



## **Tuition, Medical and Behaviour Support Service**

# **Use of Off-site Alternative Provisions Policy**

<b>Adopted:</b>	July 2023
<b>Reviewed:</b>	September 2025
<b>Next Review:</b>	September 2026
<b>Governing Committee:</b>	To be presented at the next Full Governing Body – November 2025
<b>Responsibility:</b>	Lisa Garside

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## Policy context

### Alternative Provision

#### Statutory guidance for local authorities

January 2013 (Department for Education)

*“Good alternative provision is that which appropriately meets the needs of students which required its use and enables them to achieve good educational attainment on par with their mainstream peers. All students must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ from student to student, but there are some common elements that alternative provision should aim to achieve, including:*

- *good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;*
- *that the specific personal, social and academic needs of students are properly identified and met in order to help them to overcome any barriers to attainment;*
- *improved student motivation and self-confidence, attendance and engagement with education; and*
- *clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.”*

#### **The role of off-site alternative provision in the Secondary TMBSS curriculum:**

The students who join TMBSS are at different stages of their own personal journey. That journey has often been difficult, traumatic, and unconventional. Our curriculum content choices and sequencing are designed to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success.

#### **The role of off-site alternative provision in the Primary TMBSS curriculum:**

Sixth day provision students in primary are accommodated at TMBSS for 50% of their week; offered either a morning or afternoon placement. The head of primary then follows the procedures outlined in this policy to source appropriate off-site alternative provisions for the other 50% of the student's education.

## TMBSS Curriculum Model

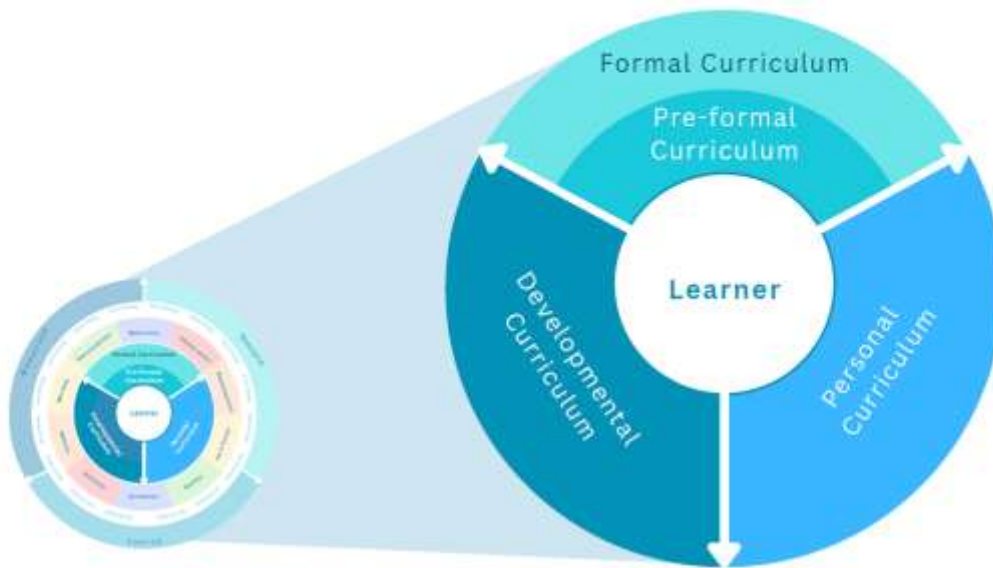
The students who join TMBSS are at different stages of their own personal journey. A journey that has often been difficult, traumatic, and unconventional. Our curriculum content choices and sequencing are designed to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success. The TMBSS curriculum can be represented by the model below:



Each aspect of the 'World Ready' vision represents the primary aims of our curriculum model (Well-being, Overcoming barriers, Relationships and Life-long learners and Developing a voice) and the tools and approaches we use to achieve them (Reflection, Enrichment, Achievement, Diversity and Yes to success)

The application of the World Ready vision is highly bespoke to the needs of the individual and encompasses the formal, personal and developmental aspects of our curriculum.

## A closer look at our curriculum:



### Formal Curriculum:

The age-appropriate, broad and balanced curriculum that TMBSS provides for all pupils, as part of the Universal Offer. This is the relevant Key Stage of the National Curriculum and is influenced by accreditation requirements.

Pre-formal Curriculum: Sits within the formal curriculum and is designed to provide the first steps to re-engage students who are unable or unwilling to access the formal curriculum.

### Developmental Curriculum:

Gives students the 'tools' to access learning, informed by academic baselines and referral documentation.

