



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

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

<b>Adopted:</b>	July 2023
<b>Next Review:</b>	September 2024
<b>Governing Committee:</b>	6 July 2023
<b>Responsibility:</b>	Lisa Garside

## **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.”*

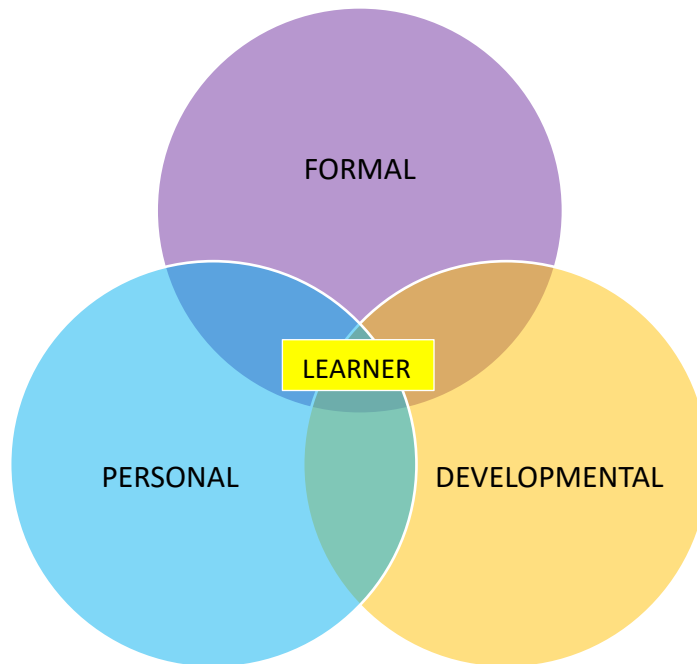
### **The role of off-site alternative provision in the Secondary TMBSS curriculum:**

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.

**The TMBSS curriculum can be represented by the model below:**



**Formal Curriculum** refers to the age appropriate broad and balanced curriculum that TMBSS provides for all students, as part of the Universal Offer. This is the relevant Key Stage of the National Curriculum, influenced by accreditation requirements.

**Developmental Curriculum** refers to a developmentally sequenced, small steps curriculum which underpins the formal curriculum and tracks concepts back to the child's individual level of cognition.

**Personal Curriculum** refers to all the therapeutic and supportive elements required to promote independence and ensure that the child is available for learning. Balance across the 3 elements of the curriculum ensures that learners leave TMBSS WORLD READY

Off-site alternative provisions and planned enrichment activities are widely used to enhance the **Developmental** and **Personal** Curriculum of many 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.

**Governing Body will:**

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

**Executive Headteacher will:**

- Take overall responsibility for the school'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 students' 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 Advisor 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 student 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 Executive Headteacher.

#### **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) 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 student 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 student 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	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 Share written guidance and TMBSS expectations on: - attendance monitoring - safeguarding procedures - e-safety - progress reporting	Careers advisor Student Alternative provision provider
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<b>Student attends provision</b>	Daily attendance checked and recorded by Centre admins following attendance procedures  Attendance tracked by careers advisor	Centre admins Centre managers Careers advisors Parents
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<b>Impact on students academic, personal and social progress being made is evaluated and that the targets set are suitably challenging</b>	Termly reports from provision providers Termly progress data Education reviews Termly Group reviews S&E trackers Behaviour logs Weekly reports PEPs	Centre Mangers Parents Students EWO Inclusion Service Careers advisors Subject leads Head of Service and Deputy Head of Service Outside agencies
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<b>Track and evaluate impact of alternative provision on student's employability skills or ability to access next steps of their education.</b>	Destination data Termly evaluation of providers Group reviews GCSE results	Careers advisor Inclusion service Head of service Deputy Head of service Centre Managers
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<b>Ensure that governors understand the progress made by students who attend alternative provision so they can ensure that decisions made about value for money are well informed</b>	Governors meetings Examination data Destination data	Governors Head of service Deputy Head of Service Business manager
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## 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/students</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 students 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 schools and the providers policies/procedures. Level 3 behaviour may put the student themselves, other students or staff at risk.	<ul style="list-style-type: none"> <li>➤ Physical assault which puts themselves, students 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.

