND provision.

The decision to exclude a pupil permanently should not be taken lightly and must be a conscious decision based upon disciplinary grounds in line with the school behaviour policy, guidance and legislation. It should never be seen as a passive or supportive act carried out in order for them to gain additional support.

This guidance will support primary schools with preventing permanent exclusions by ensuring children's needs are identified and supported at an early stage; encourage schools to self-evaluate and seek external advice; promote the use of the Early Help; and ensure compliance with statutory guidance with regard to exclusion; the SEND Code of Conduct and Equality Act 2010.

An overview of the guidance

This guidance covers:

- a) **Actions to be undertaken by schools and the local authority to identify, assess and support children whose challenging behaviour is placing them at risk of permanent exclusion.**
- b) **The statutory guidance issued by the Department for Education in respect of their expectations on schools to identify needs and support children before a head teacher decides to permanently exclude a pupil.**

What is our approach to preventing exclusions in primary schools?

Croydon Council has adopted a new staged approach for supporting schools to prevent primary permanent exclusions. This model has four stages:

SELF-EVALUATION
EXTERNAL ADVICE & GUIDANCE
PRIMARY INCLUSIVE PRACTICE FORUM

PRIMARY FAIR ACCESS

These four stages underpin our belief that permanent exclusions should be a last resort and that prior to exclusion all necessary support has been explored and

exhausted. As a principle this process seeks to support children to be successful in their current schools wherever this is possible. Maintaining existing supportive relationships with professionals is desirable and we seek to minimise transitions to new settings, unless they are considered to be the most appropriate option.

How will the Learning Access teamwork with schools

Reducing permanent exclusions remains a key priority for Croydon Council. We will work in partnership with schools to promote inclusive practice and assist in respect individual children who are at risk of permanent exclusion.

This will be done through the staged approach set out in this guidance and will consider the requirements set out in the Department for Education (DfE) guidance in relation to assessment, support and intervention for children considered to be at risk of permanent exclusion.

However nothing in this guidance takes away from a head teacher's right to exclude a pupil on disciplinary grounds, providing this is done lawfully and in line with the DfE guidance on exclusions and other related legislation.

Department for Education guidance on exclusions

The Department for Education issues statutory guidance in respect of exclusions. This states:

The decision to exclude a pupil must be lawful, fair, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

A decision to exclude a pupil permanently should only be taken:

- *in response to a serious breach or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*

It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting.

The full statutory guidance can be found on the Department for Education website.

Safeguarding young people

If during this process the pupil is identified as being at risk of or has experienced harm a referral should be made to Children's Social Care immediately so they can instigate a statutory response to protect the child. If the child is at risk of immediate harm the police should be called using 999. Action in these circumstances overrides this staged approach. The priority is to protect the child.

Stage 1: Self-evaluation

When a head teacher is becoming concerned that a child's behaviour is such that they are considered at risk of permanent exclusion the head teacher should review what actions the school have already undertaken to identify the reasons for the poor behaviour, evaluate the impact of those interventions that have been put in place anything else that may be needed.

This stage is linked to a number of aspects of the DfE statutory guidance. It states:

The head teacher should take account of any contributing factors.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.

The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

In order to comply with statutory guidance the expectation is that schools will, for any pupils considered at risk of permanent exclusion:

1. Complete the self-reflection tool, which can be found at Appendix A.
2. Consider whether an Early Help Assessment would assist with the identification of any additional or unmet needs the pupil may have.

3. Assess, using appropriate screening and assessment tools, whether the pupil may have previously unidentified SEN or a disability.

Having undertaken the above head teachers should ensure that appropriate interventions are put in place in response to any underlying factors that are identified.

Where an Early Help Assessment identifies additional or unmet needs the school should, together with parents/carers, convene a Team Around the Family/Child (TAF/TAC) meeting, devise a plan and make referrals for support as appropriate.

Where special educational needs or a disability are identified schools must make reasonable adjustments and provide appropriate support as needed. They should follow the SEND Code of Practice and implement an appropriate SEND support plan. If appropriate this should be seen through to seeking at Education, Health & Care Plan (EHCP).