- Literacy & numeracy interventions
- Addressing gaps in learning
- Academic resilience

### Personal Curriculum:

Allows students to be present & available for learning, informed by SDQ, referral documentation & external agencies.

- Nurture
- Enrichment
- SEMH interventions, strategies & approaches

Off-site alternative provisions and planned enrichment activities are used to enhance the personal Curriculum of students. This is done by promoting social and emotional wellbeing, re-engaging them to improve attendance and providing them with experiences that promote access to suitable post 16 destinations.

## **Objectives of this Policy**

- To outline the reasons why students might be offered off-site alternative provision.
- To ensure that off-site alternative provision is offered to students if appropriate in a consistent way.
- To provide guidance on the referral process and the suitability of off-site alternative providers.
- To ensure there are suitable procedures in place relating to attendance and the safeguarding of students when under the care of off-site alternative providers.
- To outline the arrangements in place for keeping in touch with students to monitor academic progress, behaviour and pastoral welfare.
- To guide and support staff with the monitoring and support of off-site alternative provision.

## **Roles and Responsibilities**

### **Governing Body will:**

- Monitor the implementation of the Off-site Alternative Provision Policy and review it on a regular basis.

### **Head of Service will:**

- Take overall responsibility for the Service's use of off-site alternative provision for certain students.
- Report to the Governing Body on the effectiveness of the implementation of the Alternative Provision Policy.

### **Senior Leadership will:**

- Continually monitor and contribute to the TMBSS Use of Off-site Alternative Provision Pathway. (Appendix 1). This will ensure that where an off-site alternative provision is used, it is a suitable and safe placement that will meet student' academic/vocational/SEMH and if appropriate, SEND needs.
- Understand and comply with the guidelines detailed within the Off-site Alternative Provision Policy and other related documents.
- Support and monitor the actions of the careers guidance advisor.
- Ensure that the off-site alternative provider is registered and approved and that they have adhered to Keeping Children Safe in Education, to cover Safeguarding, Child Protection and Health & Safety.
- Ensure that all off-site alternative providers hold a copy of, and adhere to, TMBSS behaviour expectations and incident procedure (Appendix 2).
- Ensure that all alternative providers hold a copy of, and adhere to, TMBSS safeguarding expectations and procedures (Appendix 3).

### **Careers Guidance Manager will:**

- Work with the Centre Manager, SLT and other identified contributors to ensure that the Use of Off-site Alternative Provision Pathway (Appendix 1) is followed.
- Liaise with the Designated Safeguarding Lead, Centre Managers, and other relevant staff to ensure that the appropriate measures are in place to support students who are being educated in an off-site alternative setting.
- Attend or arrange for an appropriate member of TMBSS staff, to attend meetings relating to student referrals and conduct regular progress visits to the off-site alternative provider.
- Undertake periodic visits to the alternative provision sites to review the progress of the relevant students, as requested by the Senior Leadership Team.

- Decide, in collaboration with the Senior Leadership Team and Centre Managers, on the appropriate course of action if informed of any serious behavioural incidents by an off-site alternative provider.
- Arrange for an appropriate intervention when a student's attendance falls below the expected TMBSS target.

#### **Centre Managers will:**

- Contribute information to ensure the Use of Off-site Alternative Provision Pathway (Appendix 1) is followed.
- Liaise with Centre admins and careers guidance advisor to monitor attendance of students accessing off-site alternative provision.
- Provide attendance updates to SLT, following TMBSS attendance procedures.
- Provide challenging pupil targets and evaluate the impact on students academic, personal and social progress made.
- Ensure informed risk assessments, grab sheets (containing information about appropriate contact medical and SEN needs) are available for the careers advisor to share with the provision.

#### **Finance Department will:**

- Handle the payment process in relation to off-site alternative provision as authorised by the Head of Service.

#### **Suitability of Providers:**

- TMBSS is able to access a variety of off-site alternative provision placements and there should always be a clear rationale in place to ensure that this provision will enhance the students' overall personal, formal and developmental curriculum.
- TMBSS will continually assess the quality and suitability of the providers of off-site alternative education for our students.
- It is the responsibility of TMBSS to ensure that the off-site alternative provider is registered and approved and that they have relevant policies in place to cover Child Protection and Health & Safety.
- All students who are referred to an off-site alternative provision will also have access to the TMBSS formal, personal and developmental curriculum.
- Where possible the skills and qualifications they achieve will enable progression to further education or post 16 career pathways.
- Students should also be able to access their statutory entitlement to education relating to PSHE/RSE and SMSC.

