

Off-Site Direction Protocol for Worcestershire Schools including conversion to Managed Move

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Off-Site Direction Protocol for Worcestershire Schools

Background

An Off-Site Direction is when a **governing board** of a maintained school requires a student to attend another education setting to improve their future behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time-limited placements at Alternative Provision (AP) or another mainstream school. [School Suspension and Exclusions Guidance](#) It can be used where it is felt a student may benefit from a fresh start in another school. **The decision to arrange an off-site direction can only be made by the governing body/trust of a school, unless they have delegated responsibility to a committee or other person in school, in their scheme of delegation.**

Governing bodies/trusts must ensure this process is also included as part of their behaviour or other relative policies in school. Any use of AP or another mainstream school will be based on an understanding of the support a student needs to improve their future behaviour, and engagement in education, as well as any SEND or health needs. Off-site direction may **only** be used to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction will only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP or another mainstream school.

The Local Authority fully supports the strategy to use Off-site Directions to avoid a permanent exclusion and that this can also be used where pupils experience social and emotional difficulties, that impact behaviours, which prevent them from accessing learning as a means of supporting improvement in those behaviours in future.

This guidance has been written for use in Worcestershire Schools to ensure that students' education is maintained, parents' rights are protected and there is clarity between the schools involved over the responsibility for each student.

Context

An Off-site Direction should be considered as part of a measured response to supporting the student's engagement in education to improve future behaviour.

It is the expectation of the Local Authority that an Off-site Direction should be considered prior to a permanent exclusion being implemented. The home school should be able to demonstrate that preventative strategies have been exhausted. The school's own procedures will have already been implemented along with all strategies to avoid exclusion and address the identified issues.

The school needs to hold the view that the receiving school is likely to be able to offer something sufficiently different to make the Off-site Direction viable and can improve engagement in education alongside improving future behaviours. **School will always seek parental cooperation but note parental consent to an Off-site Direction is not required.**

Criteria for Off-site Directions

one or more of the following may be applicable.

- The student has exhibited persistent disruptive behaviours in line with the schools Behaviour Policy.
- The student's significant number of suspensions is likely to lead to a permanent exclusion.
- The school has, at present exhausted all reasonable strategies in line with the [Graduated Response](#), to prevent a permanent exclusion.
- The school has the view that the receiving school is likely to be able to offer something sufficiently different to make the Off-site Direction viable and can improve engagement in education alongside improving future behaviours.
- Children returning from Elective Home Education, who have been placed back on roll at the school they were removed from previously, by a Fair Access Panel, and for whom a fresh start at another school has been deemed appropriate to improve future behaviours.

Governing bodies/trusts should consider the use of Off-site Directions in the context of the following:

- The school's behaviour and SEN policies which include a commitment to a range of responses to breaches of the school's behaviour policy e.g. Pastoral Support Plans (PSP) or equivalent and the graduated response.
- Current government guidance [School Suspension and Exclusions Guidance](#)

Students with an Education Health Care Plan will have a named educational placement as part of their EHCP. If an alternative school place is being sought for a student with an Education Health Care Plan, such queries should in the first instance be directed to the Local Authority SEND Team for consideration.

An Off-site Direction for a Child Looked After should only take place with the support of the Virtual School and the child's Social Worker.

Review

Off-site Directions must be kept under review by the governing body or delegated authority of the home school, who must hold review meetings at such intervals as they, having regard to the needs of the student, consider appropriate, for as long as the requirement remains in effect. Not later than six days before the date of any review meeting, a governing body or delegated authority, must give a written invitation to parents to attend the review meeting scheduled, or allow the parent to submit in writing before the date of the meeting, their views on the off-site direction.

The governing body or delegated authority must keep the placement under review and must decide following each review meeting as to whether the requirement should continue and, if so, for what period. The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the next review will be and who should be involved in the reviews. For example, review meetings should take place between the school, parents, the student, and other agencies e.g. a student's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, to establish agreed monitoring points to discuss the student's ongoing

behaviour. **These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives.**

The home school must allow the student to return to the school if, after review, the new school is not willing to admit the student on a permanent basis, or the arrangements break down in the interim period. It may also be the case that the review meeting has determined that the off-site direction has been successful, and the student should return to the home school, rather than progress to a permanent move.

