



Department  
for Education

# **Call for evidence**

## **Behaviour management strategies, in-school units, and managed moves**

**Launch date 29 June 2021**

**Respond by 10 August 2021**

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## What is the purpose of this call for evidence?

This government is committed to improving behaviour and discipline in schools for all children and young people. The government has committed to revising the non-statutory guidance on behaviour and discipline in schools<sup>1</sup> and the statutory guidance on suspensions<sup>2</sup> and permanent exclusions<sup>3</sup>. This call for evidence on behaviour management, removal rooms and spaces, in-school units and managed moves will help inform these revisions.

We want to improve the available evidence and understand how we can improve the experiences of all children and young people in schools. We want to know how the most effective schools teach children and young people the necessary social skills and behaviours for them to make academic progress and flourish throughout their school careers and beyond. We want to know how schools communicate to all their staff and pupils what behaviour is expected of them, and how to achieve it. We want to know how schools support pupils who struggle with their behaviour so that they can participate in the school community. We also want to know how schools create a culture where all pupils and staff feel safe, where they feel wanted and welcomed, and where they can reach their potential. We want to know how schools create a space where everyone is treated with respect and dignity.

This includes understanding the policies and strategies schools use to prevent and manage common challenges, including the inappropriate use of mobile phones, as well as how schools support pupils whose behaviour goes beyond low level disruption<sup>4</sup> but for whom alternative provision (AP) is not the most appropriate option. In addition, we would like to understand how schools put in place appropriate provision to support any special educational needs (SEN), mental health issues or disability that a pupil may have. We want to understand and define best practice in these areas, illustrated with specific case studies, so practical guidance can be shared with all schools.

We recognise that the coronavirus (COVID-19) pandemic and subsequent lockdowns have posed unique challenges for children and young people. Some pupils will have returned to school having suffered bereavement or feeling more anxious as a result of the pandemic.

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<sup>1</sup> [Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

<sup>2</sup> Current legislation refers to a suspension as a 'fixed term exclusion'.

<sup>3</sup> [Exclusion from maintained schools, academies and pupil referral units in England \(publishing.service.gov.uk\)](#)

<sup>4</sup> An Ofsted survey report which followed concerns raised in the Ofsted Annual Report 2012/13 about low-level disruption in schools defined 'low-level disruption' as talking unnecessarily or chatting, calling out without permission, being slow to start work or follow instructions, showing a lack of respect for each other and staff and using mobile devices inappropriately. [Microsoft Word - Below the radar - low-level disruption in the countrys classrooms FINAL \(publishing.service.gov.uk\)](#)

Others have been exposed to increased welfare and safeguarding risks. All children and young people have had to adapt to social distancing and new rules to minimise the risk of transmission of COVID-19 in their schools. We want to understand how schools' behaviour policies and approaches have changed in response to the COVID-19 pandemic.

We also want to understand how the best schools meet their duties under the Equality Act 2010 and comply with their obligation to have regard to the Special Educational Needs and Disability (SEND) Code of Practice in supporting pupils with SEND to be fully part of the school community and engaged with their education.

This call for evidence and the revision of the guidance builds upon other publications in recent years such as Tom Bennett's 'Creating a Culture'<sup>5</sup> which have provided a framework for a range of whole school behaviour approaches that are being further developed through our £10 million behaviour hubs programme. This supports the government's ambitious programme of work to improve and maintain high standards of behaviour in schools. We have reformed training through the Early Career Framework so that all new teachers are shown how to effectively manage behaviour in their first two years in the profession. We are also committed to reforming AP to provide leadership and expertise across the whole school system to incentivise early support and to ensure stable and high-quality provision for those children and young people most at risk of disengaging from education. We are looking at how we can improve outcomes in AP as part of the ongoing SEND Review because the vast majority of pupils in AP have SEN<sup>6</sup>.