#### **Referral Process**

- TMBSS uses the DfE publication, *Alternative Provision: Statutory Guidance for Local Authorities* (January 2013) and '*Alternative provision and The findings from Ofsted's three-year survey of schools' use of off-site alternative provision* (February 2016) and *Arranging Alternative Provision* (January 2025) as a basis for planning and managing off-site alternative provision
- The referral process is summarised in the Use of Off-site Alternative Provision Pathway (Appendix 1).
- The pathway evidences that parents/carers and any relevant external agencies are fully involved in the process and any decisions taken.
- Students who are referred to off-site alternative provision will remain on roll at TMBSS.

- TMBSS funds their place in off-site alternative provision. The service remains ultimately responsible for the student, and the offer of alternative provision shows a commitment by the service to an inclusive approach to the young person's education.
- Centre Managers will clearly explain to students and their parents/carers the reasons why the off-site alternative provision is being offered.
- The student's parents/carers will sign the relevant TMBSS off-site alternative provision agreement form (Appendix 4).
- Any agreement around off-site alternative provision for a student will be regularly reviewed as part of any reviews that take place.
- Once committed to a provision, students must attend and parents/carers must support this. Failure to do so will carry the same consequences as non-attendance at TMBSS.
- Impact/success will be measured against targets set as detailed in the 'Use of Off-site Alternative Provision Pathway' and these will be reviewed on a termly basis.
- Where necessary, the service will formulate a Service Level Agreement between the service and the off-site alternative provider.

### **Attendance and Safeguarding**

- All professionals have a statutory responsibility to safeguard and promote the welfare of children and young people. Tracking and reporting attendance at off-site alternative provision is an essential component in achieving this.
- Attendance at off-site alternative provision will be monitored closely and every step should be taken to ensure that accurate attendance data is kept by TMBSS.
- Centre administrators with responsibility for attendance will contact the provider to check and record daily attendance.
- Non-attendance will be followed up using the TMBSS attendance procedures.
- Students whose attendance falls below the TMBSS target will be subject to a number of interventions as set out in the service's Attendance Policy.
- There is an expectation that any safeguarding concerns are raised with the Designated Safeguarding Lead at TMBSS and that all off-site alternative providers hold a copy of, and adhere to, TMBSS safeguarding expectations and procedures (Appendix 3).

### **Monitoring Academic Progress, Behaviour and Welfare**

- A report will be completed by the off-site alternative provider as part of the monitoring process.
- The student will be visited on a regular basis by an appropriate staff member from TMBSS.
- The student's own views on the placement will be considered as part of the monitoring process (Appendix 5).
- The provider will be expected to contact the appropriate TMBSS Centre Manager to inform them of any serious behavioural incidents (Appendix 2).
- Students who are making less than satisfactory progress or who are involved in serious behavioural incidents, will be subject to a formal review meeting involving Centre Manager, the student, parents/carers with behaviour report provided by the provision.
- In extreme circumstances, or following an agreed number of unsatisfactory review meetings, the placement may be ended.

