

NORTH WEST AREA INCLUSION PARTNERSHIP

*Protocol and Guidance for Offsite Directions/Managed
moves.*



North West Area Inclusion Partnership Protocol and Guidance for Offsite directions/Managed moves

Introduction and General Principles

There are circumstances in which it is appropriate to arrange a transfer of a pupil to another school. Offsite directions are one of several strategies used to help support young people within our city. If coordinated and supported within an agreed structure an offsite direction can be a beneficial strategy to all parties concerned and can help to reduce conflict and/or suspensions. There is a clear expectation from the local authority that AIPs will prevent permanent exclusions. Offsite directions and managed moves can play a significant role in achieving this aim.

Schools within North West Leeds have agreed to make greater use of offsite directions between one another. This process can help prevent a child or young person from being permanently excluded and provide them with a fresh start and new skills to improve behaviour.

It is with these principals in mind that this protocol and guidance document has been agreed. The guidance will ensure that wherever a child is subjected to an offsite direction that they are equitably shared across schools and that, where applicable, the appropriate support is given to pupils, schools, and parents. *Please note that an offsite direction is when the governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Governors may delegate this responsibility to a designated member of school staff.*

Fair Access Panel (FAP) and Inclusion Subgroup (ISG)

The North West FAP and ISG meet monthly throughout the academic year with regular attendance of core members from North West schools and supporting agencies.

The chair of the group, reports on developments both of a preventative and case work basis. This will include issues arising from the wider contextual development of the AIP.

Reports regarding North West children in local or AIP commissioned provision can be tabled for information and/or discussion.

Primary schools will meet as required to discuss possible offsite directions and managed moves between schools. This process is usually supported by the AIP

Offsite Directions Protocol between North West Schools

An offsite direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off site directions should only be used where ‘in school interventions’ and/or ‘outreach’ have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in Alternative provision.

DFE guidance Suspension and Permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement pg. 19 point 33.

The HOME school's governing body will officially inform the parent/carers and pupil of the offsite direction to another school. (The Governing body may delegate these powers to designated school staff). If the corporate parent is the local authority the 'Virtual school' responsible for Children Looked After and whoever has parental responsibility of the child need to be consulted. Please also note that a Child Looked After **cannot** be moved to a school that is not 'Good' or 'Outstanding.'

The Home school will be required to complete an e-passport for recording purposes of the offsite direction and to evidence support/strategies completed. The AIP should be informed of all offsite directions for data reporting purposes. This ensures we have a record of the move but moreover can help to identify support needs.

The **HOME and HOST** school liaise with the AIP to arrange a meeting with the pupil, parent/carers and where applicable the AIP representative. The focus of the offsite direction is discussed including relevant background information, support plans and curriculum. The 'HOME school' will complete a Non-Academic Rates of Progress (**NARPS**). The offsite direction agreement form should be completed with a copy uploaded to the e-passport by the AIP representative.

After the initial meeting, a midway review meeting will take place usually by week 4. For the purpose of the review, the HOST school should complete a NARPS proforma. This will enable supporting staff to track and monitor progress. A final review meeting is then scheduled towards the end of the agreement. The duration of an offsite direction will normally be for 8 weeks.

A successful Offsite direction could be:

A return to the HOME school after a successful placement
HOST school could offer a permanent place i.e. managed move

If a permanent place is offered, this cannot be retracted, and the process of a managed move is started. The managed move process can start immediately. However, the schools in question may require a period of time to enable the transferring of pertinent documentation.

OPTION 1	OPTION 2
OSD 8 week offer of support and return to HOME School	OSD with the opportunity of a Managed move
This is also known as a reset. Time out for the pupil as the HOME school have tried several approaches to no avail.	Same process is followed however if ALL parties agree, and it is deemed appropriate. The child and family therein can be offered enrolment onto the HOST school roll usually at the end of the process.
AIP will support, NARPs to be completed, review meetings and a return to HOME school at the end of the intervention	AIP will support, NARPs to be completed, review meetings held with the offer of a managed move at the end of the intervention
Please note: All school personnel involved in the coordination of a OSD need to clarify and confirm their intentions from the outset. Parents need to be fully aware of their rights and schools intentions before any proposed move. Despite the offer of a managed move the family have a right to stay with their current school and cannot, under any circumstances, be forced into accepting a managed move.	

When is an Offsite direction appropriate?

- To prevent serious behaviour incidents that could lead to repeated suspensions or permanent exclusion.
- Where there is a history of deteriorating behaviour. This can be identified by analysing behaviour trends and suspension data for specific young people.
- Conflict and serious tension between peers and/or young person to staff which would be resolved with a period out focusing on behaviours/needs.
- A range of preventative strategies have been tried with little to no improvement. This can be tracked over a period of at least one to two terms and should (where applicable) have included a conversation with the AIP regarding 'appropriate and supportive pathways'
- Multi professional panels recommend that an offsite direction would help to alleviate the issue(s) i.e. Early Help Plan, SEMH panel etc.

Managed move

A Managed move can be offered by the HOST school at the end of the offsite period.