The receiving (host) school can end the arrangement, which if possible should be review driven, unless a significant breach of the schools behaviour policy has occurred, even then it is good practice to hold a review. Should the host school have reason in due course to suspend the student, it must immediately notify the home school and instigate an emergency review meeting.

Attendance Coding

The student must remain on the roll of the home school with a D coding (Dual registered Main) during the Off-site Direction period. The attendance register of the receiving school (Dual Registered Subsidiary) must show the actual attendance. It is the responsibility of the home school to gather the attendance information. Off-site direction does not require parental agreement as it is a directed measure taken by a school to support a student's behaviour; they can therefore be on the roll of two schools without parental consent.

Intervention

To support a student, the focus of intervention whilst off-site should remain on ensuring that a student continues to receive a broad and balanced curriculum whilst working towards improved future behaviours. Any inappropriate behaviours which require intervention should be addressed. If a student with a disability or SEN has been moved offsite, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

The length of time a student spends in another mainstream school or alternative provision will depend on what best supports the student's needs and potential improvement in behaviour and should be discussed at the outset of the Off-site Direction meeting.

Procedure

The home school should discuss with the parents the Off-site Direction in the first instance. Consent is not required, but it would be good practice to involve parents in any conversations to ensure they are clear that the decision is being taken in the best interest of the student and their outcomes. It is important that parents understand the process and their responsibilities which may include, uniform, attendance, transport etc.

The home school is responsible for contacting the proposed host school to request the direction, setting out reasons why this strategy might work. This should be the next appropriate school to the student's home. The proposed host school can exceed their published admission number to accommodate an Off-site Direction.

Once a proposed host school has agreed to the move in principle, we recommend the schools discuss arrangements including uniform, transport etc prior to holding a formal Off-site Direction meeting.

Off-site Direction Meetings

At the initiation of an Off-site Direction, it must be agreed how regularly review meetings will take place and every review meeting must be documented. Transparent sharing of information is vital between schools, to ensure the best possible chances of success. Evidence of all previous interventions should be documented, schools can use the Pupil Passport, which is an appendix to this document, to capture the information, and could include the following, but is not limited to:

- Pupil Passport
- Copies of IEP/PSP/IHCP's
- Behaviour log and consequences.
- Behaviour analysis
- Evaluation of any strategies as part of the graduated response
- Attendance record and support
- Child Looked After Personal Education Plan
- Exclusion data
- KS4 – record of options
- Most recent assessment and attainment data
- Evidence of any SEND and the graduated response

If the direction is deemed to be a success, at this end of this period, the off-site direction can, with the agreement of all parties, convert to a Managed Move.

Managed Move

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school **permanently** to support improvement in future behaviours. Managed moves must be agreed with all parties involved, including the parents and the admission authority of the new school.

Managed moves should be offered either:

- as part of a planned intervention and supported transition to another school following an off-site direction which has been successful and a permanent move is supported by all parties, or
- as part of a planned intervention and supported transition to another school, where all parties agree, and there is evidence that appropriate initial intervention has been conducted, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

The student will formally transfer to the new school **permanently** and will be placed on roll on the agreed start date of the Managed Move.

When an Off-site Direction converts to a Managed Move and the student is placed on roll at the receiving school, permanently, the schools must complete the on or off role procedure on the Children's Services Portal and update the secure Teams site Off-site Direction spreadsheets for School Admissions, so that the Fair Access Protocol weightings grid can

be adjusted. This will also be the case in the event of an Off-site Direction, which results in a return to the home school. The Off-site Direction spreadsheet must be completed on the secure Teams site, so that the weightings grid can be adjusted.

Funding

The Receiving School may wish to negotiate the transfer of funding if the student is formally admitted where an Off-site Direction converts to a Managed Move. The appropriate amount would be the balance remaining of the AWPU plus any other amounts such as Special Educational Needs/EHCP funding, according to the agreed current formulae. Schools may want to negotiate the backdating of funds to the beginning of the trial period. It would be appropriate to discuss funding arrangements before the start of the Off-site Direction.

