

EARLSMEAD PRIMARY SCHOOL

Pupil Mobility Policy & Procedures



SUCCESS *for* ALL

Written by	B. Graham
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MISSION STATEMENT

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life- long learning in order to become confident, valuable, members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

OUR VISION

Working in partnership with children, parents, staff and Governors as a community we will achieve *Success for All* through:

S*ecuring resilience*

U*nderstanding values and respecting others*

C*ommitting to our learning*

C*ommunity Involvement*

E*quality for all*

S*triving to do our very best*

S*etting high expectations*

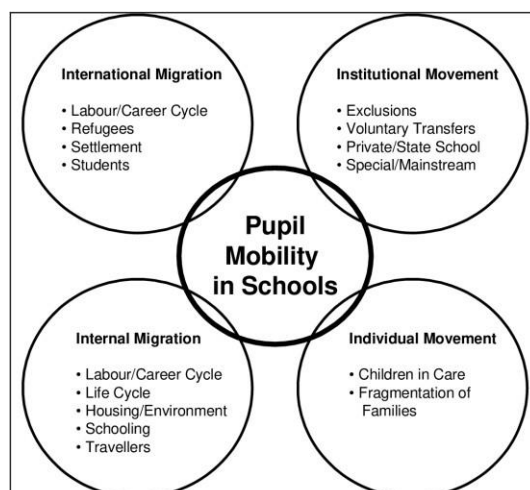
1. What is 'pupil mobility'?

Pupil mobility is defined as 'children joining or leaving school at a point other than the normal age in which children start or finish their education at that school, whether or not this involves a move of home' (Dobson & Henthorne, 2000).

There are several reasons for pupil mobility, particularly relevant in Greater London and Harrow.

- Typically, pupils change schools because their parents or families relocate. For many of our Earlsmead families, this may be due to social housing reallocation.
- Other families relocate to escape hardship of some kind, which can include safeguarding issues.
- A small number of pupils may relocate to attend specialist or SEND schools.
- A reducing number of our families move schools within the same area to attend another local school.

The diagram below outlines the multitude of reasons and types of mobility for primary school children:



2. Why is a Pupil Mobility Policy needed?

Nationally, children experiencing high levels of socio-economic disadvantage are more likely to suffer educationally than mobile pupils who are economically more advantaged. This takes the form of lower than expected levels of attainment and/or less developed social relationships with peers.

In 2022 – 2023, Earlsmead's pupil mobility reached 39% across the school. School leaders recognise that mobility can be a barrier to achievement and have developed this policy in order to mitigate the educational penalty that may be suffered because of mobility.

Our mindset in developing this policy is built upon the following fundamental values:

- Empowered optimism.
- Reflectivity.

- An accept-and-improve approach, which is an acceptance of various givens in a non-judgemental way, coupled with a drive to improve matters.
- Motivation by ideals and aspirations for the pupils.
- High expectations of staff and pupils.
- High mobility not being an excuse for poor standards.
- A sense of pride in the school.
- A powerful ethos of care.

3. Aims

- To share key information with previous and next schools effectively.
- To ensure that newly joined families feel welcomed and aware of key information from the School.
- To establish a systematic process for inducting newly joined pupils.
- To equip staff with effective quality-first and adaptive teaching strategies to maximise the progress and achievement of all pupils, including mobile pupils.
- To ensure that standards of behaviour and achievement for all pupils are consistently good or better, so that the 'culture' of our school assists mobile pupils with transition.

4. Earlsmead Strategies to Mitigate the Effects of Mobility on Achievement and Progress

4.1 Safeguarding

Upon enrolling at the school, the DSL will make contact with the previous school to ascertain whether there have been any safeguarding incidents, concerns or behaviour needs in the past. Should there be safeguarding information to share, the DSL and/or Headteacher will telephone, meet or video call the DSL and/or Headteacher from the previous school. Notes will be taken for CPOMs where relevant.

The school admin team will make contact to gain pupil information files and import data into our MIS.

Leavers will not be taken off Earlsmead registers until re-enrolment at another school is confirmed e.g. via the Harrow Admissions Team. The Earlsmead Safeguarding and Admin teams will provide all necessary information to new schools as soon as possible.

Necessary information gained from either process will be shared with the class teacher as soon as is practical.

4.2 Communication with Newly Joining Families

There are several vital pieces of information which must be received from newly joining families, including informing the school of adults who are allowed to collect the

children. This should be gathered by the Admin Team on or before their first day in school and shared immediately with class teams.

All newly joined families should also receive a Prospectus, have a tour of the school and be shown the school website or given a paper copy of the class' current curriculum newsletter. It is the responsibility of Phase Leaders to check that this has happened.

By the end of the first week, all new families should be set up on **Class Dojo** with a test message sent to ensure that it works. The class teacher or Associate Staff should show EAL families how to use the 'Translate' function on Class Dojo, should that be necessary.

Class Dojo lists need to be checked by Phase Leaders and the Admin Team against school registers at least once per half term to ensure they are up to date.

