



# The Hinckley

## SCHOOL

### **Attendance Policy**

### **2025-26**

Date of Review: September 2025

Reviewed by: Kate Grocock, Head of School

Approved by Governors: October 2025

Frequency of Review: Annually

Date of Next Review: September 2026

"Regular school attendance has always been important. Without it the efforts of the best teachers and the best school will come to nothing. Education provides a means of advancement for all young people. Pupils need to attend regularly to take full advantage of the educational opportunities available to them in law. Irregular attendance undermines the educational process and leads to educational disadvantage. It places children at risk and, in some cases, it can result in pupils being drawn into patterns of anti-social or criminal behaviour." (DfE)

Our main aim for our Attendance Policy & Relationships policies is to ensure our pupils are safe and feel a sense of belonging in our school community.

## **1. Our mission**

- The Hinckley School is committed to providing a full and efficient educational experience for all students. We believe that if students are to benefit from education, good attendance is crucial. As a school we do all that we can to ensure maximum attendance for all students. Any problems that prevent full attendance will be identified and addressed as speedily as possible
- It is the policy of our school to celebrate achievement. Attendance is a critical factor to a productive and successful school career. Our school will actively promote and encourage 100 per cent attendance for all our students
- Our school will give a high priority to conveying to parents and students the importance of regular and punctual attendance. We recognise that parents have a vital role to play and that there is a need to establish strong home-school links and communication systems that can be utilised whenever there is concern about attendance
- If there are barriers which affect a student's attendance, we will work in partnership with our families, students and external agencies to investigate, identify and support our families and students as much as possible, to resolve those problems as quickly and efficiently as possible. We will adopt a clearly focused approach aimed at returning the student to full attendance at all times

## **2. Aims:**

### **Government expectations:**

#### **Our school will:**

- Encourage full attendance and punctuality
- Record and monitor attendance and absenteeism and apply appropriate strategies to minimise its occurrence
- Acknowledge and reward a successful record of attendance and improvements in attendance
- Ensure a consistent approach throughout the school
- Promote good attendance including persistent absence
- Act early to address patterns of absence

#### **Parents will:**

- Perform their legal duty by ensuring their child(ren) attends school regularly
- Be proactive in avoiding school hours for appointments and visits

#### **All students will:**

- Be punctual to school and their lessons
- Be encouraged to achieve excellent attendance and punctuality (above 96%)

- Record and monitor attendance and absenteeism
- Be acknowledged for excellent and improved attendance

**In addition, the school will:**

- Work towards ensuring that all students feel supported and valued
- Communicate regularly with parents/carers about their child's attendance, absences and punctuality
- Work with parents/carers to remove any barriers which may affect a child's attendance and punctuality
- Work with all members of the school team plus any relevant outside agencies to develop and maintain the whole school attendance policy
- Ensure that all staff are aware of the requirements of the registration process and that they receive training on Registration Regulations and the Law relating to attendance
- Ensure staff take registers accurately and timely
- Regularly share information to parents/carers and students informing them of attendance, absences and punctuality
- We will ensure regular evaluation of attendance policy and procedures by the school Leadership Team and the School Governor

### **3. Procedures**

The school is responsible for recording student attendance twice a day; once at the start of the morning session and once during the afternoon session. An entry must be made on the attendance register for all students who are on the school's admission roll with the accurate attendance code.

- Registration occurs each morning and begins at 8.30am and ends at 8.50am. Students not in their tutor rooms at 8.30 am in the morning receive a late mark. If a student is late during registration a break time detention will be set. Persistent or extended lateness will incur a 1 hour after school detention
- Subject teachers are responsible for ensuring an accurate register is taken during every lesson within the first 10 minutes of the lesson
- Students will be reminded about the importance of punctuality and lateness results in sanctions being set
- First day contact between parents and school will be made by phone call and followed up by a text message if necessary. Parents will be able to view late marks via the Class Charts App.
- Staff are supplied with clear guidance on what is authorised and unauthorised absence following DfE guidelines
- Any emerging attendance concern/problem within a Year Team will be discussed and action planned within the fortnightly targeted attendance meeting. Here further action is decided upon involving both internal and external agencies

#### **3.1 Leave of Absence**

Headteachers shall not grant any Leave of Absence during term time unless they consider there are exceptional circumstances relating to the application. Under the new guidance this does not include recreational activities including family events.

In the case of holidays being requested in term time "under exceptional circumstances" these will not be authorised if the Headteacher believes the holiday could have been taken in the 13 weeks of the year when the school is closed to students.

The Headteacher will determine how many school days a child may be absent from school if the leave is granted.

Applications for Leave of Absence must be made in advance (at least a week before it commences) and failure to do so will result in the absence being unauthorised.

Applications for Leave of Absence which are made in advance and refused will result in the absence being unauthorised which may result in legal action against the parent, by Fixed Penalty Notice, if the child is absent from school during that period.

If a Fixed Penalty Notice is issued and is not paid within the timeframe set out in that Notice, the matter will be referred to Leicestershire Council's Legal Services to consider instigating criminal prosecution proceedings under S444 (1) of Education Act 1996.