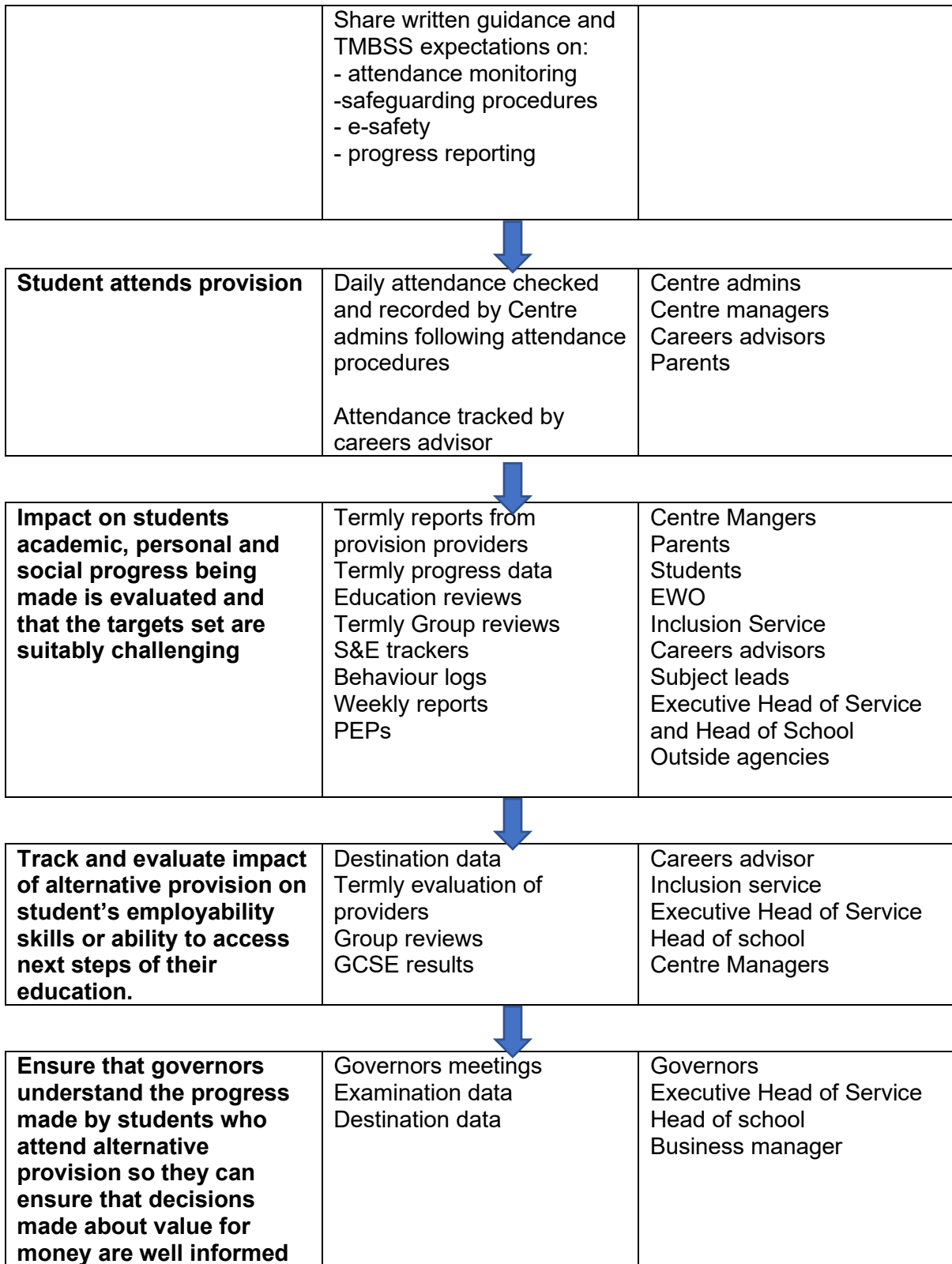
## Appendices

### Appendix 1:



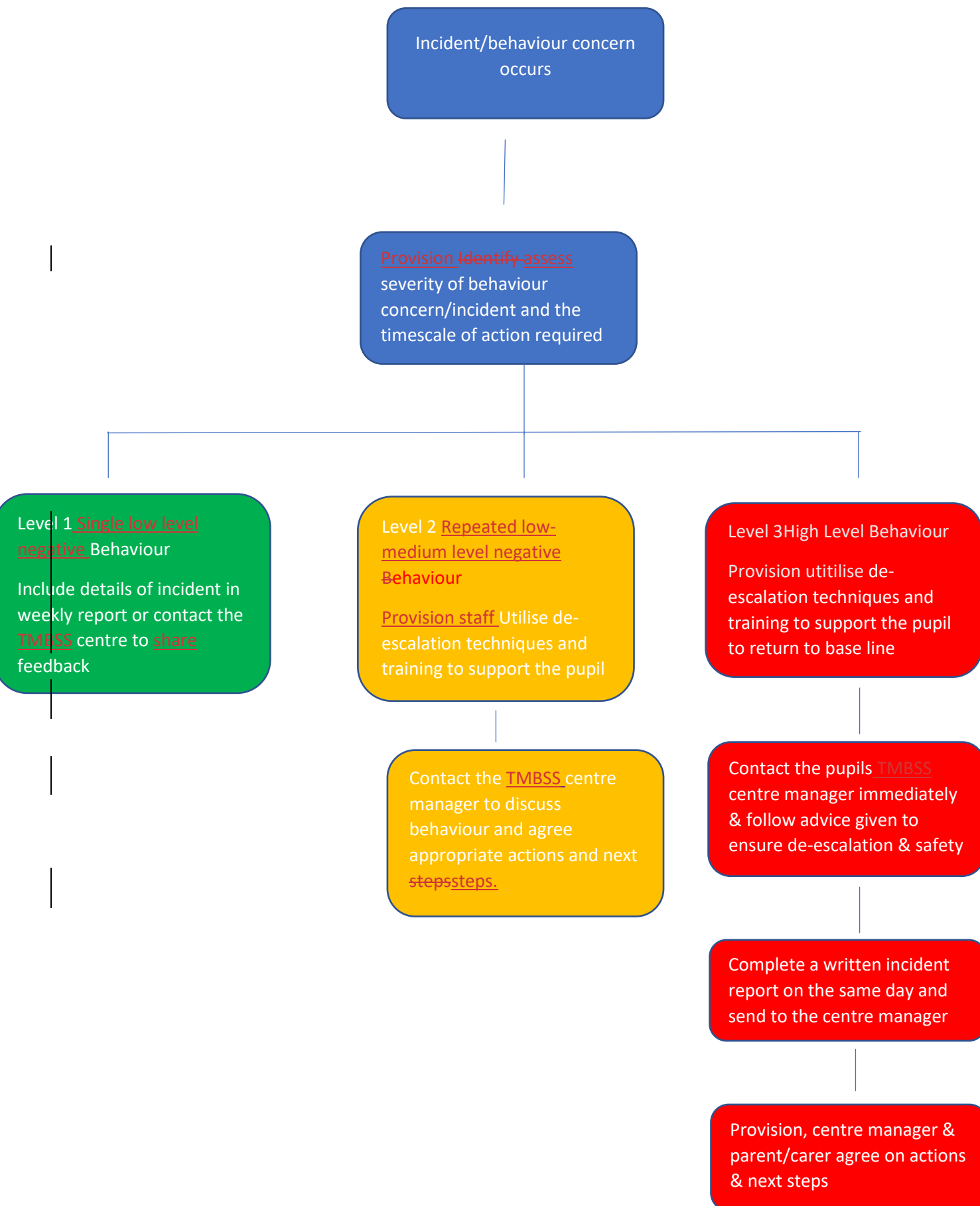
## Use of Alternative Provision pathway

Stage:	Informed by:	Contributors:
<b>Identify pupil needs</b>	Exclusion paperwork and information from school Centre visits Progress reports PCP S&E tracker Behaviour logs Attendance data	Parents Student Centre Mangers Subject teachers Outside agencies
<b>Source appropriate provision</b>	Quality of education Safeguarding checks Registration declaration Health and safety checks	Student voice Centre manager Parents Careers advisor visits and completes checklist Risk assessments
<b>Identify pupil targets</b>	PCP targets EHCP outcomes Students next steps S&E trackers PEP EP reports	Centre Managers Students Outside agencies Alternative provision providers Careers advisor
<b>Obtain consent for provision</b>	Request for provision form signed by head of service Parental and student consents signed	Executive Head of Service Parents Virtual head Students Careers advisor
<b>Visit to provision</b>	Share and agree targets Grab sheet shared Student risk assessment shared	Careers advisor Student Alternative provision provider



Appendix 2:

Off-site Alternative Provision Behaviour Procedure



Level of Behaviour	Brief Definition of Behaviour	Examples of Behaviour
1	Behaviour that doesn't cause huge disruptions, but can still disrupt the class or parts of the class.	<ul style="list-style-type: none"> <li>➤ Low level disruption</li> <li>➤ Talking unnecessarily</li> <li>➤ Refusing to complete work</li> <li>➤ Disrespectful to staff/student</li> <li>➤ Minor misuse of materials/equipment</li> </ul>
