

SCHOOL-TO-SCHOOL OFF-SITE DIRECTION PROTOCOL

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1. INTRODUCTION

This protocol has been developed as a result of the Department for Education's Suspension and Permanent Exclusion Guidance, published May 2023 and the Behaviour in Schools Guidance, published September 2022. It has also been developed in consultation with representatives from Together for Children, Sunderland City Council and Primary and Secondary mainstream schools in Sunderland.

For the purpose of this document the term 'school' refers to maintained schools, independent schools, free schools, studio schools and academies. The term 'headteacher' refers to headteacher or principal of the aforementioned schools.

It is recognised that there may be instances when a pupil is finding access to their mainstream school challenging and may require an alternative environment to their current school setting. A pupil's behaviour can often have a negative impact on their own learning and that of others in the school. A governing body of a maintained school, or an academy, under their general powers, can arrange alternative off-site provision to improve a pupil's behaviour. Schools can arrange off-site provision, independently with alternative providers or to an alternative school, as an off-site direction.¹

Schools must follow their own Behaviour Policy prior to considering an off-site direction. However, there are occasions when a pupil's behaviour can be challenging and where schools may need to consider a suspension or permanent exclusion. Research has identified that suspensions and permanent exclusions can have an adverse effect on children and young people's mental health and can have a negative impact on their life chances. Schools are therefore encouraged to improve a pupil's behaviour and use prevention measures to school exclusion. Where interventions in schools have not worked schools can consider an off-site direction.

Paragraphs 32 and 33 of the [Suspension and permanent exclusion guidance 2023](#) sets out that, in addition to the strategies set out in the [Behaviour in Schools guidance](#), page 29, headteachers should also consider the following: a) an off-site direction (temporary measure that maintained schools and academies for similar purposes can use) or b) managed moves (permanent measure) as preventative measures to exclusion.

The aforementioned Suspension and permanent exclusion guidance makes clear that;

Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct (para 33)

¹ Governing bodies of a maintained schools have the power to direct a pupil off site to improve their behaviour under section 29A of the Education Act 2002. Academies can arrange off-site provision for such purposes under their general powers. Governing bodies must comply with the Education (Educational Provision for Improving Behaviour) Regulations 2010 and must show regard to the [Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies](#). Whilst the alternative provision guidance section does legally apply to maintained schools, academy trust are also encouraged to follow this guidance.

An off-site direction is a **temporary** measure and Schools will be expected to work with high quality alternative providers to ensure a continuum of support is available for pupils for whom good behaviour cultures and policies are not working. Together for Children are committed to supporting children and young people to realise their potential and support the strategy of off-site direction where it is deemed appropriate. Where schools in Sunderland arrange school to school off-site direction Together for Children will continue to facilitate and oversee arrangements including the monitoring and analysing of data associated with these arrangements. Schools can also arrange an off-site direction with alternative providers independently or they can refer children to Together for Children commissioned alternative provisions by referring them to the Vulnerable Pupils Panel.

It must be recognised that this strategy is used not as a means of avoiding a permanent exclusion., but merely to provide an alternative solution to improve behaviour and is applicable to schools in Sunderland.

An off-site direction does not need consent of the parent/carer however it is in the best interests of pupils that families, schools and professionals working with the pupil work together to ensure a successful overall outcome.

2. PRINCIPLES

The use of off-site direction from one Sunderland School to another is conducted with the following principles in mind;

2.1 Opportunity

Provide pupils with the opportunity to engage in a meaningful and challenging curriculum that leads to positive behaviour in school.

2.2 Expected standards

Ensure off-site provision meets the expected standards for all pupils who engage with off-site provision. A pupil will receive a broad and balanced curriculum whilst participating in an off-site direction.

2.3 Partnership working

Work collectively, fairly and consistently with schools in the city to provide alternative school placements that meet the needs of pupils and their families.