In addition schools could also consider using behaviour diagnostic tools, such as the Boxall Profile or McSherry's 'Coping in Schools Scale', to better assess a child's behaviour and identify areas for intervention and support.

As well as support for the pupil the head teacher should also consider whether in order to appropriately support the young person who is at risk of exclusion there is a CPD need for their teachers and/or other staff. For example if they young person has an autistic spectrum condition do they need training in order to better understanding of how to differentiate teaching for pupils with the condition.

When evaluating interventions head teachers need to be mindful that these do not always have an immediate impact and support may need to be maintained over a long period time for progress to be made and improvements in behaviour to be noticed.

Any findings from Stage 1 should be fully implemented and evaluated before moving to Stage 2.

Stage 2: External advice and guidance

If, having carried out a self-evaluation review of a child's behaviour, there has been no improvement in their behaviour and the child remains at risk of permanent exclusion they can move to Stage 2.

This stage is linked to a number of aspects of the DfE statutory guidance. It states:

The exclusion rates for certain groups of pupils are consistently higher than average. This includes pupils with SEN; pupils eligible for free school meals; looked after children; and pupils from certain ethnic groups. The ethnic groups with the highest rates of exclusion are Gypsy/Roma; Travellers of Irish Heritage; and Caribbean pupils.

In addition to the approaches on early intervention ..., the head teacher should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion.

As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with EHC plans and looked after children. The head teacher should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked after child.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support ... may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

At Stage 2 head teachers should seek external advice and guidance from other professionals for any young person still considered at risk of permanent exclusion.

The head teacher should seek advice and guidance from another primary head teacher. This could be another head teacher in your academy trust; a head teacher within your cluster; or another head teacher you know through another means. The role of the external head teacher is to provide peer advice with regard to the child's behaviour and suggest strategies, approaches or interventions that the school may not have already considered.

In addition at Stage 2 schools should consider what further external advice may be appropriate to support the young person. This could include referrals to:

- An educational psychologist to carry out an assessment
- CAMHS
- Social care/Early Help/Family Resilience
- Speech & Language Assessments
- ASD outreach support
- Other professionals as considered appropriate

In the case of looked after children it is expected that schools seek advice and guidance from the child's Virtual School and their social worker as part of any review.

If a child has an EHCP the school should consider carrying out an interim or early review of the child's EHCP and seek advice from the child's SEND caseworker.

Recommendations from any external advice and guidance should be implemented and evaluated before referring to Stage 3.

Stage 3: Primary Inclusive Practice Forum

If, having carried out Stages 1 and 2, there continues to be no improvement in the child's behaviour and they continue to be at risk of permanent exclusion then they can be referred, with the consent of the child's parent/carers, to Croydon Council's Primary Inclusive Practice Forum.

This stage is linked to the section of the DfE statutory guidance, which states:

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN.

The forum will bring to the local authority's attention children who are at risk of permanent exclusion. This will be a multi-agency forum, chaired by a manager from the Learning Access team and provide an opportunity for a round table discussion with other schools attending that forum as well as other educational professionals. It will meet on a three weekly basis and will review those actions undertaken at Stages 1 and 2 and consider what the appropriate long term educational plan might look like for the child so that appropriate advice and guidance can be offered to the school.

In some cases an officer from the Learning Access team may be assigned to work more closely with the school over a period of time to support with co-ordinating TAF/TAC meetings. The purpose of this will be to provide fresh leadership to any plan and provide a bridge between the schools, the family and any other agencies in seeking to work together to support the child/family and to prevent a possible permanent exclusion.

Schools may request support with a managed move to another mainstream primary school. In which case they will be expected to state what they expect another mainstream primary school to do, that they are unable to do, and provide a rationale as to why a fresh start in a new mainstream primary is likely to be more successful than their current school. If a managed move is felt to be appropriate and the child's parents/carers consent, if needed, officers from the Learning Access team can assist with identifying possible schools and brokering any move by supporting the move through a TAC/TAF.