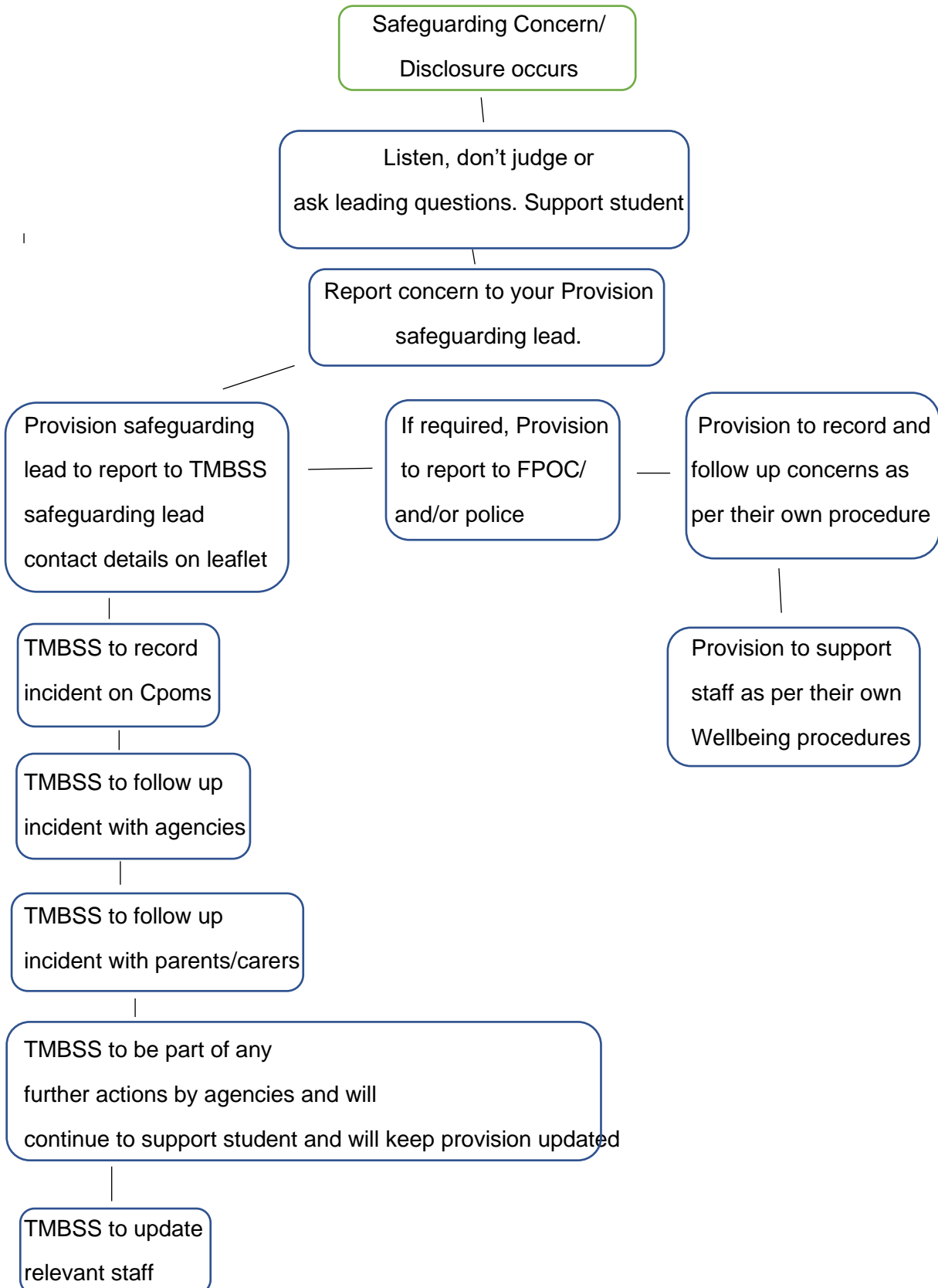
#### TMBSS Centre Managers Contact Details

<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	<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	Charlotte Maclachlan	01743 367369	<a href="mailto:Maclachlan.c@tmbss-shropshire.org.uk">Maclachlan.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	01746 764733	<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	Emma Wainwright	01691 653134	<a href="mailto:Wainright.e@tmbss-shropshire.org.uk">Wainright.e@tmbss-shropshire.org.uk</a> <a href="mailto:admin.oswestry@tmbss-shropshire.org.uk">admin.oswestry@tmbss-shropshire.org.uk</a>
Ludlow	Adrian Pople	01584 876129	<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) Joe Clarke	07458010175 07890642674	<a href="mailto:lacey.c@tmbss-shropshire.org.uk">lacey.c@tmbss-shropshire.org.uk</a> Clarke.j@tmbss-shropshire.org.uk
Sixth Day Provision Student/ Student on TMBSS waiting list	Courtney Jaynes (Part time role) Joe Clarke	07458010159 07890642674	jaynes.c@tmbss-shropshire.org.uk Clarke.j@tmbss-shropshire.org.uk

### Appendix 3:

## Off-Site Alternative Provision Safeguarding Procedure



TMBSS is committed to safeguarding and promoting the welfare of young people and requires all staff, volunteers and visitors to share this commitment

This leaflet has been given to you to ensure that you understand your safeguarding responsibilities towards our students. You can contact any of the DSL's named on this leaflet if you are unclear about any information in it. Please keep the leaflet in a safe place so you can refer to it if you need to

If you have any concerns about the safety of any children within your settings, you must report this to the Senior Designated Lead—Mr James Pearson or any of the deputy designated leads listed in his absence.