3. CRITERIA

3.1 Off-site direction may be used:

- 3.1.1. Where a pupil with an otherwise good record has carried out a serious incident that might lead to permanent exclusion, but the school feels the pupil would benefit from a temporary placement off-site that will help them reflect on their actions.
- 3.1.2. Where there has been a breakdown of relationships between a pupil and staff, as a consequence of significantly challenging behaviours displayed.
- 3.1.3. Where there has been a breakdown of relationships between a pupil and their peers, as a consequence of significantly challenging behaviours displayed.
- 3.1.4. Where a pupil with a record of inappropriate and disruptive behaviour that has impacted on poor attendance, and parent/carer are considering applying for an in-year transfer elsewhere to improve behaviour
- 3.1.5 As an intervention to improve behaviour impacting low attendance in an education setting. Instances include where there has been a breakdown in relationships between the pupil and staff or peers resulting in a pupil's low attendance or as a consequence of inappropriate and disruptive behaviour which has impacted attendance.
Schools must demonstrate that they have considered DfE advice and guidance around working to improve school attendance and supporting children where mental health is an issue and referred the pupil to appropriate agencies.
- 3.1.6 Where everything has been put in place to support a pupil with special educational needs and the pupil is unwilling to access their SEND provision any of the above criteria is met and due to an irrevocable breakdown in relationships a child is unable to access assessments and observations appropriately that would otherwise support their education through an Education, Health and Care plan.

3.2 An off-site direction should only be considered when it is seen to be in the best interest of the pupil and where other in-school interventions and/or targeted support has been unsuccessful or are deemed inappropriate.

4. PROCEDURE

4.1 Off-site direction should be instigated by the headteacher of a pupil's home school. It should be negotiated directly between headteachers/principals from the pupil's home school (current school) and the 'receiving School. Prior to requesting off-site direction headteachers/principals must satisfy themselves that all possible preventative procedures have been considered. Please see Appendix 2 – that contains appropriate templates prior to an off-site direction commencing. Headteachers/principals must make available all records in respect of:

- Pastoral support programme that has been in place for at least 12 weeks.
- Referrals to external agencies
- SEND Range identified, and copy of a SEND support plan and involvement of external agencies (if applicable)

- Most recent assessment data
- Attendance data for the last academic year
- Parent/carer discussions/meetings
- Strengths and potential areas for future development – a positive statement detailing the pupil's strengths/subject preferences
- A record of a pupil's curriculum if the pupil is a Key Stage 4 pupil.

4.2 Where an off-site direction is being considered because of a pupil's behavioural issues, this should only be considered when the home school's own behaviour management strategies and a pastoral support programme of at least 12 weeks has been resourced, tried and failed. A further pastoral support plan should then be set up for the pupil at the Initial off-site direction meeting with the new school to support the pupil.

On occasions when a single incident occurs and therefore limited or no background history of significant behavioural disruption, a pastoral support programme may not have been drawn up by the home school. In these circumstances, it is essential that a pastoral support programme is set up as soon as possible by the new school to support the off-site direction.

4.3 An Initial off-site direction meeting is arranged by the headteacher's representative from the home school. Those in attendance will be the representatives from both the home school and the new school, Together for Children Officer, parent/carer and the pupil. The off-site direction protocols will be explained, and all parties will provide written confirmation of their understanding and agreement to the parent/carer agreement (see appendix 1). Targets will be set to support the off-site direction process and information will be shared by parties (see appendix 1). An agreed start date and induction process will be agreed at the initial meeting. The pupil will then continue to attend the new school on a daily basis as agreed for the period of the off-site direction.

4.4. Parents will be informed in writing:

- the address where the educational provision will be made for the pupil;
- the person the pupil has to report to when they attend the educational provision;
- the number of days they will be directed off-site for;
- what the purpose of the off-site direction is
- what objectives have been determined for the pupil and both the home and new school;
- the start and end time of sessions and breaks

The written notice of an off-site direction has to be given as soon as possible and at least two school days before the day when the education starts.

4.5 The education must be reviewed periodically and as many times as required by the needs of the pupil: Therefore, reviews may have to be more or less frequent depending on the individual pupil's circumstances. The new school should discuss this with all parties during the initial meeting and review process.

4.6. The pupil remains on roll of the home school but has a temporary placement and attends the new school for a period of up to 12 weeks in the first instance as a "dual registered pupil". This may be extended if it is in the best interest of the child and where all parties agree.