Following a successful OSD and the HOST school offers a permanent place. (All parties **must agree** to the proposed move). When offered at this point it should not be retracted.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then an offsite direction should be used. DfE guidance Suspension and Permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement pg. 22 point 48

Red Cases – ‘Immediate Managed move’

- An alternative to permanent exclusion after a ‘serious one-off’ incident which is unlikely to reoccur in another school.
- Two schools from within the partnership agree to a ‘Immediate Managed move’ to prevent a permanent exclusion
- As an exit strategy from one of our local AIP inclusion bases (Trust/Pennington)

Offsite Direction - Amber	Red ‘Immediate Managed move’ (Headteacher level)
Type of student / circumstances: <ul style="list-style-type: none"> • Behaviour concerns • Parents requesting support (for specified reasons), and a ‘direction’ is considered by school as part of the solution • Fresh start to break a cycle of negative behaviour • Breakdown in relationships and a reset is required • In addition to the above statements but to include professional opinion of need 	Type of student / circumstances: <ul style="list-style-type: none"> • Significant incident and to avoid a permanent exclusion • Complete breakdown in relationship with 'home school' (child) • A range of strategies tried no improvement which could lead to a permanent exclusion • Exit strategy from a local Inclusion bases <p>Funding to be considered between schools</p>
Support from AIP: Weekly visits	Support from AIP: Intense (twice weekly) Transition support from the respective Inclusion base
Reasons for students returning to ‘home’ school: <ul style="list-style-type: none"> • Persistent breaches of Host Schools behaviour policy (evidence required) • Significant poor attendance (unexplained) • Unable to settle in new school, evidence indicates that child's SEMH needs are being negatively affected • Safeguarding issues that render the move unsustainable 	Reasons for an alternative being sought through AIP: <ul style="list-style-type: none"> • Complete breakdown in relationship with new school • Complete failure to engage with new school • Safeguarding issues that render the move unsustainable • Persistent, serious breaches of behaviour policy

Year 6 & II cases

For Year 6 or II Transfers we would use the same terminology for OSD but the process i.e. duration of the placement would potentially be for the remainder of the academic year. Results would remain with the HOME school but children and families are to be made explicitly clear about their rights within the process i.e. they have a right to return to their original school. Cases of this nature tend to be for incidents of a significant nature which could have led to a permanent exclusion, or a referral to Alternative Provision. However, given the time of year the partnership is trying to maintain a child’s place in a mainstream setting. *Possible scenario*

Term 1 *if started in September of any given year* – OSD – Initial 8 weeks offer as per agreement, extended to coincide with the academic year with a set number of reviews **or** return to HOME school *(returning to Home school can happen at any stage but in most cases only if there is a significant safeguarding or health & safety breach).*

Term 2 – OSD would potentially crossover into the start of the GCSE or SATs exam period. Therefore, arrangements for exams to be discussed but they may well be sat in either establishment.

Unsuccessful Offsite direction

In instances of *extreme or unacceptable behaviour the HOST school may judge that the offsite direction period should end before the expected end date. The HOST school's nominated representative should:

- Consult with the HOME school nominated representative and the AIP lead or officer
- Confirm the decision to terminate the trial period to parent/carer
- Nominated representative should specify the date for the pupil's return to their HOME school. Completing the Offsite direction end of placement proforma.
- Discuss the reasons for the breakdown and subsequent decision with the young person
- Keep a record of communication i.e. e-mail, letter

Please note that given some offsite directions may be implemented to prevent a child from being PEX. The AIP via the Chairs requests that schools explore **all available options before terminating.*

End of placement overview

An end of placement proforma is completed by the HOST school to support the HOME school with any additional strategies/approaches. This should also help to aid the transition back to their original school. The completion of the NARPS and regular updates on the e-passport provides all parties with a thorough overview of the pupil's journey.

Pupil voice (AIP to do):

Case studies capturing pupil voice will be completed by the AIP officer at the end of the process.

Registration of pupils on an OSD/MM:

During the offsite direction to another school, pupils must be dual registered.

North West Area Inclusion Partnership role

- **For Primary and Secondary Schools,** the NW AIP should be informed of **all** offsite directions. AIP staff will update school leaders of recorded Offsite directions at each Inclusion subgroup (Secondary only) and via FOS/AIP annual reports.
- NW AIP is available to offer support and advice to schools. In some circumstances this advice will be extended to the parent/carer and may include visits to the family home. Our role will be to support the school(s) with the process and provide 1:1 support for the young person.
- The NW AIP will maintain a record of all Offsite directions and Managed moves from North West schools.
- The NW AIP will attempt to ensure that timeframes are adhered to and where possible additional support will be provided.
- The NW AIP will ensure a copy of the NARPS is available to both HOME and HOST schools.
- **The e-passport will be used to store reports and NARPS.**

Overall responsibility

The HOME school is responsible for directing and informing parents and pupil of the offsite direction.

- Where an offsite direction was used to prevent a permanent exclusion and the move has broken down, a trial period of half a term should be considered in the HOME school before any possible next steps. However, this does depend on the severity of the breakdown and should be assessed on an individual case basis
- The young person is to remain on the roll of the HOME school. If the HOST school offer a permanent place, they will agree the managed move timeframe which could be up to a maximum of two weeks.
- The HOME school should inform any external agency of the offsite direction whilst also ensuring that the details are included in any supporting processes i.e. EHP, YOS, PEP
- On successful completion of an offsite direction and the HOST offers a permanent place, the young person's personal documents should be transferred to the HOST school within 3 working days of the agreed managed move. Academic records, IPRA, support plans, e-passports, attendance, EHP and CP details.
- The AIP will upload agreements, NARPS and case closure reports onto the e-passport system.