2	Behaviour that would be deemed higher than level 1 or persistent disruptive behaviour throughout their sessions at the provision, which regularly undermines staff and effects other student learning.	<ul style="list-style-type: none"> <li>➤ Persistent behaviour from Level 1 behaviour</li> <li>➤ Inappropriate use of the internet</li> <li>➤ Incidents of bullying</li> <li>➤ Truancy</li> </ul>
3	Very serious behaviour/incident that significantly breaks the Services and the providers policies/procedures. Level 3 behaviour may put the pupil themselves, other student or staff at risk.	<ul style="list-style-type: none"> <li>➤ Physical assault which puts themselves, student or staff at risk</li> <li>➤ Persistent breaches or policies/procedures, despite interventions put into place</li> <li>➤ Theft</li> <li>➤ Criminal damage</li> <li>➤ Illegal substance related incident</li> <li>➤ Inappropriate sexualised behaviour</li> <li>➤ Significant/persistent bullying</li> <li>➤ Incidents of smoking/vaping on site</li> <li>➤ In possession of prohibited items</li> </ul>

- The level system does not work up from the bottom – the Level ranking only illustrates a flow of severity.
- The above information are examples and are not limited. Other behaviours/incidents not listed will apply to one of the above categories. If unsure on the level of behaviour, please contact the appropriate TMBSS centre to discuss further.
- After a certain level of behaviour has occurred, please use the above flow chart as a guide to support.