Transport

Transport arrangements (if required) must be considered at the planning meeting. The cost of any transport required will either be met by the parent(s) or by the home school. At the point of successful Off-site Direction converting to a Managed Move then School Admissions will redesignate the school for transport purposes. Transport Assistance will be assessed in line with the policy.

Included in this documentation are a series of form templates that you may wish to use to capture information.

Form Templates

1. Off-site Direction Notification Form

Consent **does not** have to be gained from parent by home school prior to approaching another school for consideration of an Off-site Direction, but it may be helpful to record the parents' views.

Child's Name and DOB	Home School
Address	Parent/Carer Address if different
Parent/Carer Name	Relationship to child
Does the above Parent/Carer have parental responsibility?	Yes <input type="radio"/> No <input type="radio"/>
Is there another parent with parental responsibility for a child? Has agreement over the Off-site Direction been reached?	Yes <input type="radio"/> No <input type="radio"/>
Does the parent understand the reasons for the Off-site Direction?	Yes <input type="radio"/> No <input type="radio"/>
Parental comments	
<p>I have been advised by the home school of the reasons for the Off-site Direction and understand they will approach another school to discuss an Off-site Direction for the above child.</p> <p>Name:</p> <p>Signed:</p> <p>Date:</p>	

2. Off-site Direction Pupil Passport

Information that could be used by home school prior to Off-site Direction Initial Meeting.

Section 1a: Child Details			
Full name			
UPN			
Gender	Date of Birth	MM	YY
	DD		
Current Year Group			
Male <input type="radio"/> Female <input type="radio"/> Non-binary <input type="radio"/>			
Parent/Carer Name/s & Contact Details			
Current Home Address			
Moving Address (where relevant)			
Date effective from			
Section 1b: Additional Information			
Early Help Assessment and Plan		Yes <input type="radio"/> No <input type="radio"/>	
Child in Need Plan		Yes <input type="radio"/> No <input type="radio"/>	
Child Protection Plan		Yes <input type="radio"/> No <input type="radio"/>	
Child Looked After If YES please specify the Local Authority the child is in the care of or accommodated by. <ul style="list-style-type: none"> Name & contact details of Social Worker: Name & contact details Virtual School contact: 		Yes <input type="radio"/> No <input type="radio"/>	
Is this child in receipt of any of the Pupil Premiums?		Yes <input type="radio"/> No <input type="radio"/>	
If YES please specify the type			
Is the school aware of any issues relating to Parental Responsibility that the Schools/Local Authority should be aware of?		Yes <input type="radio"/> No <input type="radio"/>	
If YES please provide details			

If English is not the child's first language, please provide details of the level of English understanding.	None <input type="radio"/> Basic <input type="radio"/> Intermediate <input type="radio"/> Advanced <input type="radio"/>
Does this child come from a Refugee or Asylum Seeker Family	Yes <input type="radio"/> No <input type="radio"/>
Are there any Safeguarding concerns that the new school needs to be aware of? Please ensure they are shared ahead of any off-site direction starting	Yes <input type="radio"/> No <input type="radio"/>
Are there any attendance issues (attendance below 90%)? In all cases, please attach record of attendance for the last 3 terms.	Yes <input type="radio"/> No <input type="radio"/>
If YES please give details	
Is this child still on the roll of your school? If NO, which of the prescribed deletions under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended, did you use to remove them from roll?	Yes <input type="radio"/> No <input type="radio"/>
Date removed from roll or date of last attendance if still on roll	
Special Educational Needs & Disabilities	
Does this child have an EHCP?	Yes <input type="radio"/> No <input type="radio"/>
Is this child currently undergoing an EHCNA (Education, Health, and Care Needs Assessment)?	Yes <input type="radio"/> No <input type="radio"/>
If YES please provide details	
If NO please provide the rationale for not yet starting an Assessment	
Does this child have any disabilities, relevant diagnoses, or medical conditions (including those under investigation)?	Yes <input type="radio"/> No <input type="radio"/>
If YES please provide details	
Has the school completed an Individual Health Care Plan?	Yes <input type="radio"/> No <input type="radio"/>
If YES please attach copy	
Does the child receive any SEND Support?	Yes <input type="radio"/> No <input type="radio"/>
If YES please provide details	
If NO why are they not receiving support	

