Ending a Placement Policy and Statement

More Than Ed | Independent School

Date: September 2026
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Responsible Person: Karen Holmes, Headteacher and Proprietor

Applies to: All students, parents and carers, commissioning local authorities, staff and visiting professionals

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1. Purpose, Scope and Status

This policy sets out, openly and in advance, the circumstances in which More Than Ed would bring a student's placement to an end. It explains what we offer, what we cannot offer, what we will tolerate, and what we will not.

We publish it because we believe that no family and no professional should ever be taken by surprise. Every person connected to this school is entitled to know where the boundaries sit before they are anywhere near them.

It applies to every student on roll and is shared at the point of enquiry, again at admission, and is available on request at any time thereafter. We do not ask parents, carers or local authorities to sign it. It is published so that anyone can read it, and so that our decisions can be measured against it. It should be read alongside our Admissions Policy, Relational (Behaviour) Policy, Positive Handling Policy, Safeguarding and Child Protection Policy, Child-on-Child Abuse Policy, Complaints Policy, and our Statement of Provision and the Limits of the School's Offer.

Status of this policy

This is a new policy. It is the first time More Than Ed has set out its position on ending a placement in a single document, and this is version 1.0, in force from September 2026. Before it, the position was spread across the Relational (Behaviour) Policy and the individual placement agreements, and was not published as a whole.

This policy describes how the school approaches these decisions; it does not vary a contract retrospectively as the school’s position has not changed.

It is shared with the commissioning authority and with parents and carers of students already on roll, not only with new families, so that everyone is working to the same published standard.

2. Our Statement of Intent

More Than Ed exists for the children other settings have found they cannot meet the needs of. Our students arrive often having been excluded, having been out of education for months or years, and having learned that adults give up on them.

We do not give up on children. Ending a placement is always a last resort, it is always a sadness, and it is never a decision we take quickly or lightly. In the overwhelming majority of cases it does not happen at all.

However, we will not keep a student in a provision that cannot meet their needs simply to avoid a difficult conversation, because leaving a child somewhere unsuitable causes real and lasting harm. We will act decisively where the safety of our students or our staff requires it.

3. What Every Student Receives from the Day They Are Admitted

The service and practice we offer from the point of admission is gold standard. Every student, without exception and without any need to ask, receives:

- One-to-one or very small group teaching and support throughout the school day
- Speech and language assessment and feedback to assist planning and communication
- Family support, including intensive wrap-around work with parents and carers in regards to the young person's barriers to education
- Transport to and from home, provided by our own staff
- Academic assessment and continuous monitoring of progress
- A bespoke timetable, built around the individual student and reviewed daily
- A staff team trained to Level 3 safeguarding and trauma-informed through TISUK
- Multi-agency working as standard practice, not as an escalation

This is not a tiered menu and nothing on it is held in reserve. It is what we do, from day one, for everybody.

Separately, therapeutic input from our in-house drama psychotherapist, focused on removing barriers to learning, is provided where it is applicable to a student's needs. It is not part of the provision every student receives, and it is not a higher tier that a student has to deteriorate to reach.

4. Why We Cannot Add to the Provision

The services listed at section 3 are what we are commissioned to deliver and are the full extent of what we have access to. This is an important point, and we ask that it is understood clearly.

Because every student already receives the highest level of our provision from the moment they arrive, there is no further tier to move to. If a student's needs change, or additional needs become apparent after admission, we cannot escalate. There is nothing above one-to-one teaching with in-house therapeutic, trauma-informed practice, and bespoke curriculum offer.

5. Behaviour Is Communication

As a school, our mantra is that 'behaviour is communication', and we mean it. We are also aware that parents and carers rightly hold to this belief when their child is placed somewhere unsuitable, and that they are right to do so.

That same premise applies to young people at More Than Ed, including when the message is an uncomfortable one for us to hear.

Where a student is continuously dysregulating, unable to engage, or becoming aggressive towards staff or peers, they are telling us something plainly. They are telling us that this is not the correct setting for them and that we are, sadly, failing to meet their needs. We take that as information, not as defiance, and we will never describe a child as having failed. The failure, where it occurs, is ours.