Each application for a Leave of Absence will be considered on a case by case basis by the Headteacher.

### **3.2 Medical or dental appointments**

Missing registration for a medical or dental appointment is counted as an authorized absence; advance notice is required for authorising these absences.

We strongly encourage parents/carers to make appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. If medical appointments take place in the morning, students are expected to come into school after the appointment, unless there is a medical reason that prevents this. If a child does not return to school and there is not a medical reason for their absence the remainder of the day will be marked as unauthorised.

### **3.3 Lateness and Punctuality**

A pupil who arrives to school late will be marked as late using a L code. Pupils who arrive after 9am will be issued with an hour after school detention on the same day unless the parent/carer informs the school of an exceptional reason for the lateness or any reason beyond the control of the pupil or parent/carer. Persistent lateness caused by factors within the control of the family/student will be classed as unauthorised.

### **3.4 Following up absence**

The school will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.

Pastoral Leaders for each year group will make phone calls and/or email each morning to ascertain reasons for the absences which are marked as a N. Vulnerable/SEND pupil will be prioritized when making phone calls. When contact is made N codes should be changed to the appropriate code and a note recorded on SIMS. In instances where contact has not been made a note should be added to SIMS. If contact has not been made for a vulnerable student Pastoral Leaders should inform the Attendance Officer and a home visit completed on the same day if possible.

After three days of absence a home visit should be completed by the Year team to offer support to the family if required and to ascertain the length of absence.

If any safeguarding concerns arise as a result of any of these communications; Year staff should report this immediately to the DSL via CPOMS.

In addition, any student with a social worker who is absent for three or more days (or whose emerging pattern of attendance is likely to lead to persist absenteeism) will be reported to their social worker. If further absence exists, the DSL may follow procedures for reporting pupils as CME (Child Missing in Education) if it is unclear where the child is during this period of absence from school and/or contact from home has not been successful. A child must be considered CME and reported to CME@leics.gov.uk if they are absent for 10 consecutive days, without any successful contact made between the school and home.

#### **4. Authorised and Unauthorised absence**

##### **4.1 Term-time absence**

The Headteacher considers each application for term-time absence individually, taking into account the specific facts, circumstances and context behind the request. A leave of absence is granted entirely at the Headteacher's discretion and must be submitted at least one week before.

Term time holidays will not be authorised and parents are likely to be fined.

Legal action may also be taken against parents where students are regularly absent from school. Penalty Notices will be considered following prior warning and attempts to support. Where students are regularly absent, the Year team will attempt to support the student and parent/carer to remove any barriers, if possible.

##### **4.2 Legal Sanctions**

Schools can fine parents for unauthorised absence of their child from school. Year teams will track any patterns of absence to avoid persistent absenteeism.

If a parent/carer is issued with a Fixed Penalty Notice they will receive a monitoring period for their child, whereby their child should be in school during this 4-week period. If the monitoring period is failed, a £60 fine is issued and must be paid within 21 days or £120 within 28 days.

#### **5. Persistent Absenteeism**

A student becomes a 'persistent absentee' (PA) when their attendance falls below 90% at any time during their school life. Absence at this level is detrimental to a child's education. The school may decide that medical evidence, for instance: Doctor's notes, is required to prove illness is legitimate in certain circumstances.

All students whose attendance have fallen to 85% or are at risk of moving towards the PA will be monitored rigorously through attendance tracking by Pastoral Leaders and the Attendance Officer.

Support and action towards all PA students are automatically reviewed on at least a weekly basis. Daily contact with parents/carers will be made to encourage attendance and Year teams will work with families to remove any barriers to attendance.

#### **6. Supporting and re-integrating students on long term absence**

Pastoral Leaders alert Subject Leaders about long term absence and parental requests for work to be set which can be done at home. Subject Leaders organise setting work, leaving it for collection and the marking of returned work.

Students who have been absent long term and who need to catch up on school work may spend a negotiated amount of time in the Student Support Centre, doing work set by Subject Leaders and managed by the Pastoral Leader with support from the Inclusion team. Some students returning after long term absence will be considered for an alternative curriculum involving fewer subjects and maybe some study time in the support centre until they are able to integrate fully into the mainstream curriculum. Students who are school phobic or who have undergone recent crisis will be supported as appropriate.

In all cases whereby a student has an authorised reduction in their timetable, a Flexi-Schooling agreement or reduced Timetable Protocol (Appendix 1) must be risk assessed and signed. This is approved by the Headteacher and must be reviewed at regular intervals.