## Who is this for?

The following list is not exhaustive:

### In education:

- Headteachers
- Teachers
- Support staff (including teaching assistants and family liaison officers)
- Designated safeguarding leads (DSLs)

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<sup>5</sup> [Creating a Culture: How school leaders can optimise behaviour](#)

<sup>6</sup> As of January 2020, 81% of pupils who are single or main registered in state place-funded Alternative Provision have SEN and 64% have SEMH as their primary need. Please note that this is only for state place-funded Alternative Provision and not all Alternative Provision. <https://explore-education-statistics.service.gov.uk/data-tables/permalink/0b13e807-2cb1-448e-af76-8d3c479d51d5>

- Designated teachers for looked-after and previously looked-after children
- Special educational needs co-ordinators (SENCOs)
- Mental health leads
- Educational psychologists and speech and language therapists
- Governors and trustees
- Attendance engagement frontline practitioners
- Unions

**In the community:**

- Charities, think tanks and organisations that support pupils at risk of suspension or permanent exclusion
- Parents and carers

**In local authorities and children's services:**

- Social workers
- Directors of children's services
- Virtual school heads
- School admission leads
- Personal advisors
- Early help workers
- Troubled families' co-ordinators
- Youth workers
- SEND information advice and support services
- Children missing education (CME) officers
- Heads of attendance and inclusion services
- Heads of SEND assessment and placement teams

**In the research community:**

- Those undertaking research into pupil movements across the education system, school behaviour and/or pupils at risk of suspension or permanent exclusion
- Equality and Human Rights Commission
- Ofsted
- Office of the Children's Commissioner

The questions are intentionally broad to allow for a wide variety of responses. Please only answer questions relevant to your experience. If a question does not apply to you, please enter

'not applicable' or 'N/A'. We will ensure we gather the views of children and young people as well as parents and carers. In addition, we will engage more widely with key stakeholders across the sector to inform this call for evidence.

## About you

1 What is your name? Insert below.

2 Do you consent for the Department for Education (DfE) to contact you via email about your response? Please select one item below:

Yes

No

If yes, please provide your email address:

3 Would you like us to keep your response confidential?

Information provided in response to consultations, including personal information, may be subject to publication or disclosure under the Freedom of Information Act 2000, the Data Protection Act 2018 or the Environmental Information Regulations 2004.

If you want all, or any part, of a response to be treated as confidential, please explain why you consider it confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department for Education will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Yes

No

If yes, please explain your reason for confidentiality:

4 In what capacity are you responding?

Please select all that apply:

- As a parent/carer
- A child/young person
- On behalf of a school or college
- On behalf of governors
- On behalf of early years providers
- On behalf of an alternative provision provider
- On behalf of a local authority
- On behalf of a representative body
- On behalf of a charity
- Other educational professionals
- On behalf of a voluntary or community organisation
- Other
- Prefer not to say

If Other, please state below

5 What is the name of your organisation/school/representative body and what local authority does your response relate to? If relevant, please provide us with the name of your school and the Unique Reference Number.

Comment below, alternatively, select one box below

Prefer not to say

Not applicable

6 If you are responding on behalf of a school, college or alternative provision provider please specify below:

(select all that apply):

Primary

Secondary

All through school

Alternative Provision

Independent school

Mainstream

Special school

Post 16 College

Other

If Other, please state below:



## Behaviour management strategies

We want to understand behaviour management practices that were most effective prior to the COVID-19 pandemic and any best practice that has emerged as a result of the pandemic. This applies not just to those whose behaviour is persistently disruptive but more broadly to any practices or interventions that have helped promote calm and orderly schools. Whilst we recognise some of the questions, as phrased below, may be primarily directed at schools, we also wish to hear from other organisations or individuals who may not work in schools or directly with schools.

### Questions

7. What new or refreshed whole school behavioural practices did you develop during the COVID-19 pandemic? What was particularly effective and what you will continue to implement after restrictions are lifted?
8. What adjustments did you make to the implementation of your school's behaviour policy to respond to any adverse effects of the COVID-19 pandemic on pupils? Please explain what was effective and not effective.
9. Prior to the COVID-19 pandemic, what pupil-level practices or interventions did you find were most effective in supporting pupils to address persistently disruptive behaviour? Which of these approaches helped to better understand the triggers to inappropriate behaviour? Please include any evidence that would help to evaluate these practices for effectiveness.
10. Prior to the COVID-19 pandemic, what practices or interventions did you find were most effective for addressing low level disruptive behaviour? Please include any evidence that would help to evaluate these practices for effectiveness.
11. Prior to the COVID-19 pandemic, what pupil-level practices or interventions have been effective for pupils with particular vulnerabilities<sup>7</sup>? Which of these approaches helped to better understand triggers? Please explain below and send any evidence that would help to evaluate these practices for effectiveness to [cfe.behaviour@education.gov.uk](mailto:cfe.behaviour@education.gov.uk).