Has the school completed an Individual Education Plan?	Yes <input type="radio"/>	No <input type="radio"/>
If YES please attach copy		
If the child/young person is Looked After please attach a copy of their most recent Personal Education Plan (PEP)		
Has the school completed a Pastoral Support Plan?	Yes <input type="radio"/>	No <input type="radio"/>
If YES please attach copy		

School Interventions

INTERVENTIONS:	START DATE	END DATE
Therapeutic intervention		
Timetable variation		
Parental engagement		
Key Worker		
Off-site direction		
In-school Alternative Provision		
External Alternative Provision		
Social Skills programme		
Speech & Language Input		
Academic intervention		
Attendance intervention		
PEP		
Positive Handling Plan		
Pastoral Support Plan		

Exclusions

Date	Reason for exclusion

Suspensions

Start date	No. of days	Reason for suspension

Other Agency Involvement - please provide details.

Education Investigation/CME	Yes <input type="radio"/>	No <input type="radio"/>
Education Psychologist	Yes <input type="radio"/>	No <input type="radio"/>
YOS	Yes <input type="radio"/>	No <input type="radio"/>
CAMHS	Yes <input type="radio"/>	No <input type="radio"/>
Early Help Assessment	Yes <input type="radio"/>	No <input type="radio"/>
Other Agency involvement	Yes <input type="radio"/>	No <input type="radio"/>
If YES please provide details and attach any necessary information		

Section 1c: Academic Information

Most recent examination/assessment results. Attach a copy showing data or narrative.

ENGLISH	MATHS	SCIENCE
Term taken e.g. Summer 2021		

Academic Information for Key Stage 4 ONLY

For Y9 (where applicable), Y10 & Y11 pupils, please list current options:

Subject	Course Details	Exam Board

Section 1d: Schools Attended

Current / Most Recent School Details

Current / most recent school:	
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Date of admission:		
Is this child currently Electively Home Educated? If YES, add date EHE commenced.	Yes <input type="radio"/>	No <input type="radio"/>
Other Schools Attended in the Last 5 years		
1.	Date admitted:	Date of leaving:
2.	Date admitted:	Date of leaving:
3.	Date admitted:	Date of leaving:
Off-site Directions		
Has this child ever been subject to an Off-site Direction between schools?	Yes <input type="radio"/>	No <input type="radio"/>
Name of Home School		
Name of destination School		
Was the Off-site Direction Successful	Yes <input type="radio"/>	No <input type="radio"/>
Reasons Off-site Direction was not successful		

Section 1e: Formulation

(hypothesis as to the reasons behind any current issues in school – behaviour, attendance, etc.)

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Section 2: Details of person completing this form

Name	
Role	
Email Address	
Telephone number	

3. Off-site Direction Initial Meeting Form

Date of Meeting	
Child's Name & DOB	
Address (if this has changed since previous meeting)	
Home School Representative	
Host School Representative	
Parent/Carer	
Reasons for the Off-site Direction:	
What needs to happen for the Off-site Direction to be successful:	
Off-site Direction start date:	
Date of first review meeting and agreed frequency of subsequent reviews:	
Attendees Signatures:	
Parent/Carer:	Child:
Home School:	Host School:
Other:	

4. Off-site Direction Review Form (or Emergency Review) Meeting

Date of Meeting	
Child's Name & DOB	
Address (if this has changed since previous meeting)	
Home School Representative	
Host School Representative	
Parent/Carer	
Progress towards integration and success to date:	
Issues causing concern and suggestions for improvement:	
Additional Support Required and any additional information:	

Outcome of review:	
Continue with Direction	Yes <input type="radio"/>
Return to Home School	Yes <input type="radio"/>
Convert to Managed Move	Yes <input type="radio"/>
Date of next meeting (if applicable):	
Attendees Signatures:	
Parent/Carer:	Child:
Home School:	Host School:
Other:	

NB Please ensure in the event of a return to home school or a conversion to Managed Move you complete the necessary return on the Children's Services Portal and update the spreadsheet on the Teams site.