We never want to end a contract. However, once it is clear that a placement is not working, we will not prolong the process unduly. A drawn-out ending may further traumatise the young person, reinforce their existing experience of rejection, and deepen feelings of failure.

It does not create a supportive environment for the young person in question, or for their peers.

6. Our Duty to the Whole School Community

It is paramount that one student's behaviour does not further traumatise or frighten the other students in the school. Every young person here has experienced significant trauma of some kind, and lives with the resulting anxiety it has caused them. Many have grown up with violence, shouting and unpredictability, and have learned to scan the people around them constantly for danger.

Why the dynamics of the school matter

Our building is small, open and deliberately calm. When one student is dysregulated for sustained periods, walking the corridors, shouting, slamming doors, damaging property or showing aggression, it is not contained in one room. Every other student in the building hears it and feels it. For children with these histories that can be seriously retraumatising. It can trigger dysregulation in others, and undo months of work on a child's sense of safety.

We cannot allow the continuous dysregulation of one student to retraumatise others. Our duty of care is owed to every student on roll simultaneously, and where those duties come into conflict we will act to protect the many.

Matching students

This is why we match students carefully when we admit them. We consider not only whether we can meet a child's needs, but how that child will sit alongside the students already here, and whether the placement is safe for them and for everyone else. That consideration does not stop at admission. Where, over time, one student's presentation is having a sustained adverse effect on the safety or wellbeing of other students, it is a legitimate and serious consideration in deciding whether that placement can continue.

The same applies to our staff. We teach one-to-one, we transport students individually, and our building is deliberately open, with no locked doors and no high fences. That model depends entirely on our being able to keep people safe. Where we cannot, the model does not work.

7. Grounds for Ending a Placement with Notice

As a wholly independent school we are able to end a placement on one calendar month's notice. We regard this as a last resort, and it will only follow a period of open discussion with the commissioning Local Authority, with external professionals where appropriate, and with parents and carers.

A placement may be ended on notice where:

- There is sustained dysregulation that the provision cannot contain, despite adjustment to staffing, timetable and environment
- A student is unable to engage in learning over a sustained period, despite a fully bespoke timetable
- There is recurrent aggression towards staff or peers
- There is recurrent verbal abuse or threatening behaviour towards staff or students that continues despite the full provision being in place
- There is bullying of another student that continues despite intervention and the support of the team around both children. This includes online bullying or abuse.
- There is racist abuse, or abuse directed at any other protected characteristic
- There is recurrent deliberate damage to property
- There is theft
- There is persistent disruptive behaviour which, despite the full provision being in place, prevents the education of other students or cannot be contained safely within our model
- A student's sustained dysregulation is having a significant adverse effect on the safety, wellbeing or attendance of other students, including by retraumatising them, and this continues despite the full provision being in place (see section 6)
- Needs emerge that are beyond the scope of what we are commissioned and equipped to deliver, including clinical, medical or residential need
- The working relationship with parents or carers breaks down to the point that our wrap-around model can no longer function, as that model depends on genuine partnership
- Commissioning funding is withdrawn, is not agreed, or remains unpaid

Before notice is given, we will convene an emergency EHCP Review meeting with the Local Authority and with parents and carers, set out the evidence, explain what has been tried, and give a clear account of our reasoning.

How these grounds are applied

Every ground in this section requires a judgement, not a tally. Before notice is given on any of them, we will satisfy ourselves that the full provision set out at section 3 has in fact been delivered to that student, that the behaviour has continued despite it, and that what the student now requires has been identified. Behaviour arising from a student's disability or trauma is not of itself a reason to end a placement; it becomes one only where our provision cannot contain it safely and no further step within our model would make a difference.

8. Circumstances When a Placement Will End Automatically

There are certain circumstances in which the decision to end a placement is made automatically, and one calendar month's notice is given. These are set out here so that they are known to everybody in advance.

Even on these grounds, the decision is not mechanical. Where the behaviour arises from a student's disability or trauma, as it usually will here, we satisfy ourselves that ending the placement is a proportionate response to the risk, and we record why. Section 7 explains how that judgement is made and it applies equally to this section.