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<sup>7</sup> Such as children with a social worker, looked after or previously looked after children, young carers, and those with SEND.

12. What challenges would or do you face in banning mobile phones from the school day and do you have any concerns about banning phones from the school day?

## Removal rooms and spaces

In order to maintain calm classrooms where pupils can be taught, pupils whose behaviour is disruptive are sometimes removed on a temporary basis to other rooms or spaces on a school site, which will be referred to as 'removal rooms' in this document.<sup>8</sup> Sometimes this can be a brief time-out, but other times it can mean a pupil spending several lessons or longer outside their normal lessons. Whilst we recognise some of the questions, as phrased below, may be primarily directed at schools, we also wish to hear from other organisations or individuals who may not work in schools or directly with schools.

### Questions

13. Is a removal room used in your school? (If No, please move to question 19).
14. If your school has a removal room, how is it used? Please explain the place of removal rooms in your school's behaviour policy.
15. What factors are most integral to the success of removal rooms in managing pupil behaviour and what are the barriers to success? Please explain how this is used to improve future behaviour when a pupil returns to the classroom including any evidence you have of their effectiveness (or otherwise). Please respond below. Any additional evidence can be sent to [cfe.behaviour@education.gov.uk](mailto:cfe.behaviour@education.gov.uk)
16. How do you support vulnerable pupils, especially those with SEND, when placing them in removal rooms? Please comment on the challenges, if any, you have faced in these circumstances.
17. List any individuals who are engaged with the strategic monitoring of removal rooms, for example governors or trustees.

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<sup>8</sup> Whilst this document uses the terminology 'removal rooms', we are interested in any time when a pupil is removed from a classroom on a temporary basis for behavioural reasons, whether that is to a room, booth or other space.

## In-school behavioural units

We know many schools or groups of schools operate what are informally sometimes known as 'in-school behavioural units', 'inclusion units' or in some cases 'AP units'<sup>9</sup>. Unlike SEN units or resourced provision these are not formally recognised by the Department for Education as part of the continuum of special educational provision nor normally receive funding for places as part of the school's funding allocation. For the purposes of this exercise, we will refer to them as 'in-school behavioural units' and define them as small classes, taking place on the school site outside of mainstream lessons during curriculum time either for their own pupils or those from other schools. We are interested in understanding the practice of these in-school behavioural units and also wish to hear from other organisations or individuals who may not work in schools or directly with schools.

### Questions

18. Is the in-school behavioural unit you use one that supports pupils from multiple schools?

- Yes
- No
- Not applicable

Please indicate whether you are the provider or commissioner.

19. In a typical year, how many pupils does your school (or for local authorities/trust: a typical school which you oversee/run) admit into such in-school units? Please tick:

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 20 or more
- Don't know

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<sup>9</sup> ISOS, AP Market Analysis, 2018

20. Describe the target cohort for the unit including the phase, duration of placement and whether attendance is part-time or full-time.
21. Describe how the unit functions, including purpose, gateways, admission process/criteria, staffing, curriculum, and oversight. In your answer, please refer to your school's behaviour policy and explain how the unit works with parents/carers and how the unit works with leads, for example SENCOs and designated safeguarding leads.
22. What factors are most integral to the success of these units and what are the barriers to success?
23. What is the funding mechanism for the unit? Please provide a rough breakdown of the set-up costs and annual running costs including the cost per place.
24. How has the unit improved outcomes for pupils? Please comment on attainment, attendance, reintegration into mainstream classes, wellbeing and referrals to AP.

## Managed moves

There is no legal definition of a ‘managed move’<sup>10</sup>. Statutory guidance on exclusions states: “a school can also transfer a pupil to another school – a process called a ‘managed move’ - if they have the agreement of everyone involved, including the parents and the admission authority for the new school. Schools cannot force a parent to remove their child permanently from the school or to keep their child out of school for any period of time without formally excluding. The threat of permanent exclusion must never be used to influence parents to remove their child from the school.”<sup>11</sup>

The Department for Education does not routinely collect data on managed moves. Analysis exploring pupil moves has been carried out by several institutions, and there are concerns about the risk of pupils being removed from schools through “off-rolling”. We are interested in pupil moves from one school to another school where both schools are involved in facilitating the move<sup>12</sup> (even if it is suggested by a parent), and both permanent and temporary moves or placements, such as into alternative provision (AP) rather than the move being entirely driven by the parent and / or local authority (for example, moves at a key transition stage such as moving from primary to secondary school are out of scope).