Schools do not need to go through the Primary Inclusive Practice Forum in order to arrange a managed move. These can be arranged between two head teachers themselves. The managed move good practice guide can be found at Appendix B. All managed moves do however need to be notified to the Learning Access team by completing the notification form in Appendix B and sending it to primaryfairaccess@croydon.gov.uk

If the child already has an EHCP then schools should, rather than refer to the Primary Behaviour Inclusion Forum, carry out an interim review of the EHCP and engage with the young person's SEND caseworker. The purpose of this is to assess whether the school needs additional resources to meet the young person's needs or whether they need to seek a more specialist long term SEND placement that is more appropriate.

Stage 4: Primary Fair Access Panel

If, having been through Stages 1, 2 and 3, there continues to be no improvement in the child's behaviour and it is felt all appropriate assessments have been carried out and support put in place then a referral, with the parent/carer's consent, to the Primary Fair Access Panel may be considered. This is at the threshold point where a more specialist intervention in an external setting needs to be considered. This is only for the most complex cases that are reaching crisis point

The panel will meet on a half termly basis and will be chaired by a primary school head teacher. As well as these complex at risk of permanent exclusion cases the panel will also consider placements in mainstream schools for 'hard to place' young people under the Fair Access Protocol. All primary schools are therefore expected to co-operate with the local authority in securing mainstream school places and supporting planned reintegration places for such children. This will ensure that vulnerable children get another chance to succeed in a new setting.

The panel will be multi-agency and include head teacher representatives from primary schools; as well as representatives from Learning Access; SEND; Beckmead and Early Help.

The panel will not consider referrals for children with EHCPs. These need to follow the SEND EHCP process as the panel is not able to place children in specialist SEND settings.

The panel will also not consider referrals from pupils in Reception; in the autumn term of Year 1; and in the Spring/Summer term of Year 6.

It is felt in regard to those in Year R and early part of Year 1 that time is needed for any interventions and support to have an impact; for transition issues to have settled; for SEND to have been explored; and for the curriculum adapted to meet the needs of the young person. The impact of these over time need to be considered before any other actions are considered.

With regard to those in Year 6, given their upcoming transition to secondary school, it is felt that a further transition to a new setting at this stage of their education is not

desirable. Schools should seek to support students for the remainder of Year 6 and support with transition support to secondary school.

One option available to the panel is a short stay intervention placement at Bramley Bank. Places at Bramley Bank are extremely limited and therefore only those most in need of a more specialist off site intervention will be agreed. If the panel feels that a short term place at Bramley Bank is appropriate then it could agree the placement.

Any such placements would be for a maximum of two terms and would be with a view to pupils returning to their school at the end of the intervention period. In some cases they may only attend Bramley Bank on a part time basis, with them remaining at their school the balance of the time.

Pupils will remain on a dual registration with their home school throughout the period of placement at Bramley Bank. If an EHCP is being applied for, it is expected that the home school continues to see that process to its conclusion. If it is agreed that the exit plan for the child should either be a new mainstream school or transferring long term to a specialist provision with an EHCP then they should not be removed from the roll of the originating school until they have started in the new setting.

Other options available to the panel could include:

- Further advice and guidance to the school around interventions.
- Support from an officer from Learning Access to lead on a TAF/TAC plan (as set out in Stage 3).
- Broker a managed move to another mainstream primary school (as set out in Stage 3).
- Recommending that schools initiate an EHCP application process and continue to educate and support the child whilst that is being processed.
- If an EHCP has already been applied for, continue to educate and support the child until that process has been completed.

Completed referral forms should be submitted to primaryfairaccess@croydon.gov.uk

Managing places & reintegration to mainstream school

Places at Bramley Bank are limited and are therefore at a premium. In order for new students to be admitted steps need to be taken not only to gate-keep admissions to the provision, but also create capacity by ensuring those ready who can return to mainstream schools can be reintegrated.

Therefore the co-operation of head teachers around their willingness to admit 'hard to place pupils', either when they first move into Croydon; are in need of a managed move; or when they are ready for reintegration, is an essential component of the Fair Access process in order to ensure there are places at Bramley Bank.