5. Sample Letter

Dear (Name of Parent/Carer)

(Child's Name and DOB)

Direction for off-site education for [name of pupil]

Further to [our conversation on [date] and/or my letter dated [date] and/or [details of recent behavioural incident(s)]], I am writing to confirm the governing bodies/trusts decision to direct [name of pupil] to offsite education for a temporary period of time.

[Name of pupil] is directed to attend [name of provision] at [address] between the hours of [time] and [time] from [date] in order to help improve their future behaviour following [details of incidents]. During this period [name of pupil] will remain on the roll of [name of current school] and will be dual registered. [Name of provision] is [an Ofsted registered provision and/or included within the local authority's directory of 'approved' provision], which meets clearly defined standards. I can confirm that appropriate safeguarding and other checks have been made to ensure the suitability and safety of the placement.

[Name of pupil] should report to [name], [role], at [name of provision] at [time] on their first day. Their attendance will be [full-time OR a combination of part-time at [name of provision] and a continuation at [current school] [set out timetable if a combination]]. As [name of pupil] is of compulsory school age, you are legally required to ensure that [name of pupil] attend all sessions every day to ensure that any disruption to their education is kept to a minimum.

The proposed maximum period for their attendance at [name of provision] is [set out time depending on what best supports the pupil's needs and potential improvement in behaviour e.g. two months/the remainder of term etc.]. This will be reviewed at regular intervals by the governing bodies/trusts, the headteacher of [current school], a representative from [name of provision], [the local authority (as [name of pupil] has an Education Health and Care Plan)], and yourself with input from [name of pupil]. The first review meeting will be held on [date – we suggest no more than 6 school weeks after the start of the provision] at [address]. You will be notified of any further review meetings in writing. You may also request a review by the governing body/trust of the provision, and they will comply with the request as soon as reasonably practicable, unless there has already been a review in the previous six weeks. Any requests for a review should be sent to [name and contact details].

Please note [name of pupil]'s time in attending [name of provision] is intended as an intervention to help improve their behaviour. [The main objective of this intervention is the successful reintegration of [name of pupil] back into [current school]]. During their time at [name of provision], [name of pupil] will continue to receive a broad and balanced education. In order to ensure the placement is successful, [name of pupil] has been set the following objectives:

- [Set out reasons for and objectives of the placement and any support put in place for the pupil while he attends the provision e.g. any specific pastoral care they will receive/details of any induction etc.]

- For example, references to any academic attainment – particularly in English, maths, and science (including IT)
- Any specific and identifiable personal, social, and academic needs of the pupil and how they will be met in order to help them to overcome any barriers to attainment.
- Improved pupil motivation and self-confidence, attendance, and engagement with education
- Successful reintegration back to current school]

Progress against these objectives will be frequently monitored.

During [name of pupil]'s attendance at [name of provision], the school will communicate regularly with you [set out details such as weekly phone calls, emails, or reports] and your point of contact will be [name, role].

Finally, I wish to assure you that the governing bodies/trusts decision to direct [name of pupil] to be educated offsite has been based on what they consider to be in the best interests of [name of pupil]. When [name of pupil] is ready to be reintegrated, a strategy meeting will take place with you and [name of pupil], and an appropriate package of support will be put in place.

If the move is successful and all parties, including yourself, agree that they wish to progress to a Managed Move, a permanent move of school, this decision can be reached as part of the review process.

If you have any queries, please do not hesitate to contact me. If you wish to challenge the governing board/academy trust decision, you are able to do so via the school's complaints procedures which can be found on the school's website.

Yours sincerely

Head Teacher

Copy sent to: (Head Teacher of home school)

School Admissions

Where applicable, the pupil's social worker, the VSH if the pupil is a CLA and/or the local authority if a pupil has an EHCP]