4.7. The outcome of an off-site direction can be as below;

- A pupil is successful within their off-site direction placement and all parties agree that it is in the best interests of the child to progress a managed move or an in-year school transfer to the new school they have been attending. Examples of this are:
 - A pupil must have a good level of attendance and punctuality, as determined by the new school and as agreed by all parties at the beginning of this process.
 - A pupil must have a good level of behaviour, as determined by the new school and as agreed by all parties at the beginning of this process.
 - A pupil must engage in learning in all aspects of their curriculum whilst attending the new school during this process.
- A pupil successfully meets the objectives, behaviours have improved and the outcomes of support plans and targets are positive, however it is felt it is in the best interests of the child to be supported to return to their home school.
- A review of the off-site direction indicates that it would be in the best interest of the pupil to extend the time period of off-site direction to ensure further assessments and support are in place to support a graduated response that may contribute to a longer-term educational pathway that meets a pupil's needs. This must have a maximum time limit and cannot be indefinite without either of the above outcomes being considered.
- The off-site direction is unsuccessful see 4.10 below.

4.8 A review meeting will be convened by the new school between 4 to 6 school weeks into the off-site direction. This review meeting will be organised in advance, on a date where all professionals, the parent/carer(s) and the pupil can attend. It is at this point where targets set are discussed and/or amended, if appropriate and any predicted outcomes discussed. At this point any concerns can be raised by any party and discussed to support the off-site direction process.

4.9 The new school will convene, a final review meeting to take place at 12 school weeks into the off-site Direction. It is at this point where all parties consider whether targets set have been achieved and determine the outcome of the off-site direction. Once the outcome, as determined in one of the statements below, is agreed by all parties an end date will be agreed.

- The pupil will participate in a managed move' to the new school.
- The pupil will participate in an in-year transfer (and becomes single registered) at the new school.
- The pupil returns to their home school.

4.10 An off-site direction may be extended. The length must be agreed with all parties and review meetings must be scheduled. .

4.11 At the review meetings, the final review meeting or at any point during the period of the off-site direction, it may be determined that the off-site direction is unviable. The determination of whether the off-site direction is unviable will rest with the new school but should include direct contact with the home school to identify any additional support that

maybe provided. There is no appeal route following a determination that the off-site direction is unviable. However, where a parent/carer believes that the off-site provision protocols are not being adhered to then they should contact their child's home school and request a meeting to discuss their concerns and their child's return to their home school. All records from the new school will be transferred to the home school and the pupil will return to their home school.

- 4.12** If the off-site direction is deemed to be unviable at a point other than the end of the agreed period or at the mid review stage of the off-site direction, the off-site direction will come to end with immediate effect. Non-exhaustive examples of when an off-site direction may come to an end earlier than the agreed period of off-site direction are;
- Significant behaviour incident
 - Significant disruption of the whole school learning environment
 - Severe absence and non-engagement with the off-site direction placement
- 4.13** Should the off-site direction be deemed to be unsuccessful, the pupil will return to their home school and an appropriate re-integration plan should be implemented.
- 4.14** There is a clear understanding that the new school does not have the ability to permanently exclude the pupil during the period of the off-site direction or at its conclusion. The home school retains responsibility for the pupil until such time as the pupil is placed on the roll of the new school as detailed in 4.8 above
- 4.15** An off-site direction would not normally be appropriate where a year group is full but could be accommodated in exceptional circumstances with the agreement of the head teacher.
- 4.16** All school records (as referred to in the direction protocol) will be transferred to the receiving school for the off-site direction placement period. If the off-site direction is unsuccessful subsequent transfer applications to the new school may lead to the transfer application being referred by the new school to the Fair Access Protocols. However, a child may only be considered under Fair Access protocol if they are eligible.
- 4.17** Every school involved in an off-site direction should identify a single person in their respective school who will manage off-site direction arrangements regardless of year group. This may be the headteacher/ principal or a member of the leadership team.
- 4.18** Only the headteacher of the 'new' school can suspend a pupil and it must be in accordance with their behaviour policy and in accordance with the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#).
- 4.19** During the off-site direction arrangement it has been agreed that only the headteacher of the home school can permanently exclude the pupil. This decision must be in accordance with the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#). Where a pupil's behaviour is in breach of the new school's behaviour policy, they must decide whether the actions of the pupil would warrant a suspension or the termination of the off-site direction. It is important that the new school keeps the home school advised of any issues arising during the period of the off-site direction so that appropriate decisions can be taken by the home school in a timely manner.
- 4.20** There should be time allowed for the pupil and parent/carers to reflect on the decision of off-site direction before the initial off-site direction meeting is scheduled. A copy of the protocols should be provided to the parent/carer and pupil prior to the initial meeting taking place.