Such pupils will be referred to the Fair Access Panel a placement at an appropriate school will be identified in line with the fair access protocol. The Fair Access Panel has powers to direct the admission of such pupils however we would rather work in partnership with schools.

Learning Access contacts

Lead contact

Val Burrell-Walker
Fair Access Manager
val.burrell-walker@croydon.gov.uk
07979793502

Other contacts

Mark Malcolm
Attendance & Exclusions Manager
mark.malcolm@croydon.gov.uk
07710 183652

Appendix A: Stage 1 – Strategic Reflection Tool

At Stage 1 of the Croydon staged approach to supporting primary schools to prevent permanent exclusions head teachers should use this strategic reflection tool to ensure that they have exhausted all options/strategies available within your setting.

Considerations		Yes/No
1.	Are there any underlining reasons for the child's behaviour? E.g. bereavement, DASV, housing, poverty, health of the parent/carer, safeguarding, attachment, drug/alcohol misuse, gang related activity, CSE.	
2.	If so, has the school explored the impact of this on the behaviour of the child and adjusted their support accordingly? For example, have the staff involved with the child, including senior leaders, received training on the particular area of vulnerability?	
Evidence/impact:		
3	Is the child eligible for PPG funding?	
4	If so, has this funding been used to support the child's behavioural needs? E.g. Nurture provision, ELSA support, Drawing and Talking, Lego Therapy, Place to Be, specialist behaviour advice/support, therapeutic support, including mentoring schemes.	
Evidence/impact:		
5	Is the child being supported on a 1:1 basis throughout all of the time that it is needed?	
6	How has this support impacted on the child's ability to manage within the school day?	
Evidence/impact:		
7	Does the child have a Special Educational Need or Disability?	
8	If so, how has the funding to meet the first £6,000 of additional support been used to meet the needs of the child?	
Evidence/impact:		
9	Has the curriculum been adapted to meet the needs of the child?	
Evidence/impact:		

9	Is the child going through a period of transition? For example half a term before or after a change of teacher or year group, move to a new school, change at home?	
10.	If so, has everything been done to support the child with this transition?	
Evidence/impact:		
11.	Has the school collaborated with another school over ideas or strategies to support the child? E.g., Discussed the case/sought advice & ideas from a colleague within another school setting, joint initiatives, shared projects, considered a managed move?	
12.	If so, what has been the impact of this collaboration?	
Evidence/impact:		
13.	Is quality of teaching/experience of the staff involved with the child a factor to consider?	
14.	If so, what more can be done to support the staff in meeting the needs of the child?	
Evidence/impact:		

Appendix B – Managed Moves: Good Practice Guidance

1. Introduction

- 1.1 Schools, parents and pupils have used a 'fresh start' in a new school as a formal or informal alternative to permanent exclusion for many years. A change of school can be particularly valuable if it is perceived that a pupil's difficulties are the result of inappropriate peer relationships or if the relationship of trust between parent and school has broken down.
- 1.2 Best practice suggests that managed moves are planned between schools with the consent and co-operation of respective student's parents/carers in collaboration with the Local Authority. Managed Moves are best used as part of the school's early intervention strategies.
- 1.3 It is recommended that there is a clear protocol to govern the use of 'managed moves' as an alternative to permanent exclusion to ensure consistency of practice
- 1.4 It is the view of Croydon Council that 'managed moves' can be a useful tool to avoid permanent exclusion but that such moves must be carefully planned and implemented if the pupil's difficulties are not to be exacerbated leaving the sending school with no option but to refer to the Primary Fair Access Panel.
- 1.5 Managed moves have been evidenced to be successful when schools and parents are transparent in their sharing of information.
- 1.6 This guidance does not apply to pupils moving in and out of PRUs. Such pupils will usually be subject to dual registration and the PRUs have their own guidance for schools on pupils who are accepted for respite at a PRU or who are being reintegrated to mainstream school.
- 1.7 When a pupil is 'managed moved' to a new school the new school should place the pupil on roll and take over full responsibility for that pupil. A managed move is a trial period at a new school and is undertaken with the agreement of all parties (including the parents/carers). All parties must be aware of what will happen if the managed move fails. The maximum time for this trial period is twelve weeks and fixed period needs to be set at initial meeting. Planned review meetings should be held with school and parent/carer at six weeks intervals.