- Assault against a member of staff or another young person
- Behaviour presenting a level of risk that could only be contained by repeated or planned physical intervention. Restraint is not a behaviour management strategy at this school, and a student whose safety depends on it being routinely available cannot be kept safe here (see section 9)
- A malicious or deliberately untrue allegation against any professional, whether within or outside of the More Than Ed team, once an investigation has concluded that the allegation was fabricated or malicious. Because we teach and transport young people one-to-one, protecting everyone from false accusation is essential (see section 10)
- Bringing drugs, alcohol or sharps onto the school premises, or attending under the influence of drugs or alcohol
- Continuing to bring cigarettes or vapes onto the school premises once the student has been advised that this is not allowed
- Any inappropriate use of social media concerning a member of staff or another young person

Where a placement ends on these grounds, our safeguarding response runs alongside that decision and is not replaced by it. Referrals may be made to the LADO, children's social care or the police if required, and any student who has been harmed will be supported in line with our Safeguarding and Child Protection Policy.

9. Physical Intervention and Our Position on Restraint

More Than Ed does not use physical restraint, planned physical intervention, seclusion or punishment as a means of managing behaviour. Our model is wholly relational, grounded in PACE, DDP and the Trauma Recovery Model, and built on high warmth and high structure. This is a deliberate choice, and it is fundamental to who we are.

All of our staff are trained by React UK. That training exists so that, if the exceptional moment arrives in which a student is about to come to serious harm or to cause serious harm to someone else, our staff are able to act safely and lawfully rather than improvising. Restraint may therefore be used where it is absolutely necessary to prevent injury, and only then.

The distinction matters and we state it plainly. Having the capability is not the same as using it as a strategy. Physical intervention here is emergency action to keep someone safe in the

moment. It is not, and will never become, part of how we manage behaviour, and it is never used as a punishment or to secure compliance.

The consequence of that choice must also be stated plainly. A student whose behaviour can only be contained by being physically held on a repeated or planned basis cannot be kept safe in this school. That is a limitation of our model, and we would rather name it honestly than pretend otherwise. Where physical intervention becomes a recurring feature of a placement rather than an isolated emergency, it tells us the placement is no longer viable.

Where an emergency restraint has been required, the circumstances that led to it may prompt a review of the placement, under section 7.

Recording and reporting

Every use of restraint, seclusion or reasonable force is recorded in writing on the appropriate *React UK School Positive Handling* form as soon as practicable, and on CPOMS the same day. This should include information on what happened beforehand, what was tried first, what was done and why. Parents and carers are informed the same day. A debrief is held with the staff, and a student individual risk assessment may be considered if required. We comply with the recording and reporting requirements of the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. Any concern that force was used inappropriately, or was not reasonable or proportionate, is treated as an allegation against a member of staff and handled accordingly. Full detail is set out in our Positive Handling Policy.

10. Allegations Against Staff and Other Professionals

Every allegation made by a student is taken seriously, recorded, and referred to the LADO in line with Keeping Children Safe in Education (KCSIE) and our Safeguarding and Child Protection Policy. No placement will ever be ended because an allegation has been made.

We say this without qualification. Our students must know that they can speak up, that they will be believed and listened to, and that there will be no consequence to them for doing so. We will never create a climate in which a child is afraid to disclose.

Where an investigation concludes that an allegation was deliberately fabricated or malicious, the placement will end automatically. Because we teach and transport young people one-to-one, the protection of our staff and of visiting professionals from false accusation is not something we are able to compromise on.

11. Child-on-Child Abuse

Child-on-child abuse is not a ground for ending a placement under this policy, and it is not listed at section 7 or section 8. That is deliberate.

Where one student abuses or is alleged to have abused another, our first response is a safeguarding response, not a contractual one. Both children are treated as vulnerable, no assumption of guilt is made, the Designated Safeguarding Lead carries out an immediate risk and needs assessment, and the police and children's social care are involved as required. This is handled in full under our Child-on-Child Abuse Policy and our Safeguarding and Child Protection Policy.

Where, following that process, the outcome is that the placement cannot safely continue, it will be ended under the relevant ground at section 7 or section 8 in the ordinary way. What we will not do is end a placement automatically on the fact of an allegation, or before the safeguarding process has been able to establish what happened and what each child needs. Where the assault is on a member of staff or a visiting professional, it is an automatic ground under section 8. Where it is between students, the safeguarding process above comes first, and any ending follows from that process under section 7 rather than automatically.