- 4.21** School to School off-site directions will be a temporary full-time placement in a school other than a pupil's home school for a period of 12 weeks in the first instance. The pupil's transition into the new school as part of the off-site direction must be supported with an effective induction process. These inductions are expected to be more detailed than what is normally provided to new pupils. The key to success is likely to be the pupil feeling an ownership of the off-site arrangement, they are prepared for it, and supported in it by their home school, the new school and the Together for Children Officer.
- 4.22** The decision of an off-site direction needs to take account the DFE's Travel to school for children of compulsory school age, statutory guidance and ensure the new school is within an appropriate travelling distance, .
- 4.23** The home school should enable pupils participating in an off-site direction who are eligible for free school meals to access them in their new school immediately.
- 4.24** Not all pupils will be suitable candidates for an off-site direction.
- 4.25** Schools and parents should work together to support the child with their uniform requirements whilst participating in an off-site direction. It is the responsibility of all parties to ensure that the pupil conforms to the uniform regulations at the new school.4.25 Pupils who move out of the area and where their home school is no longer within statutory walking distance of their residence, should not be subject to off-site direction but maybe supported more appropriately through a managed move or an in-year school transfer .

5. PROCEDURE FOR AN OFF-SITE DIRECTION WHERE THE PUPIL HAS SPECIAL EDUCATIONAL NEEDS AND/OR A DISABILITY

- 5.1** Where a pupil has an EHC plan the consideration of the off-site direction should only be undertaken as part of the special education needs review process. If an off-site direction is being considered for a child with an EHC plan the original school (current home school) should in the first instance contact the SEND Service, Together for Children. If the SEND Service, both schools and the parents agree that the off-site direction is an appropriate strategy to improve behaviour, Together for Children will follow the statutory procedures for amending the EHC plan.
- 5.2** If the child has an EHC plan a SEND Case Worker from Together for Children must be invited to any meetings or reviews of the off-site education. The LA's duty to secure special educational provision under s.42 Children & Families Act 2014 continues. Therefore a parent/carer will have the right to raise any concerns or complaint they may have if their child's special educational needs in the EHC plan is not being adhered to.
- 5.3** Where a pupil has an EHC and it has been agreed by all parties including SEND Service, Together for Children the review process must be followed. If a review has not taken place within 10 weeks TFC can request the governing body of the home school to hold a review meeting as soon as possible.
- 5.4** Where a pupil has SEND, but does not have an EHC plan, the duties of the Equality Act 2010 and the Children and Families Act 2014 continue to apply therefore reasonable adjustments or support to meet need must be put in place.

6. PROCEDURE FOR OFF-SITE DIRECTION FOR A CARED FOR CHILD

Off-site directions for a cared for child are rarely considered. Should this be the case the arrangement can only take place with the consent and support of the Virtual Headteacher and professionals working with that child and must form part of the child's Personal Education Plan.

7. REGISTRATION AND ROLL ARRANGEMENTS

- 7.1** The home school keeps the pupil on roll during the off-site direction period and includes pupil in all attendance statistics, local authority census, PLASC etc. The home school maintains the pupil's record with an enrolment status of "**M**" (main dual-registration)
- 7.2** Although not placed as main dual-registered, the new school is responsible for recording the pupil's attendance and for feeding back to the home school on a weekly basis. The new school maintains the pupil's record with an enrolment status of "**S**" (subsidiary dual-registration). This enables the school to allocate the pupil to a tutor group, register, and generate a timetable.
- 7.3** It would be the responsibility of the home school to keep the Together for Children Officer informed of progress of the off-site direction, the Special Educational Needs Team in the case of a pupil with an EHC plan and the Virtual school for a cared for child.

8. FINANCE

- 8.1** During the period of the off-site direction, funding related to the pupil will remain with home school. However, where there are significant additional costs to support the child, the schools should discuss and agree costs that may need to be reimbursed. .

9. OUT OF AREA OFF-SITE DIRECTION

There are no official arrangements for off-site direction between local authority areas. However, it is suggested that where off-site direction takes place between local authorities, schools and local authorities should follow the local authority's protocols of where the receiving school is located.

APPENDIX 1

SCHOOL TO SCHOOL OFF-SITE DIRECTION

Part A - PARENT / CARER AGREEMENT

Governing bodies of a maintained schools have the power to direct a pupil off site to improve their behaviour under section 29A of the Education Act 2002. Academies can arrange off-site provision for such purposes under their general powers.