To assist class teachers to ensure that all necessary communication has taken place, they should complete the **New Joiner Checklist** (see Appendix 1) and return that to the Admin team for inclusion in the child's class file.

Additionally, the School offers regular Parent-Teacher Information sessions, as well as very well-attended Open Mornings. Advertisements for special school events (e.g. fairs, class assemblies) should be shared with parents via Class Dojo at least one week in advance of the events. Class teams should encourage newly joined parents to attend and may consider setting up a fellow parent as a 'buddy' for them.

Useful links on various subjects are also found on the school website, under the 'Parents' tab [here](#).

Copies of all past letters home and Newsletters can also be found [here](#).

4.3 Induction for Newly Joined Families

4.3.1 School Tours

Before or after enrolling in the school, every new joiner and their family will be offered a tour of the school site. These tours usually take around 20 minutes and are also an opportunity for any member of the family to ask questions they may have. To arrange a tour, please contact Mrs Claire Hill via the school office on 020 8864 5546.

These tours will include:

- Relevant classrooms.
- Which playgrounds the pupil/s will use.
- Where to drop off/collect pupils.
- Questions from the school e.g. care arrangements in the home.
- Information about the school's curriculum, timetables and other procedures.
- A chance to answer any key questions e.g. welfare, UK education systems or where to get advice on particular matters.

- A chance to finalise all necessary paperwork for admissions, including at least two named emergency contacts for SIMs if possible.

4.3.2 Young Leaders

Prefects, Ambassadors and School Council pupils should be available to take newly joined pupils on tours of the school, including:

- Where their toilets are located.
- Which playground they will use.
- The dinner/Assembly hall.
- The ICT suite.
- The library.
- The welfare room.
- Behaviour/School Rules posters.

Playmakers are also available at lunch times in the playgrounds and should be directed to make a special effort to ensure that newly joined pupils are included in games. Playmakers fall under the direction of Mr Gary Marshall.

4.3.3 Class Buddies

Each newly joined pupil will be given at least two buddies from their class group by their class teacher. Where possible and necessary, pupils who speak the same first language as the newly joined pupil will be allocated.

How long a new pupil needs a buddy should be ascertained through observation, rather than setting a fixed period. However, if buddies are needed for an extended period, it may be appropriate to rotate buddies every few days/weeks so that the new pupil gets the chance to meet a lot of different potential friends.

Class buddies have responsibility for explaining/showing:

- The Class Charter.
- Bubble Time and Zones of Regulations.
- Class routines.
- Where to access classroom resources.
- Where to line up at the end of play/break.
- Dinner Time routines.
- Home Learning routines.
- Involving their buddy in play time.

4.3.4 Parent Meetings

We encourage regular home-school communication with all families. This is especially important for new joiner families as parents may feel extra anxiety about how their children are settling in at a new school, or even a new country.

Class teacher are available at the end of each day by the classroom doors. Parents may need to wait until all children are dismissed to meet with them. If a longer meeting is required, appointments should be made for before or after school. Class teachers

should aim to be proactive in this area and seek to make contact with newly joined parents for updates, particularly in the first weeks at their new school.

4.3.5 Parent Workshops

Earlsmead School recognises that many newly joined parents may want to help their child's learning at home but may not know how to. Our school holds regular workshops to assist parents with home learning on topics including Phonics, Reading, Maths and ESafety.

If parents do not have English as a first language, video links e.g. for Phonics are often posted in the Home Learning pages of Class Dojo.

4.3.6 Emotional Support

Some pupil mobility is caused through traumatic events, such as family breakups, safeguarding concerns or bereavement. Even when such events are not the cause for mobility, anxiety may surround a significant move. As a school we recognise that all pupils and families may require emotional support, particularly at transition times.

The school offers the following provision to support both adults and families who may be distressed, anxious or requiring emotional support:

- Bubble Time and Zones of Regulation in every class. Pupils may self-nominate if they need a private chat with a member of staff or some help regulating.
- Secure and well-understood safeguarding practices, including a direct line to report safeguarding concerns to the DSL, Jackie Stangroom (Ph: 020 8864 5546).
- Pastoral and Senior Mental Health Lead: Jackie Stangroom.
- Learning Mentor: Sarah Redmond. No charge to parents.
- Art Therapy: Noemie Redon (therapist). Provided by the Catholic Society at no charge to parents.
- Resources such as [The Anxious Child Booklet](#) available on our website.
- Specific advice, where required, e.g. Refugee advice and support where appropriate.
- School Food Bank and Uniform support: available confidentially by contacting Jackie Stangroom or the Headteacher.

5. Behaviour

Class teams will need to demonstrate sensitivity to newly arrived pupils. They should take whatever time needed to explain the behaviour expectations at Earlsmead, while also observing carefully for any behaviour needs or triggers in a new pupil.

Showing pupils and parents the Class Charter displayed in each classroom, as well as our school rules which are displayed throughout the school will help ensure there is a consistent and clear message.

Serious behavioural concerns should be highlighted to both the SENCo and SLT as soon as they become apparent. If necessary, some strategies may be required to assist the pupil in managing their behaviour during what may be an anxious period.