12. How a Placement Is Ended: Process and Notice

Where notice is given

- Concerns are raised with the commissioning LA and with parents and carers at the earliest point.
- A formal EHCP Review meeting is convened and notice is given to the LA and to parents and carers verbally. If a timely review meeting cannot be called (within one working week), or if it is not possible to speak openly in the review meeting (i.e. the child is present), the LA and parents/carers will be informed by phone and a meeting will be arranged as s as possible.
- Written notice is then given to the commissioning LA by email, confirming the date notice was given, the date it expires, and the ground relied on. Commissioning authorities do not require more than this, and we do not send a formal letter unless one is asked for.
- Once notice has been given, the local authority takes over communication with the family about what happens next, including consultation with alternative settings and amendment of the EHC plan. That is the local authority's role and not ours, and we do not cut across it.
- Work will be sent home throughout the notice period, and welfare telephone calls will be made three times per week and recorded on CPOMS.

Once notice has been given, the student is educated at home for the notice period. This is not a sanction, and it is not an exclusion. The student remains on roll, the placement fee continues to be paid, work is sent home, welfare calls are made three times per week, and our safeguarding responsibilities continue in full. We set out the reason in writing to the commissioning authority at the point notice is given, asking the LA to confirm its agreement, and to arrange any further interim education it considers necessary under section 19 of the Education Act 1996. Attendance is recorded using code Y7, unable to attend because of an exceptional circumstance, in line with our Attendance Policy.

What we say to parents and carers

We tell parents and carers ourselves, in person or by telephone, before notice is given to the authority, and never allow them to hear it first from someone else. What follows the notice, however, is the authority's responsibility to communicate, and we will share this with parents to avoid confusion.

We do not send the notice documentation to parents and carers. Once notice has been given the local authority takes responsibility for communicating with the family and sending our paperwork alongside that would cut across it. We do not send the notice documentation to parents and carers. The date, who was present, what was said, the reason given, and what the family asked, are recorded on CPOMS the same day. Our welfare calls continue throughout the notice period and are recorded in the same way. Where a parent or carer asks us to put something in writing, we do.

Removal from the admission register

Ending the placement and removing a student from the admission register are two separate steps. More Than Ed is an independent school and is not a special school within the meaning of section 337 of the Education Act 1996, so the consent of the placing local authority is not required before a student's name is deleted. Deletion is made on the ground at regulation 9(1)(n) of the School Attendance (Pupil Registration) (England) Regulations 2024, the student having ceased to be a student at the school, and a deletion return is made to the local authority under regulation 13(4).

The student comes off roll when notice expires, whether or not an alternative setting has been found. The notice period is not extended and the place is not held open, because holding a place is not practical and keeps it from another student who needs it.

Ending the placement does not amend the student's EHC plan, and it is not the school's role to find an alternative. That responsibility rests with the local authority, which remains under a duty to secure the provision in Section F, and which must arrange suitable education, including a tutor where needed, for any student without a school place. What we do is give the authority as much warning as we can, by telling the SEN Officer early and giving notice at an early annual review, so that the full notice period is available to it.

13. Our Responsibilities to the Student and Family During Notice

A placement ending is a significant event for a young person who has very often experienced endings badly before. How we conduct ourselves during the notice period matters as much as the decision itself.

- Work is sent home throughout the notice period.
- Welfare telephone calls are made three times per week and recorded on CPOMS.
- The student's key adults remain their key adults. We do not withdraw relationships because a placement is ending.
- We attend and contribute to any review, consultation or transition meeting convened by the local authority.
- We provide full transition support to any receiving setting, including transfer of records, a handover meeting and accompanied visits where the receiving setting agrees.
- Safeguarding responsibilities continue for as long as the student is on roll, and any ongoing concern is handed over to the receiving setting and to social care where relevant.
- We remain available to parents and carers, and our out-of-hours arrangements continue unchanged.

14. If You Disagree with a Decision

If you disagree with a decision we have made, please tell us. The first step is always a conversation with the Headteacher, and we would far rather have that conversation than not.

