



COMBAT CLASSROOM - REFERRAL AND ADMISSIONS POLICY

1. Purpose

This policy outlines the process for referral, assessment, and admission into Combat Classroom, an alternative provision using combat sports and structured education to support students at risk of exclusion, disengagement, or poor outcomes.

We ensure all referrals and admissions are:

- Transparent
- Safeguarding-led
- Needs-based
- In the best interests of the young person

2. Cohort and Eligibility

We accept referrals for students who:

- Are at risk of permanent exclusion or have been excluded
- Display behavioural, emotional, or social difficulties
- Are disengaged from mainstream education
- Require a structured, practical intervention (e.g. combat-based discipline model)
- May have SEND needs (with or without an EHCP)

We do **not** accept:

- Students whose needs cannot be safely managed within a combat-based environment
- Students requiring specialist provision beyond our staffing or safeguarding capacity

3. Referral Routes

Referrals are accepted from:

- Mainstream schools and academies
- Local Authorities
- SEN/EHCP teams
- Pupil Referral Units (PRUs)

Direct parent referrals may be considered but must involve the current school or Local Authority. All placements are commissioned by the referring body, who retain responsibility for the pupil.

4. Referral Process

Step 1: Submission

Referrers must complete a formal referral including:

- Student details and educational history
- Behaviour and attendance data
- Safeguarding information (CP, CIN, Early Help etc.)
- Risk assessments (violence, absconding, exploitation etc.)
- SEN information (including EHCP if applicable)
- Desired outcomes and placement objectives

Incomplete referrals will not be processed.

Step 2: Initial Screening

The provision will:

- Review whether needs can be safely met
- Assess safeguarding risks
- Determine suitability for a combat-based intervention

Where appropriate, referrals may be declined or signposted to more suitable provision.

Step 3: Consultation Meeting

A multi-agency meeting will take place involving:

- Referring school/LA
- Parents/carers
- The young person
- Safeguarding lead (where required)

This meeting will:

- Clarify expectations and placement goals
- Explain the nature of the provision
- Establish behaviour and safety expectations

Step 4: Assessment Visit / Taster

The student will attend:

- A structured induction or taster session
- A baseline assessment (behaviour, engagement, risk awareness)

This ensures the placement is appropriate and safe.

Step 5: Decision and Offer

The Head of Provision will make the final decision.

If accepted:

- A start date is agreed
- A placement agreement is signed
- A personalised support plan is created

5. Admission Principles

Admissions are based on:

- Ability to meet the student's needs safely
- Compatibility with the group and environment
- Risk level and safeguarding considerations
- Capacity within the provision

We operate a **needs-led, not first-come-first-served** admissions model.

6. Dual Registration

All students:

- Remain on roll at their home school
- Are dual-registered with Combat Classroom
- Remain the responsibility of the referring school or local authority for safeguarding, attendance, and outcomes

7. Safeguarding in Admissions

No student will be admitted without:

- Full safeguarding information disclosure
- Risk assessment review
- Agreement on behaviour and safety expectations

We operate a “**safety first**” **threshold**—if risks cannot be managed, the placement will not proceed.

8. Placement Types

We offer:

- **Short-term intervention placements** (6–12 weeks)
- **Medium-term placements** (term-based)
- **Reintegration programmes**
- **Part-time placements** alongside school

All placements must have:

- Clear objectives
- Defined review points
- Exit or reintegration plans

9. Review and Monitoring

Placements are reviewed regularly (typically every 6–10 weeks) with:

- School/LA
- Parents/carers
- The student

Reviews assess:

- Progress against targets
- Attendance and engagement
- Behaviour and safeguarding

Placements may be:

- Continued
- Adjusted
- Ended if unsuitable

10. Refusal, Withdrawal, or Termination

A placement may be refused or terminated if:

- Risks are too high or escalate beyond safe management
- Safeguarding information is withheld
- The placement is no longer meeting the student's needs
- There is serious breach of safety or conduct rules

All decisions will be documented and communicated clearly.

11. Reintegration and Transition

We actively support:

- Reintegration into mainstream education
- Transition into further education, training, or employment

A clear exit plan will be agreed from the start of placement.

12. Record Keeping and Confidentiality

We maintain:

- Secure records of referrals and decisions
- Safeguarding documentation
- Attendance and progress data

Information is shared in line with safeguarding and data protection requirements.

13. Policy Review

This policy is reviewed annually or in response to:

- Legislative updates
- Safeguarding changes
- Operational learning