If placement is agreed to be unsuccessful, pupils must return to their original school. The school where the pupil was attending on the managed move should produce a report setting out the interventions and support put in place and the reasons it was unsuccessful.

- 1.8 Failure of a managed move should not automatically lead to Permanent Exclusion. Schools should make their decisions re next steps at their discretion on an individual case by case basis.

2. Good practice to be followed

2.1 The following is considered to be a step by step 'good practice' guide to 'managed moves':

- Meeting at original school with parents/carers and pupil explores the option of a 'fresh start' at a new school. Pupil and parental preferences are sought and the realities of the situation discussed. Minutes of the meeting are kept on pupil's file. It may be appropriate to invite other adults who have been involved with the pupil to this meeting.
- Managed Moves for students with Statements of Special Educational Needs or Educational Health and Care Plans need to be referred to the SEN team.
- In respect to Looked after Children the child's social workers; carer and the Virtual School must be notified of any managed move.
- The Head teacher makes contact with the 'new school', discusses the pupil and secures school's agreement to the transfer in principle. In some cases, it might be appropriate for another professional to make the initial approach.
- The Learning Access team can assist head teachers with identifying schools with vacancies in the appropriate year group if needed.
- Parents are requested to complete the LA School transfer form.
- The original school sends paperwork to the new school including (as a minimum):
 - the pupil's attendance records
 - conduct log
 - copies of any IEPs or PSPs
 - current academic attainment data.
 - any medical needs
- Details of child protection and safeguarding information should be shared, in the appropriate manner, with the receiving school only once managed move has been agreed between all parties.
- As deemed appropriate a risk assessment could be completed by the sending school and sent to receiving school as part of initial information sharing process.
- The new school meets with the parents and pupils. At this meeting as well as the expectations of the new school and general arrangements for transfer and induction (e.g., uniform requirements, times of school day etc.) the pupil's support needs should be discussed. Individual support plan is devised by the school in consultation with parent/carer and young person. A start date should also be agreed. This should be no later than two weeks after the meeting.

- The pupil's progress should be reviewed with parents after the first two weeks and then half termly until the pupil is considered well settled. If placement is agreed to be unsuccessful, return to original school is supplemented by a full report.
- The transfer is agreed, and the school notifies the Learning Access Team.
- The pupil is dual registered for the period of the managed move and can only be ended when confirmation of a successful move is received from the new school.
- The pupil is offered a start date and the full record is transferred from the original to the receiving school. This must include all records relating to Child Protection/safeguarding concerns which may have been held separately from the child's main school record. These should be transferred within three weeks from the date of the approach.

2.2 Evidence from this and neighbouring LAs suggests that if the move is not properly planned and in particular if parental or pupil wishes have not been fully considered then the 'managed move' is not likely to be successful. **It is essential** that the transferring pupil should be well supported by the new school during the transition period. This should include as a minimum entitlement:

- access to a named adult with whom the pupil/parent can share anxieties and concerns;
- access to a specialist behaviour mentor or teacher in order to address behaviour concerns and peer support through a buddy or mentoring scheme.(More detail is given in 4 below)

3. Support for pupils

3.1 The following could be considered as support for transferring pupils. The list is not exhaustive and the support can be 'mixed and matched' in order to provide an appropriate individualised package:

- Access to the SENCO or specialist SEN teacher for baseline testing and needs assessment
- Specialist SEN teaching support
- Learning or Behaviour Mentor individual support
- Access to the school's assigned Educational Psychologist
- Access to small group support in eg Social skills or anger management
- Access to a counsellor
- TA support
- LSU support/Pastoral Support
- Peer support – e.g., a buddy
- In school support procedures such as report cards, access to a named teacher, etc.
- A mentor from the voluntary or community sector
- Access to after school clubs and activities
- Learning mentor from virtual school if appropriate (LAC only)

4. Funding

4.1 When a pupil is subject of a 'managed move' during the financial year it is for schools to agree what, if any, funds will be transferred to the new school to support the managed move. AWPU is automatically corrected for the Autumn and Spring terms, and it would seem reasonable to transfer the remaining portion of the AWPU from the original school to the new school along with a Pupil Premium Grant (PPG). This would mirror the DfE requirements for funding arrangements concerning permanently excluded pupils.

