Using Off-Site Directions to Support Behaviour

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Working for a better future

Using Off Site Direction

Using off site direction (OSD) as early as possible can have real benefits.

Use when:

- behaviour places the pupil at risk of exclusion and targeted support has not improved outcomes
- a short, structured placement (with SMART objectives) can improve behaviour and support reintegration
- we can use off-site direction for a pupil with an EHCP — where it maintains EHCP provision and is agreed with the LA

What is off-site direction?

- A temporary requirement for a pupil to attend education at another setting to improve behaviour (time-limited)

- Used when in-school interventions have not improved behaviour and before considering permanent exclusion

- Can be to Alternative Provision (AP) or another mainstream school; should have clear objectives and a planned review cycle

Legal basis (England)

- Maintained schools: Section 29A Education Act 2002; procedures set out in 2010 & 2012 Regulations.

- Academies: may arrange off-site provision under their general powers/funding agreement (mirror intent).

- Relevant guidance: DfE 'Suspension and permanent exclusion... including pupil movement' (Aug 2024); Alternative Provision statutory guidance.

- Consultation with parents/carers and the pupil; keep the pupil's voice central

- Written notice including: venue, contact, start/end dates, sessions, objectives, and review schedule

- Time-limit and review: frequency set by pupil need; consider alternatives at end point (e.g. consult to transfer)

- The home school retains responsibility for safeguarding, curriculum oversight, and attendance recording

Process essentials

Working with pupils with an EHCP

- Maintain delivery of all EHCP provision; involve the SENCO and the LA SEND caseworker before arrangements are made

- Check that the AP/host can deliver therapies and reasonable adjustments; put these in the plan

- If the placement/setting named in the EHCP may need changing, trigger an early annual review and follow statutory process

- Risk assessment, transport and health needs planning must be explicit and signed off by all parties

Planning & logistics

- Define curriculum, hours (full-time expectation), and therapeutic input.

- Confirm funding, transport, timetable, and supervision; obtain parental agreement where required.

- Record objectives and success criteria; plan reintegration steps where appropriate.

- Work with the Pupil Reintegration Team (PRT) for process, oversight and support on off-site direction.

- Set SMART behaviour targets and academic outcomes; review at agreed intervals with all parties.

- Capture pupil/parent feedback; adapt support; consider step-down, managed move, or other next steps as needed.

What else is there to help?

[Lincolnshire Ladder of Behavioural Intervention](#) - Link to Ladder

The Lincolnshire Ladder Toolkit

The.following.documents.are.tools.referenced.in.the.Lincolnshire.Ladder.of.Behavioural.Intervention¡.Each.is. intended.to.assist.with.specific.steps.and.is.recommended.only.when.appropriate¡

Resource	Who is it for?	Link and further information
Behaviour Environment Audit	SLT Class Teachers	*This checklist is focussed on a whole school approach to behaviour. It is designed to help educational settings to identify the area* [...] *environment to be celebrated or considered for develop* [...] *professional discussion and policy change.* *Behavioural_Environment_Audit.docx*
DFE Audit Tool	SLT	*Schools can use the audit tool to recognise good practice* [...] *that need further attention.* https://www.gov.uk/guidance/creating-a-school-behavi [...] action-planning-tools
DFE Action Planning Tool	SLT	*Following the audit schools can use the action planning* [...] *identify areas of focus and to implement and monitor the* [...] *make progress.* https://www.gov.uk/guidance/creating-a-school-behavi [...]

Ladder Toolkit

Ladder Resources

The Lincolnshire Ladder of Behaviour Intervention: Supporting Resources

Resource	Who is it for?	Link and further information
SDQ	Staff, pupils & family	An online bank of Strength and Difficulties Questionnaires. Strength and Difficulties Questionnaires
Student 360	Pupils	An exploratory tool designed to assess various aspects of the pupil's life both inside and outside of school Student_360___SWOB.docx
Anger Profile	Pupils with regulation difficulties	A tool to explore anger, triggers and behaviours. Anger_Profile.docx

Examples of Interventions for use with the Linco[...] Intervention

Intervention	Who is it for?	Areas of support	Who can provide the support	Where can I find more information?
Attachment Based Mentoring	Foundation stage to secondary	SEMH Attachment difficulties	TAs, Teachers	https://www.teachingtimes.com/ecj56-attachmentbasedmentoring/
Coaching	Children of any age	Support for the child to develop a vision of success, identify strengths and steps forward	Staff in school who have been trained	https://set.et-foundation.co.uk/resources/coaching-to-inspire-learners

Ladder Interventions

Any Questions