



Guidance for off-site direction, and managed moves

1. Vision and Values

The Rainbow Multi-Academy Trust aims to build a brighter future together. It puts children first, looking to provide them with a truly outstanding, inspirational, and inclusive world-class education. We are a charity that runs our group of schools for the common good.

We currently have thirteen primary schools with a mixture of community and church schools and we work together closely to support, challenge and inspire each other to improve the learning for the pupils in our learning community.

We are respectful of the identity and character of individual academies and of a school's strengths, as well as understanding where it needs to make improvement.

We are resourceful in that we do whatever it takes and mobilise the support needed to bring about improvement.

We are responsive to the context of each academy and its particular needs and adapt our strategies as circumstances change.

We are relentless in our pursuit of improvement and adopt a 'no excuses' approach – believing that every child can achieve.

We are resilient in persevering with improvement despite challenges and setbacks.

2. Purpose

The purpose of this guidance is to ensure that any use of off-site direction and managed moves within Rainbow MAT schools meets national legislation and guidance.

It establishes a consistent Trust-wide process for planning, monitoring, and reviewing these interventions so that:

- they are only used in a child's best interests, and only after in-school strategies have been exhausted or where the child would otherwise face suspension or exclusion;
- there are clear lines of communication between the home and host schools regarding safeguarding, attendance, and curriculum;
- parents are informed, engaged, and their views actively sought, recognising that off-site directions do not require formal consent while managed moves must be voluntary and agreed by all parties;
- children continue to receive a broad and balanced education while away from their home school;
- interventions are targeted at addressing underlying needs and improving behaviour for the future; and
- for an off-site direction there is a clear and structured plan for successful reintegration into the home school from the outset.

Off-site direction and managed moves must never be used as a punishment for past behaviour. Their purpose is to enable children to re-engage positively with education, build new learning habits, and reduce the risk of further suspension or exclusion through structured, supportive intervention.

3. Legal and Policy Context

The use of Off-Site Direction and Managed Moves is governed by national legislation and guidance, which recognises that these are essential behaviour management tools when used fairly, proportionately, and as part of a wider graduated approach to inclusion.

This includes:

- Education Act 2002 (Section 29A): Governing bodies of maintained schools may direct a pupil to attend another educational establishment temporarily to improve their behaviour.
- Education (Educational Provision for Improving Behaviour) Regulations 2010: Sets out notification, review, and consultation duties for off-site direction.
- DfE Suspension and Permanent Exclusion Guidance (August 2024):
 - Paragraphs 36–47: Off-Site Direction
 - Paragraphs 48–52: Managed Moves
- Alternative Provision: Statutory Guidance (DfE, 2025): sets out expectations for safeguarding, curriculum, and quality of provision.
- SEND Code of Practice (2015): Requires liaison with the Local Authority where the child has an EHCP and continued delivery of identified support.
- Equality Act 2010 and Children and Families Act 2014: Continue to apply throughout any placement.

4. Off-Site Direction

Off-site direction is a significant intervention. Such arrangements must only be used in exceptional circumstances and only where they are clearly in the child's best interests. Before an off-site direction is considered, the headteacher must ensure that all reasonable in-school strategies and interventions have been exhausted or that the child would otherwise face suspension or exclusion.

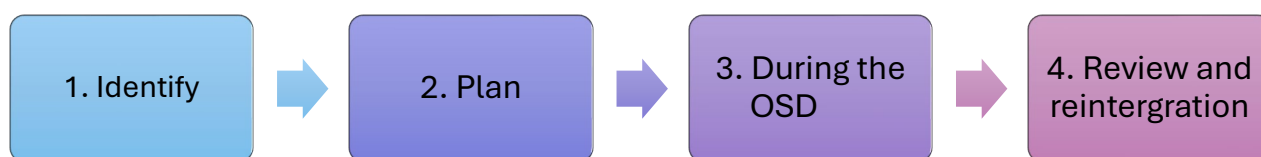
The decision to direct a child off-site should only be taken by the headteacher after discussion with the Trust Safeguarding Lead and Director of Education. The headteacher of the child's home school remains accountable for the child's education, progress, and welfare throughout the off-site direction.

For time-limited off-site direction (where the conversion to a managed move is not planned from the outset), reintegration to the home school must be planned from the beginning of the process.

Each off-site direction must have:

- clearly defined objectives linked to improving the child's behaviour;
- a specified, short-term duration (one day to twelve weeks);
- a review and reintegration plan agreed at the outset; and
- documented parental consultation and pupil voice.