The decision has been made for your child to be part of an off-site direction/placement and your child's School/Academy feel that the placement will be of benefit to your child. It is not a statutory requirement for parent/carer to give permission to a child being directed off-site. However, we believe that a collaborative approach is in the best interests of the child. Therefore it would be in the parent/carer's best interests to complete the following:

I have read the information given to me, namely the Off-site Direction Protocol and understand the process involved for [Enter name of Pupil]

I understand that all school records (as referred to in the Off-site Direction Protocol) will be transferred to the receiving school for the off-site direction placement period.

If the off-site direction is unsuccessful, I understand that subsequent transfer applications to the receiving school **may** lead to the transfer application being referred by the receiving school to Together for Children under the Fair Access Protocols. .

I agree to enter into a contact where upon my child will attend [Enter name of new school] for a period of 12 weeks, as an off-site directive placement. I understand that at the end of this period they will return to their home school, unless an agreement has taken place as agreed by all parties and in line with Section 4 of the described protocols. I understand that during this arrangement they will follow and adhere to school rules and regulations and understand that if this were not to occur, the agreement will be terminated with immediate effect. As parent/carer I agree to support and work with the aforementioned school and attend regular review meetings in line with this protocol.

OBJECTIVES:

The purpose of the off-site direction is to improve behaviour. Therefore, when setting objectives all parties should ensure objectives are measurable and achievable and show a marked and reasonable improvement on current behaviour and/or attendance.

<p>The Parent/Carer will;</p> <ul style="list-style-type: none">•••
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The pupil will;

-
-
-

The home school will;

-
-
-

The new school will;

-
-
-

Review date(s):	
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Pupil signature _____ Date _____

Parent signature _____ Date _____

Home school _____ Date _____

New school _____ Date _____

TfC Representative: _____ Date _____

**N.B. a copy of this form should be forwarded to the TfC Representative,
Shelley.Robson@togetherforchildren.org.uk**

Part B – SCHOOL TO SCHOOL OFF-SITE DIRECTION PROFORMA

Name of pupil:									
Date of birth:		School year:		Gender:		LAC		FSM:	
Home School :									
Off-site direction to: [Enter School Name, address and contact details]:									
Start Date:					Expected End Date				
Reason for move:									
[detail the reason for the off-site direction and explain why it is thought a move to this particular school may be successful]									

End of off-site direction arrangement									
Successful placement - Return to home school	<input type="checkbox"/>	Successful placement - Permanent managed move to commence	<input type="checkbox"/>	Successful placement - ordinary school transfer to commence	<input type="checkbox"/>	Unsuccessful placement and/or Early termination	<input type="checkbox"/>		
Reason placement was unsuccessful									
Signed on behalf of referring school:									
Received by Tfc: Yes/No Date: _____		Recorded on MIS: Yes/No Date: _____				Notified Finance Yes/No Date: _____			

Part C – Pupil Overview / Risk Assessment

This form to be completed by the home school prior to the initial off-site direction Meeting

Name of pupil:									
Date of birth:		School year:		Gender:		LAC		FSM:	
SEND stage: (including Code of Practice Level and Category)						UPN			

Current Attendance Rate					
Suspensions:			Internal Exclusions		
Date	Duration	Reason	Date	Duration	Reason

Current Behaviour				Safeguarding Concerns	
Category	Good	Satisfactory	Poor		
Attainment					
Effort					
Attitude to staff					
Attitude to peers					
Homework					

Risk Assessment	Risk Management Strategies Used	Impact successful (Y/N)
What are the risks to staff?		
What are the risks to peers		
Other		
<p>N.B. If full risk assessment has been carried out this must be transferred to new school prior to off-site placement commencing.</p>		

Areas of Strength

Barriers to Learning	Intervention Strategies used

KS4 Only - Current Educational Provision	
Subjects	Examining Board
Alternative curriculum arrangements currently active.	

Other Professional involvement (active) Named Person	Agency

**PART D -
RECORD OF REVIEWS/MEETINGS**

Date of Meeting:		Those Present:	
Discussion Points:			
Objectives Agreed:			
Date and Time of Next Meeting (if applicable):			
Record of meeting forwarded to all parties:		<input type="checkbox"/>	Date:

RECORD OF REVIEWS/MEETINGS

Date of Meeting:	Those Present:
Discussion Points:	
Objectives Agreed:	
Date and Time of Next Meeting (if applicable):	
Record of meeting forwarded to all parties:	<input type="checkbox"/> Date:

What is a parent/carer's role?