If the matter is not resolved, it should be raised formally under our Complaints Policy, a copy of which is available on request and on our website. Where a placement is ending, we will accept and hear a complaint through the full formal procedure, including a panel hearing, even where the student has by then left the school.

If you remain dissatisfied after that, you are entitled to raise the matter with the commissioning LA, with the Independent Schools Inspectorate, or with the Department for Education. We will co-operate fully and openly with any enquiry.

We publish this policy precisely so that our decisions can be measured against a standard we have set out in advance, in plain language, before any difficulty arises.

15. Records, Monitoring and Review

All concerns, meetings, decisions and communications relating to the ending of a placement are recorded on CPOMS and retained in line with our retention schedule. Written notice and the grounds for it are retained on the student's file, together with the completed Ending a Placement Decision and Evidence Record.

The Headteacher and Proprietor reviews every ending of a placement, and this policy is reviewed annually, or sooner where statutory guidance, our practice or our experience requires it.

16. Related Policies

- Admissions Policy
- Relational (Behaviour) Policy
- Positive Handling Policy
- Safeguarding and Child Protection Policy
- Child-on-Child Abuse Policy
- Therapeutic Services Policy
- Complaints Policy
- Staff Code of Conduct
- Statement of Provision and the Limits of the School's Offer
- Ending a Placement: Decision and Evidence Record

Appendix A: Grounds for Ending a Placement Summary

This table is a summary only. It does not replace the full text of this policy, and in particular does not replace the requirement at section 7 that the full provision has been delivered before notice is given on any ground in the first part of the table.

Ground	Notice	Decision by
Sustained dysregulation the provision cannot contain	One month	Headteacher
Sustained inability to engage despite a bespoke timetable	One month	Headteacher
Recurrent aggression towards staff or peers	One month	Headteacher
Recurrent verbal abuse or threatening behaviour towards staff or students	One month	Headteacher
Bullying that continues despite intervention	One month	Headteacher
Racist abuse, or abuse of any other protected characteristic	One month	Headteacher
Recurrent deliberate damage to property	One month	Headteacher
Theft	One month	Headteacher
Persistent disruptive behaviour preventing the education of others	One month	Headteacher
Sustained dysregulation significantly affecting other students' safety or wellbeing	One month	Headteacher
Needs beyond the scope of our commissioned provision	One month	Headteacher
Breakdown of the working relationship with parents or carers	One month	Headteacher
Funding withdrawn, not agreed, or unpaid	One month	Headteacher
Assault on a member of staff or another student	One month	Headteacher
Risk containable only by repeated or planned physical intervention	One month	Headteacher
Malicious or deliberately untrue allegation (once concluded)	One month	Headteacher
Drugs, alcohol or sharps on site, or attending under the influence	One month	Headteacher
Cigarettes or vapes brought onto site after a warning	One month	Headteacher
Inappropriate use of social media concerning staff or a student	One month	Headteacher

Child-on-child abuse does not appear in this table. It is dealt with as a safeguarding matter under section 11.

Appendix B: Admission Discussion Record

We do not ask parents, carers or local authorities to sign anything. This page is completed by the school at the point of admission and retained on the student's file. Its purpose is to record that our offer, and its limits, were explained before the placement began, so that no family can later be taken by surprise and so that we can show what was said and when.

Completed by the member of staff who held the conversation on the day it took place.

Student	
Date of discussion	
Who was present	
Held by (name and role)	
Format (in person / telephone / video)	

Matters covered

Tick each item covered and note anything the family raised. Where an item was not covered, record why and when it will be.

	Explained	Covered	Notes / what the family raised
1	The provision at section 3, and that it is delivered in full from the first day		
2	That the school cannot add further intervention beyond that provision if needs change		
3	The circumstances in which a placement may be ended on one calendar month's notice		
4	The circumstances in which a placement will end automatically		
5	That the school does not use restraint to manage behaviour, that staff are React UK trained, and that restraint may be used only to prevent injury		
6	That child-on-child abuse is handled as a safeguarding matter, not as an automatic ending		
7	How to raise a concern or complaint, and that doing so will not affect their child's support		
8	That a copy of this policy has been given to them and is on the website		

Anything the family asked that could not be answered on the day, and when it was followed up	
Recorded on CPOMS by	

Date recorded	