Procedure for Off-Site Direction



1. Identification and Initial Discussion

- Consider off-site direction only after in-school strategies, outreach, or alternative interventions have been exhausted.
- Speak to the Trust Director of Education or Safeguarding Lead to discuss whether an Off-Site Direction would be suitable for a child.
- Reflect on the LA's Inclusion Pathway and any previous multi-agency involvement.
- Ensure current assessments of behaviour, SEND, and safeguarding are reviewed.
- Record the rationale for the off-site direction decision on My Concern and in the school's behaviour log on BROMCOM.
- If the child is fostered or in the care of the Local Authority, the child's Social Worker must be part of the discussion from the start, and the Headteacher of the Local Authority's Virtual School **must** agree to the Off Site Direction before starting the process.

2. Planning and Agreement

- Identify a suitable host setting or AP provider and confirm that:
 - the school is graded at least 'Good' in its most recent Ofsted inspection for 'Behaviour and Attitudes' or 'Expected Standard' for 'Attendance and Behaviour';
 - their safeguarding, SEND, and behaviour policies are up to date, meet statutory compliance, and are available on their website;
 - all staff have up-to-date safeguarding training;
 - the school has positive handling procedures and trained staff in school.
- Arrange a planning meeting with the headteacher of the host school.
- Arrange a planning meeting with parents/carers, if appropriate the child, and, where applicable, the LA.
- Under Section 29A of the Education Act 2002 parental agreement is not required for an off-site direction. However, it is always preferable that parents are supportive partners and they must have an opportunity to share their views.
- Agree the proposed maximum duration (no longer than twelve weeks).
- Before agreement, there must be robust information sharing, including:
- Before agreement, there must be robust information sharing, including completion of an off-site direction plan including (appendix 1):
 - purpose and objectives;
 - behaviour support in place at the host school;
 - strategies that have been effective;
 - advice on risk management and support;
 - curriculum arrangements and current attainment ;

- IBP Plan / EHCP Learning Plan targets and provision;
 - any current or historic assessments by external professionals;
 - attendance data
 - safeguarding and attendance communication protocols between home and host schools;
 - review and reintegration timelines;
 - transport arrangements;
 - uniform arrangements;
 - FSM entitlement.
- Provide formal written notice to parents (Appendix 2 (A if they support the placement / B if they do not support the placement), and the LA if the child has an EHCP, no later than two school days before the placement begins, confirming:
 - the reason for the off-site direction;
 - details of the placement including names of key staff and times of school day;
 - start and end dates;
 - review arrangements; and
 - contact details for both settings.

3. During the Off-Site Direction

- The headteacher of the home school retains overall responsibility for the child's education, safeguarding, and attendance.
- The host school will need to register the child as 'on roll' at their school.
- Attendance will be recorded by the home school using Code D (dual registration), and by the host school using the normal attendance codes.
- On the first day of the off-site direction, the host school will hold an integration meeting to support the child and their parents to get to know the school. At this meeting, it is essential for the host school to share their behaviour policy and expectations.
- The response to any behaviour incidents will be determined by the host school's behaviour policy, this includes suspensions or exclusions.
- The home school will oversee the administration of any suspensions or exclusions during the off-site direction period.
- The home school and the host school will maintain regular contact to monitor progress.
- The home school will keep parents updated regularly on the child's progress and wellbeing throughout the placement.
- Both settings will collaboratively work towards the agreed outcomes of the placement and always with a view to positive reintegration.
- The host school will ensure the child continues to receive a broad and balanced curriculum.
- Any concerns about behaviour, attendance, or welfare must be reported immediately to the home school's Headteacher and DSL.
- The host school will adjust support for the child if new needs emerge during the placement. They will keep the headteacher of the home school informed.

4. Review and reintegration

- Reviews must take place at intervals determined by the schools, with no more than six weeks between reviews.

- The home school is responsible for the administration of the review.
- Parents and, where relevant, the LA may request a review in writing. The schools must comply with this request unless a review has taken place within the previous 10 weeks.
- The home school will provide at least six days' written notice of each review meeting to parents (and the LA if applicable).
- Reviews should include relevant professionals (e.g., Social Care, EIT, CAMHS, SaLT etc) as appropriate.
- The home school must notify parents in writing of the decision from the review within six days, stating:
 - whether the off-site direction will continue, end, or be extended;
 - the new review date (if applicable); and
 - the reasons for the decision.
- All reviews must consider progress, impact on behaviour and engagement, and readiness for reintegration.
- Reintegration planning must include clear next steps, success measures, and support upon return to the home school.