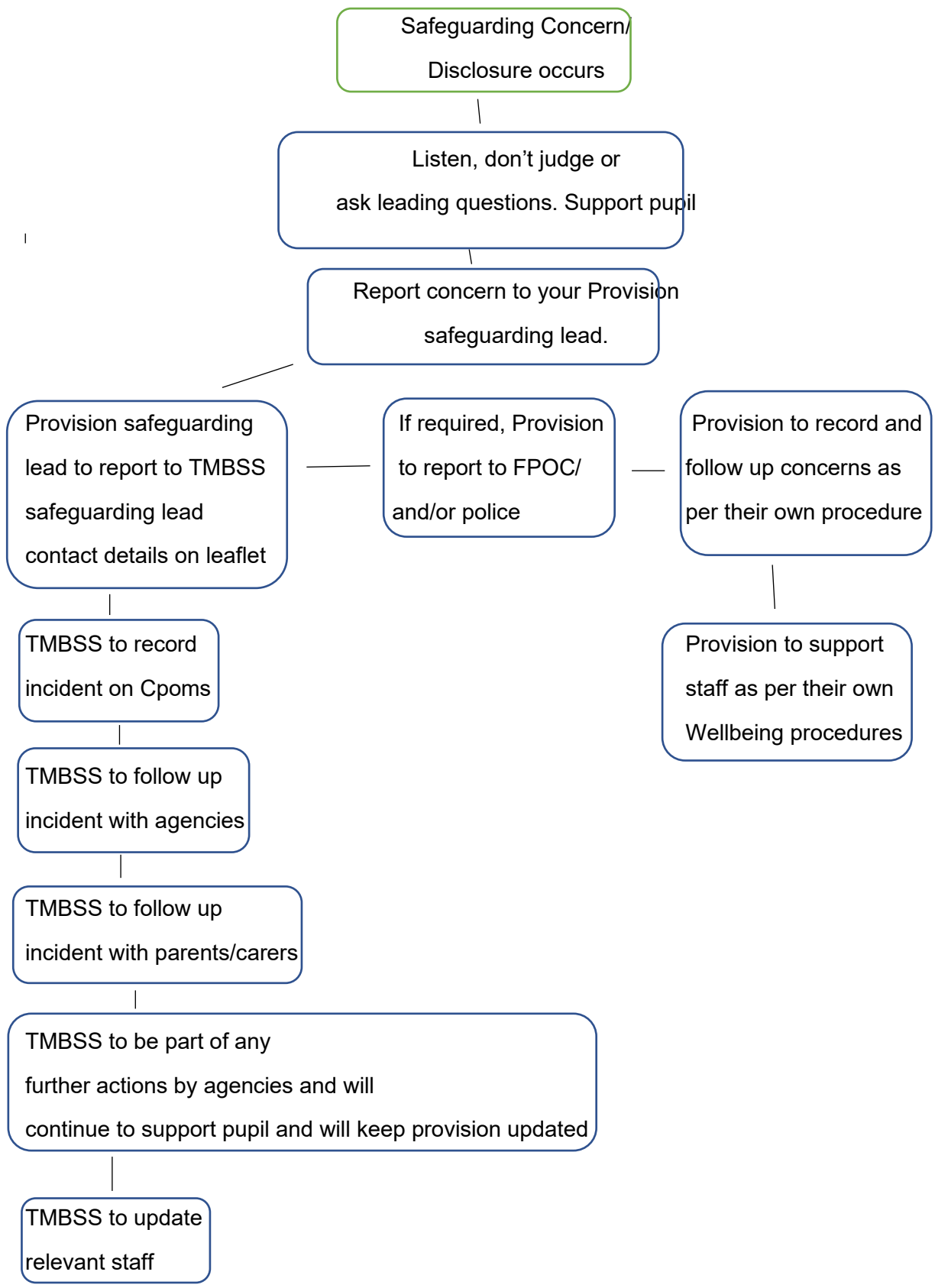
#### TMBSS Centre Managers Contact Details