### Questions

25. In what circumstances is it appropriate for a pupil to have a managed move with the aim of permanently resettling in a new school rather than a short-term intervention to receive support in an alternative setting? Please identify your school type within your answer.
26. Over the last five years, which type of school have you most often managed moved pupils into? Please select one below:
- Mainstream schools (including academies)
  - Special schools
  - State-place funded alternative provision (Pupil referral units, AP academies, AP free schools)

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<sup>10</sup> We are aware of managed moves providing a permanent fresh start for a pupil at a new school, sometimes with a built in ‘trial’ period. We also know some moves are intended to be short-term with the intention of the pupil receiving targeted, upstream (early) support from another school, which could be AP.

<sup>11</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

<sup>12</sup> This includes managed moves where both schools are run by the same multi-academy trust or the governing body of a federation of maintained schools.

- Other alternative provision (Independent schools, further education colleges or unregistered provision)
- University technical college/Studio school
- 14-16 provision in college
- Other

If Other, please specify below:

27. What does effective engagement with pupils, parents, carers and other agencies look like throughout the managed move process? Please refer to any practice you may be aware of outside of your own school, trust or local authority.

28. How do you monitor managed moves and who is involved? Please respond either at school-level, trust-level, or across a local area depending on what is appropriate for you. Please indicate what has worked particularly well and include any reference to the length of placement.

29. What other initiatives/interventions are generally in place prior to considering a managed move? Please select all that apply:

- Support for mental health, for example, referral for children and adolescent mental health services (CAMHS) or getting other support from local authority services like autism support
- Meeting/engagement with parents/carers
- Mentoring
- Review of current SEN support including a review by the educational psychologist to consider potentially unidentified/unmet need
- Off-site direction to AP<sup>13</sup> (this can be for a short-term or long-term placement)

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<sup>13</sup> This is defined as pupils being directed by schools to off-site provision to improve their behaviour.

Sanctions such as the use of suspensions

In-school behavioural units

Engagement with the designated safeguarding lead (DSL)

Engagement with a virtual school head and/or social worker if the pupil is known to children's social care

In-school mental health support e.g., counselling

Engagement with Education Welfare Officer

Other

If Other, please specify below:

30. Are local protocols and/or frameworks used when assessing whether a managed move may be appropriate or has been effective?<sup>14</sup>

Please respond below. Any relevant documents, agreements and/or information can be sent to [cfe.behaviour@education.gov.uk](mailto:cfe.behaviour@education.gov.uk)

31. How does your managed move protocol fit within your local admissions processes and ensure that it does not circumvent the normal admissions process?

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<sup>14</sup> This might be at multi academy trust or local authority level or between a small group of non-affiliated schools. We want to understand what different local arrangements look like.



# Annex

## Issue date

The call for evidence was issued on 29 June 2021.

## Enquiries

If your enquiry is related to the policy content of the call for evidence, you can contact the team at:

[cfe.behaviour@education.gov.uk](mailto:cfe.behaviour@education.gov.uk)

If your enquiry is related to the DfE e-consultation website or the call for evidence process in general, you can contact the DfE Ministerial and Public Communications Division by email: [Consultations.Coordinator@education.gov.uk](mailto:Consultations.Coordinator@education.gov.uk) or by telephone: 0370 000 2288 or via the [DfE Contact us page](#).

## Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE consultations](#).

## Respond online

To help the analysis of responses please use the online system wherever possible. Visit [www.education.gov.uk/consultations](http://www.education.gov.uk/consultations) to submit responses.

Evidence can be uploaded to the above website or sent to [cfe.behaviour@education.gov.uk](mailto:cfe.behaviour@education.gov.uk)

## Other ways to respond

If, for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, responses can be sent by email to [cfe.behaviour@education.gov.uk](mailto:cfe.behaviour@education.gov.uk) or post to:

Behaviour, Attendance, Exclusion and Alternative Provision Division  
Department for Education  
Sanctuary Buildings, 2nd Floor  
Great Smith Street  
London SW1P 3BT

## **Deadline**

The call for evidence closes on 10 August 2021.



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write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

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