If you have any concerns regarding child protection or safeguarding of your child or any other child you can also ring:

**COMPASS on 03456789021**



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

Mrs Emma Spelman  
Deputy Designated Safeguarding Lead  
Spelman.e@tmbss-shropshire.org.uk

**Centre Managers**

Adam Bloomer (Sundorne) : 01743 368190  
Bloomer.a@tmbss-shropshire.org.uk

Charlotte MacLachlan (Hock a Gate): 01743 367369  
MacLachlan.c@tmbss-shropshire.org.uk

Rebecca Paynter (Bridgnorth): 01746 764733  
Paynter.r@tmbss-shropshire.org.uk

Emma Wainwright (Oswestry): 01691 653134  
Wainwright.e@tmbss-shropshire.org.uk

Adrian Pople (Ludlow): 01584 876129  
Pople.a@tmbss-shropshire.org.uk

**TMBSS**

Central Office Administration  
Sundorne Education Centre, 218 Sundorne Road  
Shrewsbury, SY1 4R G

Phone: 01743 368189  
E-mail: [safeguarding@tmbss-shropshire.org.uk](mailto:safeguarding@tmbss-shropshire.org.uk)



## TUITION MEDICAL BEHAVIOUR SUPPORT SERVICE

### SAFEGUARDING

### Information for Off -Site Alternative Provision

#### Safeguarding Information for Alternative Provisions

Our aim is to provide a safe and secure environment for our students and staff when at an off-site alternative provision. As a service, we are committed to safeguarding and meeting the needs of our students as set out in our Child Protection Policy and Keeping Children Safe in Education 2022

#### What are my responsibilities?

All those that come into contact with young people through their everyday work, whether paid or voluntary, have a duty to safeguard and promote the welfare of young people.

If a safeguarding concern is raised, or disclosure made by a student whilst they are attending an off-site alternative provision, the TMBSS off-site safeguarding procedure flow chart should be followed.

#### Disclosure and Barring Service (DBS)

All staff and regular volunteers will require Enhanced DBS Clearance. This is to ensure that inappropriate people are prevented from working with young people

#### Mobile Phones, Devices and Smoking

Whilst in Centres, pupils adhere to TMBSS's Mobile Phone Policy and a No Smoking Policy. As a service, we would expect that the same ethos is carried through into your setting and any breaches to be reported to staff so we are able to follow the correct procedures.

#### What should I do if I am worried about a pupil?

If you become concerned about:

- ◆ Comments made by a student
- ◆ Marks or bruising on a student
- ◆ Changes in a student's behaviour or presentation.

Please report any concerns to the Senior Designated Lead, Mr James Pearson, or any deputy designated lead in his absence. If you are unsure on who to speak to, any member of staff will be able to direct you to a DSL

#### What shall I do if a pupil discloses that they are being harmed?

- ◆ Listen to what is being said without displaying shock or belief.
- ◆ Allow the pupil to talk openly and freely.
- ◆ Reassure the pupil throughout the disclosure
- ◆ Do not promise confidentiality; explain that you will have to pass on the information to the DSL
- ◆ Do not interrogate the pupil or ask leading questions
- ◆ Do not ask direct question that may lead the pupil
- ◆ Do not criticise the alleged perpetrator
- ◆ Try to keep a written record of the conversation if it is possible to do so.
- ◆ Please report to a TMBSS DSL as soon as possible.

#### What should I do if the alleged perpetrator is a member of staff

If a pupil makes a disclosure against a member of staff, this must be reported to the Head of Service, Mr Greg Portman—[portman.g@tmbss-shropshire.org.uk](mailto:portman.g@tmbss-shropshire.org.uk)

If a pupil makes a disclosure against the Head of Service, this must be reported to the Chair of Governors, Mr Steve Lunt—[lunt.s@tmbss-shropshire.org.uk](mailto:lunt.s@tmbss-shropshire.org.uk)

#### Professional Guidance

- ◆ Maintain a professional approach towards pupils wherever and whenever you are in contact with them
- ◆ Social contact outside school should be kept to a minimum.
- ◆ Avoid being alone with a pupil. If you are working 1:1 with a pupil, always ensure that you are visible through the windows in the door and that school staff are aware
- ◆ **Social Media.** As a professional working with young people, you need to ensure that you don't inadvertently make your personal information available on social media platforms. Ensure that privacy settings are in place to protect from false allegations, misinterpretation and the possibility of cyber bullying

**Please help us to safeguard the young people in our care by following these guidelines**

**Appendix 4:**



**TMBS Off-Site Alternative Provision Agreement**

Students 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 school know if for any reason they are not able to attend as early as I am able to.

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

I give permission for school 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>