This may include:

- Visuals or dual language images to support understanding of expectations.
- Additional equipment e.g. theraputty, ear defenders, weighted vests, time in the sensory room etc where appropriate.
- Bubble Time and Zones of Regulation in every class. Pupils may self-nominate if they need a private chat with a member of staff or some help regulating.
- Home-School Communication Books.
- Time outs/Brain breaks.
- Rewards towards small targets.
- Attendance targets and rewards.
- Emotional support, as above.

All behaviour is a communication. All pupils need praise and positive reinforcement for doing the right thing. Newly joined pupils are no exception to this.

6. Baseline Assessments

So that class teachers can adapt their teaching to the needs of newly joined pupils, they may seek to gather assessment information from a variety of sources, including:

- Observation during lessons and breaks.
- Talking to the pupil/parents about their previous school/lessons.
- Summative assessments.

Pupils in the Early Years will only be assessed via observations and/or tasks. Summative assessments should only be used if the class teacher judges that the pupil will be able to manage them without any distress. Otherwise, formative assessments or completion of tasks with Associate Staff will need to be used.

Examples of summative assessments to employ include:

- 1:1 Phonics test (From the most recent class assessment cycle or at a Phase deemed suitable for the child). Gaps should be identified via Phonics Tracker.
- Headstart reading papers (ability appropriate level to be used).
- White Rose assessments (ability appropriate level to be used).
- Participation in weekly KIRF tests (Key Instant Recall Facts) and daily Flashbacks (Maths).
- Previous PoP quizzes in foundation subjects, if necessary.
- First Language Assessments. If necessary these will be coordinated between the class teacher and EAL/SEND lead (Catherine Fennell).

As soon as enough information has been gathered to make a sound judgement, usually within two weeks depending on the age and abilities of the child, this information should be transferred to a SIMS marksheet as a 'baseline'

judgement. The newly joined pupil should then be included in all class assessment practices (as fit), including Tracking Thursdays to identify gaps in knowledge or coverage.

It is recognised that in a school with very high mobility, inducting and assessing pupils can result in pressures on teacher workload and lesson preparation. Earlsmead teachers are given above the statutory 10% of timetabled teaching time for PPA so that they may better plan, prepare and assess for all pupils, including those who are mobile.

7. Links with Other Policies & Procedures

- Safeguarding Policy
- Attendance Policy
- Equality Policy
- Behaviour Policy
- EYFS Policy
- SEND Policy
- Family-School Partnership Policy
- Curriculum Planning
- Assessment Policy

8. Sources of Information Informing this Policy

Department for Education. (2007). *New Arrivals Excellence Programme*.

<https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/naep.pdf>

Lambeth Local Education Authority. (2004). *Pupil Mobility in Lambeth Schools*.

<https://www.lambeth.gov.uk/sites/default/files/2021-06/Pupil%20Mobility%20in%20Lambeth%20Schools%20-%20Implications%20for%20Raising%20Achievement%20and%20School%20Management%202004.pdf>

National College for School Leadership. (2011). *Managing Pupil Mobility to Maximise Learning*.

<https://assets.publishing.service.gov.uk/media/5a7e27ffe5274a2e87d4feb2/managing-pupil-mobility-to-maximise-learning-summary.pdf>

Strand, S., & Demie, F. (August, 2018). *Pupil Mobility, Attainment and Progress in Primary Schools*. British Education Journal.

[file:///H:/Downloads/Pupil Mobility Attainment and Progress in Primary .pdf](file:///H:/Downloads/Pupil%20Mobility%20Attainment%20and%20Progress%20in%20Primary%20Schools.pdf)

Appendix 1: New Joiner Checklist



New Arrival Checklist

Name of child _____ **Class** _____ **Start Date** _____

Before They Start - Claire	
Tour for parents and new children	
Prospectus and information given	
SENCO, safeguarding, welfare and attendance officer alerted to any concerns and start dates	
Class teachers emailed with as much info as possible	

First Day – Class Teacher	
Coat peg and tray named	
Books ready and labelled with their name	
Buddy ready to meet them and help during the day	
Share relevant information with TA	
Add child to Dojo	
Peg for Bubble time and bubble time explained	
Touch base with parents at the end of the day	
Add name to lollypop sticks/randomiser	
Named adults for collection	

By the End of the First Week – Anita / DSL	
Transfer CTF and send letter to previous school to check on any safeguarding concerns.	
Gather any reporting from previous school (if possible)	
Share with relevant staff members if necessary	

By the End of the First Week – Class Teacher	
Send invites to parents for Class Dojo (as soon as details are on SIMS)	
Send home a paper copy of half termly curriculum newsletter if they have started after it is published on Dojo	
Hear them read and give a reading book	
Passwords for any online sites used	
Give any current letters i.e. trips, swimming, teethbrushing	
Explain home reading system to them	
Share relevant information to PPA cover teachers	
Alert SENCO if any SEND/behaviour needs emerge	

Once complete, please put in child's file in the office.