

WCC Headteacher Guides

Schools Considering an Off-Site Direction

An off-site direction is a temporary measure used by headteachers to place a pupil in an alternative educational setting as part of a planned intervention to address behavioural or educational issues. This is typically used when the pupil requires additional support that cannot be fully provided within the mainstream school environment. The off-site direction aims to help the pupil make progress in a more tailored setting, with the ultimate goal of reintegrating them into their regular school. The placement is closely monitored, reviewed regularly, and must be agreed upon with parents/carers, ensuring safeguarding and educational continuity are maintained.

Any proposed Off-site Direction should be discussed in advance with the Education Entitlement Coordinator for the relevant area.

Area	Co-ordinator	Contact details
South/Central	Sue Mustin	suemustin@warwickshire.gov.uk Mobile: 07443 345125
East	Sam Geehan	samanthageehan@warwickshire.gov.uk Mobile: 07584 336698
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To inform Warwickshire County Council Education Entitlement Team of a proposed Managed Move please fill in [this form](#)

An Off Site Direction Should:

- 1. Be a Part of a Behavioural Improvement Strategy:** Off-site directions should be used as part of a wider strategy to improve a pupil's behaviour. This can include time spent in another school or alternative provision to address specific issues such as disengagement, behavioural challenges or specific learning needs.
- 2. Support Educational Continuity:** The off-site direction should provide educational continuity and offer high-quality provision tailored to the pupil's needs. The pupil should continue to receive an education that is suitable to their age, ability, and any identified special educational needs (SEN).
- 3. Be Agreed and Communicated with Parents/Carers:** Parents or carers must be informed and agree to the off-site placement. The purpose, duration, and goals of the off-site direction should be clearly explained to them, ensuring transparency and understanding.
- 4. Be Reviewed Regularly:** The off-site direction should be reviewed at agreed intervals, typically every 6 weeks. This ensures that the placement is still

appropriate for the pupil's needs and that it is having the intended positive impact on their behaviour and engagement.

5. **Be Tailored to the Individual Needs of the Pupil:** The chosen off-site provision must meet the specific needs of the pupil. This could include addressing behavioural issues, emotional well-being, or academic catch-up. The provision should be suitable to help the pupil re-integrate into mainstream education if appropriate.
 6. **Have Clear Objectives and Success Criteria:** The off-site direction should have clearly defined objectives and success criteria. The school, off-site provider, and the pupil should all be aware of what progress is expected during the off-site placement.
 7. **Ensure Safeguarding Arrangements Are in Place:** The safeguarding of pupils should be a priority. The off-site provider must have robust safeguarding procedures, and the school should ensure that there is effective communication between the off-site provider and the school regarding any concerns.
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An Off Site Direction Should Not:

1. **Be Used as a Punishment or Exclusion Substitute:** Off-site directions should not be used as a form of punishment or a substitute for exclusion. The purpose of an off-site direction is to support the pupil, not to remove them from the school environment as a disciplinary measure.
 2. **Be Imposed Without Parental Involvement:** Parents/carers must be involved in the decision-making process, and an off-site direction should not be imposed unilaterally by the school. The pupil and their family should understand the rationale behind the decision.
 3. **Be an Indefinite Arrangement:** Off-site directions should not be open-ended. The direction should have a clear duration, with regular reviews to assess progress and determine when the pupil is ready to return to mainstream education or if further interventions are needed.
 4. **Lead to Social Isolation:** The off-site placement should not result in social isolation or disengagement from peers. The pupil's social and emotional development should be considered, and efforts should be made to maintain connections with their school community, where appropriate.
 5. **Lack a Focus on Reintegration:** The primary goal of an off-site direction should be to help the pupil reintegrate into mainstream schooling, where appropriate. Off-site placements that do not include a clear plan for eventual reintegration may hinder long-term progress.
 6. **Be Implemented Without Monitoring:** Schools must not send pupils off-site without clear plans to monitor the placement. Regular communication with the off-site provider is essential to track progress and address any concerns.
 7. **Ignore the Pupil's Educational and Welfare Needs:** Off-site directions should not overlook the pupil's broader educational and welfare needs. The placement must address both behavioural issues and any underlying academic, social, or emotional challenges the pupil faces.
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By following this guidance, headteachers can use off-site directions effectively as part of a comprehensive strategy to improve pupils' behaviour and well-being, while ensuring that educational and safeguarding standards are maintained.