<u>TMBSS Centre</u>	<u>Centre Manager/Appropriate Contact</u>	<u>Centre Phone Number</u>	<u>Centre Email Address</u>
Sundorne	Adam Bloomer	01743 368190 Option 5	<a href="mailto:Bloomer.a@tmbss-shropshire.org.uk">Bloomer.a@tmbss-shropshire.org.uk</a> <a href="mailto:admin.shrewsbury@tmbss-shropshire.org.uk">admin.shrewsbury@tmbss-shropshire.org.uk</a>
Hook A Gate	Chloe Davies	01743 368190 Option 2	<a href="mailto:Davies.c@tmbss-shropshire.org.uk">Davies.c@tmbss-shropshire.org.uk</a> <a href="mailto:admin.hookagate@tmbss-shropshire.org.uk">admin.hookagate@tmbss-shropshire.org.uk</a>
Bridgnorth	Rebecca Watters	01743 368190 Option 1	<a href="mailto:Watters.r.@tmbss-shropshire.org.uk">Watters.r.@tmbss-shropshire.org.uk</a> <a href="mailto:admin.bridgnorth@tmbss-shropshire.org.uk">admin.bridgnorth@tmbss-shropshire.org.uk</a>
Oswestry	Caroline Camber	01743 368190 Option 4	<a href="mailto:Camber.c@tmbss-shropshire.org.uk">Camber.c@tmbss-shropshire.org.uk</a> <a href="mailto:admin.oswestry@tmbss-shropshire.org.uk">admin.oswestry@tmbss-shropshire.org.uk</a>
Ludlow	Adrian Pople	01743 368190 Option 3	<a href="mailto:Pople.a@tmbss-shropshire.org.uk">Pople.a@tmbss-shropshire.org.uk</a> <a href="mailto:admin.ludlow@tmbss-shropshire.org.uk">admin.ludlow@tmbss-shropshire.org.uk</a>
Outreach	Cara Lacey (Part time role)	07458010175	<a href="mailto:lacey.c@tmbss-shropshire.org.uk">lacey.c@tmbss-shropshire.org.uk</a>
	Gemma Parkes	07890642674	<a href="mailto:Parkes.g@tmbss-shropshire.org.uk">Parkes.g@tmbss-shropshire.org.uk</a>

Sixth Day Provision Pupil/ Pupil on TMBSS waiting list	Gemma Parkes	07890642674	<a href="mailto:Parkes.g@tmbss-shropshire.org.uk">Parkes.g@tmbss-shropshire.org.uk</a>
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**Appendix 3:**

**Off-Site Alternative Provision  
Safeguarding Procedure**



## KEEPING CHILDREN SAFE IN EDUCATION

At TMBSŠ we believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise that safeguarding the welfare of all children and young people is everyone's responsibility. We follow Shropshire Safeguarding Community Partnership (SSCP) procedures and acknowledge that the welfare of the child is paramount. At TMBSŠ it is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child. We work in partnership with children, young people, their parents, carers and other agencies.

### SAFEGUARDING

This is an area in which all staff receive regular training and updates. There may be occasions where we will refer to additional agencies to support your child but we will always aim to have open and transparent conversations with you at all times. Everybody has a responsibility to keep all children under the age of 18 safe from harm.

Harm is identified in four ways:

**PHYSICAL** When a child is deliberately physically hurt or injured.

**SEXUAL** When a child is influenced or forced to take part in a sexual activity. This can be a physical activity or non-physical i.e. being forced to look at inappropriate images.

**EMOTIONAL** When a child is made to feel frightened, worthless or unloved. This is also, when children have been witness to stressful situations.

**NEGLECT** When a child is not being cared for. Signs are poor hygiene, poor diet, not attending school, and being left alone for long periods of time.

There are also other areas of safeguarding that all staff have received training in—some are listed below:-

- Exploitation
- Preventing Extremism
- Female Genital Mutilation
- Domestic Abuse
- Mental Health support



Mr James Pearson  
Assistant Head of Service  
Senior Designated Safeguarding Lead  
Pearson.j@tmbsš-shropshire.org.uk

Mrs Emma Spelman  
Pupil Welfare and Safeguarding Manager  
Deputy Designated Safeguarding Lead  
Spelman.e@tmbsš-shropshire.org.uk

Miss Jodie Prophet  
Family Support Worker  
Deputy Designated Safeguarding Lead  
Prophet.j@tmbsš-shropshire.org.uk

**Centre Managers:**  
Mr Adam Bloomer (01743 368190 Qq1 5)  
Bloomer.a@tmbsš-shropshire.org.uk

Ms Chloe Dalziel (Hok-A-Gals) 01743 368190 Qq1 2  
Dalziel.c@tmbsš-shropshire.org.uk

Ms Rebecca Walters (Brogorth) 01743 368190 Qq1 1  
Walters.r@tmbsš-shropshire.org.uk

Mrs Caroline Camber (Dwedy) 01743 368190 Qq1 4  
Camber.c@tmbsš-shropshire.org.uk