Funding to support pupils with a statement of SEND/EHCP will automatically be transferred to the receiving school with effect from the date of transfer provided that SEND is informed. Schools can also make use of delegated SEN funding to purchase additional support for pupils.

4.2 The receiving school should consider using 'in-house' support for example learning or behaviour mentors, LSUs etc.

5. Practice to be avoided

5.1 Advising parents to remove their child from roll and 'find another school'. In practice this often results in the child being out of school for a considerable period of time.

5.2 Advising parents to remove their child from roll and 'Electively Home Education'. In practice unless parents are seeking to 'educate otherwise' for philosophical, ideological or religious reasons the education provided is rarely 'suitable or efficient'. This may also place the pupil at additional safeguarding risks.

5.3 Transferring children without adequate induction or support.

5.4 Providing receiving school with insufficient information and/or unrealistic picture of student's strengths, difficulties or needs. This practice could result in negative impact on the child.

Other professionals who may be involved with pupils and their parents/carers who could be involved at any stage during the 'managed move' process:

- SENCO
Mentor or Teaching Assistant
- Assigned Educational Psychologist
- Member of the Virtual School (if looked after)
- Support teacher
- Education Welfare Officer
- Social Worker

MANAGED MOVE INITIAL MEETING

2022-2023

Date of meeting	
Pupil's name	

Name of home school	
Home school representative	

Name of proposed school	
School representative	

Reason for proposed move
What do staff from home school know about the pupil that makes them think the managed move might be successful?

Fixed Term Exclusion History		
Dates of Exclusion	Length of Exclusion (days)	Reason for Exclusion

Risk Assessment	
Type of Risk Assessment	Comments

What needs to happen for this managed move to be successful? Targets
1
2
3

The pupil will:

The school will:

Named contact for the pupil and parent

Responsibilities of parents/carers

Any other agencies' commitments to the managed move

Start date and time

Transport arrangements

Induction programme

What will happen if the young person gets into difficulties (relapse management)

Arrangements for recording and reporting attendance

--

Date of interim review

Final review

--	--

If the managed move is unsuccessful

--

Dual Registration Agreement:

1. Pupil's name remains on the admission register of original school
2. Pupil attends receiving school full/part time from date _____ under dual registration arrangements
3. Both schools, parents, pupil, and other agencies where appropriate, work in partnership to ensure the managed move is successful
4. All parties agree to attend the interim review on the date given above
5. Until the young person is placed on the admission register at the receiving school, the decision to issue any exclusion rests with the head teacher at the home school
6. If the behaviour is extreme, the receiving school head teacher may end the managed move at which time parents, original school and the Inclusion team will be informed in writing of the date the pupil will return to the original school
7. A decision will be made at the review regarding which school the young person will attend in the future. The managed move should not be extended beyond 12 school weeks unless there are exceptional circumstances.

SIGNED:

Parent(s) Pupil

Head teacher (Home School)

Head teacher (Receiving School)

Date of Agreement

MANAGED MOVE REVIEW MEETING

Date of Meeting:	
Pupil's name:	

Home School Representative	
Proposed School Representative	

Progress towards meeting targets:
--

Please tick in one box only for each category ✓	Overall poor	Overall satisfactory	Overall good
Attainment			
Effort			
Attitude to staff			
Attitude to peers			
Homework			
Attendance			

School support including level of success to date

Pupil's parent contribution to the move:

Other agencies:

Additional information

Outcome of review:

Date of next meeting:

Contact: managedmoves@croydon.gov.uk