Parental co-operation is an important aspect for an off-site placement to be successful. A parent/carer will be expected to attend the initial, 6-week review and final meetings. They would also be expected to communicate with the receiving school on a regular basis.

Can a parent/carer request an off-site direction?

No, off-site placements should be recommended by a child's home school and are directed by the governing body of a school.

A child with an education, health and care plan (EHC) should only be considered for an off-site placement as part of the special education needs review process.

A looked after child should only be considered with the consent and support of the Virtual Headteacher and form part of their care plan.

When will the off-site direction end?

A placement is generally completed within 12 school weeks. Good behaviour and attendance by the child, and good communication between parent/carers and both schools will help achieve a successful off-site placement. However, it is recognised that on occasions off-site placements may end before the 12-week period. If the child is in breach of the school's behaviour policy and does not comply with agreed targets, the head teacher of the receiving school can end the placement.

If this is the case the receiving school will inform the home school in the first instance and advise them of the situation that has led to the head teacher's decision to end placement. The home school will decide on the action required as a consequence of the child's behaviour whilst on the placement. Parent/carer and child will then be notified of the reason the placement has ended. The child will be expected to return to his home school with immediate effect.

The receiving school can issue a suspension as a disciplinary action as part of their behaviour strategies and in accordance with the behaviour policy. The home school will be notified of the suspension.

Which schools participate in off-site directions?

In Sunderland all secondary schools and some primary schools have participated in off-site placements over the last few years.

Together for Children facilitate school to school off-site placements with Sunderland Local Authority only.

Further information

If a parent/carer requires further information on the process of an off-site direction, they should contact their child's home school.



School to school off-site direction

Information for parents/carers

What is an off-site direction?

It is recognized that there may be instances when a pupil is finding access to their mainstream school challenging and may require an alternative environment to their current school setting on a temporary basis.

Government bodies of maintained schools have the power to direct a pupil off-site to improve their behaviour under Section 29A of the Education Act 2002. Academies can also arrange off-site provision for such purposes under their general powers. Schools can therefore arrange an educational placement for a pupil off-site with an alternative provider directly or with another school.

Sunderland schools/academies have agreed to arrange off-site direction placements consistently and therefore have implemented a *School-to-School Off-site Direction Protocol* that all schools in Sunderland will follow when considering placing a child off-site with another Sunderland school. This involves a **temporary** arrangement where a child is placed in another school for a period of 12 weeks. A formal agreement is agreed between the child's parent/carer, the head teachers of both the home school and the receiving school.

An off-site direction placement is a behaviour strategy that is generally used when it is felt that a child would benefit from a different educational placement temporarily and it would be in the best interests of the child.

It is the headteacher of the home school, in association with their governing body, to consider an off-site direction.

A school-to-school off-site direction can only take place if head teachers (from both the home school and the receiving school), agree that it is in the child's best interest to attend a different school temporarily.

Why would a child be considered for an off-site direction?

The head teacher at a child's home school may request that parent/carer consider an off-site education placement as their child is displaying inappropriate behaviours and the school have already tried a variety of in-school interventions and/or targeted support which has been unsuccessful. An off-site direction can also be considered where a one-off incident or a number of incidents whereby the child's place in their school is becoming at risk of permanent exclusion.

An off-site direction can also be used when a child has previously been referred to the Early Help - Attendance Service at Together for Children, due to poor attendance at their home school and where it is believed that a temporary move to a different school may have a positive impact on the child's attendance and re-engagement with education.

How is an off-site direction set up?

In the first instance, the head teacher or a member of his/her team of the home school will have discussed

the consideration of an off-site direction with the parent/carer and child. A school does not need to have consent from a parent/carer to place a child off-site to improve their child's behaviour.

An initial meeting will be arranged with both schools' head teacher or his/her representatives, parent/carer, child and a Together for Children representative.

What happens at the initial meeting?

A Together for Children representative will generally facilitate the meeting. The parent/carer, child, school representatives and the Together for Children representative will discuss what is expected by all parties during the off-site direction placement. This will include the support that will be offered to the child during the placement period and key targets may be set. An off-site direction agreement will be signed by all parties and review dates will be arranged.

How long will the off-site direction last?

The off-site direction would generally run for 12 school weeks. A review is held after 6 weeks with a final review at 12 weeks. Throughout this period a child will be dual registered at both schools with the home school remaining the main school base.