5. Managed Moves

A Managed Move is a voluntary, planned process that provides a child with a fresh start in another mainstream school when a change of setting is considered the most effective way to improve behaviour, engagement, or wellbeing.

It is a permanent transfer, agreed by the home school, the receiving school, and the parents/carers. Once the Managed Move process has started, it will result in the permanent move of the child. A managed move cannot be deemed to have 'failed' or be reversed once the process has started. The child remains on roll at the home school until the transition is completed.

Managed Moves must only take place when they are in the best interests of the child, have the full agreement of all parties, and are supported by clear evidence that earlier interventions have been tried and reviewed.

Procedure for Managed Move

1. Identification and Initial Discussion

- A Managed Move may be considered when:
 - behaviour or engagement concerns persist despite a graduated programme of support;
 - the relationship between a child and their current setting has broken down; or
 - both school and parents believe a fresh start is in the child's best interests.

Initial discussion should involve the home school Headteacher, parents/carers, the child, and, where relevant, the Director of Education. All other alternatives (e.g. additional in-school support, Off-Site Direction, AP outreach) must be explored before proceeding.

2. Planning and Agreement

- Identify a suitable receiving school, ideally within the Trust, however, it can be a school within another trust or a LA school, ensuring they have the capacity to meet the child's educational and pastoral needs and confirm that:
 - the school is graded at least 'Good' in its most recent Ofsted inspection for 'Behaviour and Attitudes' or 'Expected Standard' for 'Attendance and Behaviour';
 - their safeguarding, SEND, and behaviour policies are up to date, meet statutory compliance, and are available on their website;
 - all staff have up-to-date safeguarding training
 - the school has positive handling procedures and trained staff in school.
- Arrange a planning meeting with the headteacher of the host school.
- Arrange a planning meeting with parents/carers, if appropriate the child.
- If the child is fostered or in the care of the Local Authority, the child's Social Worker must be part of the discussion from the start, and the Headteacher of the Local Authority's Virtual School **must** agree to the managed move before starting the process.
- Before agreement, there must be robust information sharing, including completion of a managed move plan including (Appendix 3):
 - purpose and objectives;
 - behaviour support in place at the host school;
 - strategies that have been effective;
 - advice on risk management and support;
 - curriculum arrangements and current attainment ;
 - Star Plan / EHCP Star Plan targets and provision;
 - any current or historic assessments (e.g. SEND, risk);
 - attendance data
 - safeguarding and attendance communication protocols between home and host schools;
 - transport arrangements;
 - uniform arrangements;
 - FSM entitlement.
 - advice on risk management and support.
- The plan must be signed by both Headteachers and the parents/carers, and the child's views recorded.
- All information must be stored on CPOMS.
- Provide formal written notice to parents (Appendix 4), and the LA if the child has an EHCP, no later than five school days before the managed move begins, confirming:
 - the reason for the managed move;
 - details of the placement, including names of key staff and times of the school day;
 - start and end dates;
 - review arrangements; and
 - contact details for both settings.

- Managed Moves must be voluntary. If a parent feels pressured to agree, they have the right to use the school's complaints procedure and may refer concerns to the Local Authority.

3. During the Managed Move

- The child remains dual-registered with the home school (Code D) until the transition period concludes.
- The receiving school must provide a full, high-quality timetable and support package.
- The home school retains responsibility for oversight, attendance, and safeguarding until the move is completed.
- Reviews must take place at least every 3–4 weeks to assess engagement, progress, and wellbeing.
- Adjustments to support should be made promptly if new needs emerge.
- All review notes and communications must be recorded and shared between both schools.
- Any concerns about behaviour, attendance, or welfare must be reported immediately to the home school's Headteacher and DSL.
- The host school will adjust support for the child if new needs emerge during the transition. They will keep the headteacher of the home school informed.
- Attendance will be recorded by the home school using Code D (dual registration), and by the host school using the normal attendance codes.

4. Final Review

The Managed Move will be reviewed regularly by both schools, the parent/carer, and the child to monitor progress against agreed targets.

At the end of the agreed Managed Move period, the transition will be formally completed and the child will transfer to the roll of the host school.

Where further support is needed, an extension or adjusted plan may be agreed by all parties, but a Managed Move cannot be deemed to have 'failed.' The process is designed to ensure a supported transition that is in the best interests of the child.

Review of this guidance

This guidance will be reviewed annually, or sooner if DfE or legal requirements change.