Mr Adrian Pope (Ludow) 01743 368190 Qq1 3  
Pope.a@tmbsš-shropshire.org.uk

### TMBSŠ

Central Office Administration  
Sudborne Education Centre, 218 Sudborne Road  
Shrewsbury, SY1 4RG

Phone: 01743 368190  
E-mail: safeguarding@tmbsš-shropshire.org.uk



## TUITION MEDICAL BEHAVIOUR SUPPORT SERVICE

### SAFEGUARDING

## Information for Parents/Carers

### What TMBSŠ will Do

A child should be able to attend TMBSŠ and feel safe so that they can achieve to the best of their ability:

- Anyone who works or volunteers within TMBSŠ will have an enhanced DBS check to ensure that they are safe to work with children. They will then have training on Child Protection and other areas of safeguarding.
- TMBSŠ has a Senior Designated Safeguarding Lead, Mr Pearson, who will ensure that any concerns are dealt with in an appropriate way and passed onto relevant agencies. There are also several deputy designated safeguarding leads available in the absence of Mr Pearson.
- We will always listen to you and work closely with you if we have any concerns regarding your child. TMBSŠ has a Safeguarding and Child Protection Policy, which is available on the website. TMBSŠ will aim to build positive relationships with parents and carers and staff are always available to discuss any concerns.
- We will teach your child about keeping safe. This will involve lessons on healthy eating, peer on peer pressure, e-safety, healthy relationships and drug and alcohol awareness. As part of these lessons, your child will be told what to do if they have any worries or concerns for their safety. There is also staff available if your child would prefer to have a private conversation.

### What Parents/Carers will do

Parents/carers are the most important people to keep their children safe. You should always:

- Feel confident to raise concerns about your child.
- Talk to TMBSŠ if you need help or support.
- Be confident that TMBSŠ will only ever act in your child's best interests.
- Read the TMBSŠ policies available on the website.
- Let TMBSŠ know if there are any changes in your circumstances, such as a house move, a new contact number, a change of name, medical changes or a change of parental responsibility.
- Provide at least two emergency contact details—three would be preferable.
- Let TMBSŠ know if your child is going to be absent for any reason.

If you, as a parent/carer, have any concerns regarding child protection or safeguarding of your child or any other child you can ring:

COMPASS on 0345 6789021

### Safeguarding Issues

**Attendance**—Your child's attendance is monitored daily and significant absences are always followed up by the Attendance Officer. TMBSŠ has an Attendance Policy that is on the TMBSŠ website.

**Behaviour**—TMBSŠ have clear expectations for the whole Service community that must be followed in order to keep everyone safe. We have a Behaviour Policy that is available on the website.

**Peer on Peer Abuse**—We take all cases of bullying very seriously and will work with all involved to try to resolve any problems. We have a policy available on the website.

**Health and Safety**—Everyone at TMBSŠ has a responsibility to keep adults and children in a safe environment. We have a clear Health and Safety Policy which is available on the website. TMBSŠ has trained first aiders to deal with any accidents whilst with the Service.

**E-safety**—TMBSŠ recognises that technology plays an important role in the education of children. However, we are also committed to safeguarding children in the virtual world. To support parents/carers, we have an E-safety Policy for you to read and we also ask that you sign the E-safety Agreement in order to keep your child safe in TMBSŠ and at home.

**Complaints**—If you have any complaints, please feel confident to speak to us. Both the Senior Designated Safeguarding Lead and Head of Service will always be happy to speak to you to try to resolve any concerns or issues. There is a complaints procedure on the website.

**Appendix 4:**



**TMBS Off-Site Alternative Provision Agreement**

Student name:.....

I will act in a safe manner, listen to, and follow instructions that are given to me.

I will behave maturely, and respect the staff at my vocational placement.

I will be on time, and will have the right clothing/equipment with me.

I will speak to a member of staff if I am unsure of anything.

Signed: ..... Date: .....

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Parents name:.....

I give permission for my son/daughter to take part in vocational provision.

I will support them to attend on time, and will let the Service know if for any reason they are not able to attend as early as I am able to.

I will let the Service know if there are any concerns about the placement or if my son/daughter no longer wishes to take part.

I give permission for Service staff to fully share information relating to the health, medical or additional needs of my son/daughter with the placement.

Signed: ..... Date: .....

**Appendix 5:**

<b>This section is for TMBSS to complete</b>	<b>This section is for TMBSS staff to complete</b>
<b>Student Feedback</b>	<b>Plans Moving Forward</b>