## **7. Leadership and Management**

### **The role of the Headteacher/Governors:**

- Ensure the attendance policy is implemented and regularly updated
- Support staff with monitoring the attendance of individual pupils in particular 'hard to reach'
- Approves Fixed Penalty Notices and other legal action required for absenteeism

### **Role of the Deputy Headteacher and Attendance officer responsible for Attendance:**

- Advise on and implement whole school strategies for improving attendance
- Monitor attendance data, analyse data in order to identify patterns, set targets, support and inform policy and practice
- Hold regular meetings with the DSL and Local Authority support services such as the social services team
- Hold regular meetings with Year teams to ensure every child's attendance is 96% or above
- Meet and support Year teams to discuss strategies for pupils below 96% to prevent persistent absenteeism
- Identify attendance target groups
- Monitor whole school attendance rewards and initiatives
- Ensure that all relevant staff are fully trained in procedures that relate to attendance
- Liaise with SENDCo and DSL to identify students who would benefit from a referral to the Leicestershire Attendance Team

### **Year Leaders:**

- Ensure early intervention is in place to support students and families
- Meet with Year teams on a weekly basis to discuss attendance issues
- Monitor Year group attendance and support with strategies to improve poor attendance and celebrate good/improved attendance
- Regularly meet with Senior Leaders responsible for attendance to identify key pupils who would benefit from further strategies being implemented
- Monitor attendance for every child in their Year group using the trackers
- End of every day ensure all registers are up to date, accurate and there are no N codes

- Promote excellent attendance via tutor time and through a reward system,
- Meet with parents/carers if there are attendance concerns
- Ensure students complete sanctions for lateness and reward students who have excellent attendance and whose attendance is improving.

#### **Pastoral Leaders:**

- Work with form tutors to identify and take action if there is an individual attendance concern: all unexplained absences to be followed up.
- To ensure that all registers are up to date and N codes are cleared daily
- Meet with parents if there are attendance concerns
- Investigate causes of absence and plan strategies with tutors, parents and Year Leader
- To promote good school attendance by setting targets and reward 'good/improved attendance' certificates as appropriate.
- To ensure that students who are absent for an extended period of time will have appropriate work sent home and re-integration back in to school upon their return.
- To ensure that Early Help referrals are opened as necessary to support children in attending school regularly and on time
- Ensure pupils who are late are issued with an after-school detention
- Have learning conversations with pupils who are struggling with attendance and punctuality issues
- Ensure tracker is up to date every week with a child's attendance
- To liaise with the Designated Person for Child Protection as necessary
- Identify any patterns of absence to Year Leader and to the Senior Leadership leads for attendance

#### **Role of the Form Tutor/class teacher:**

- As the first point of contact with students, tutors are crucial in promoting good attendance and punctuality
- Tutors/class teachers to ensure registers are completed within the first 10 minutes
- Identify any patterns in a student's attendance/punctuality, investigate all absences
- Display attendance data and attendance information on notice board in tutor room
- Attendance figures discussed with tutor group on a weekly basis and the impact of absences on learning and progress
- Ensure that pupils update their student planner and work with individual students to set personal attendance targets (weekly basis)
- All lateness to be monitored and discussed with individual students
- Report to the Pastoral Leader all students whose attendance/punctuality is raising cause for concern
- Each tutor to have a caseload of pupils they work with in order to improve attendance/punctuality
- Tutor to share pupils' attendance with tutees and parents regularly

#### **Role of the Parent Carer:**

Section 444(1) of the EDUCATION ACT 1996 states that 'If a child of compulsory school age who is registered student at a school fails to attend school regularly at the school the parent is guilty of an offence'.

- Parent/person with parental responsibility has a legal responsibility for ensuring that their child attends the school regularly and on time

- Parents should support the school by avoiding, if possible non-emergency medical/dental appointments for their child during school time
- Parents DO NOT have an automatic right to take their child out of the school for a holiday or any other period of extended leave during term time
- Contact the school on the first day of absence and if possible indicate day of return.
- Only the school within the context of the law can authorise absence this does not oblige the school to accept the reason for the absence
- All unexplained absences will be investigated and parents will be kept informed about any attendance concerns
- Attend meetings about their child's attendance; support the school in responding to concerns regarding attendance and work with the relevant Year team to help improve their child's attendance/punctuality
- Parents who fail to fulfil their responsibility can expect legal action: this may include Penalty Notices/Fast Track to Prosecution/Parenting Orders

#### **Students:**

- All students are expected to be on the school site by 8.25am appropriately prepared for the day
- At 8.30am students should be in their registration room
- Students who arrive after 8.30am must report to student reception: their time of arrival at school will be recorded by the member of staff on duty and the inventory system
- All students late without a valid reason will attend a pastoral detention.
- Students are expected to remain in school all day and will not be allowed to leave the school site without permission
- Poor punctuality is not acceptable: students who consistently arrive late for the school day disrupt learning and miss out on valuable teaching time.
- Truancy from the school is taken very seriously and parents will be informed at the earliest opportunity. Students who truant from lessons will be expected to make up the time they have missed after school the same day.

#### **Role of the Local Authority:**

- To meet regularly with the Senior Leadership lead for Attendance to examine the effectiveness of attendance interventions.
- To communicate regularly with the Pastoral Leaders to ensure Early Help Referrals and other intervention are in place.
- To support in home visits when required.
- To work with the school and families to create family support plans as necessary.
- To support the school in ensuring legal cases are taken forward as necessary.

### **8. Our approach to monitoring attendance**

#### Wave 1:

- Tutors monitor attendance of their tutees daily.
- On return from absence they speak to pupils and identify any barriers or support the student may need
- Pastoral Leads monitor the attendance of their year group and identify any pattern/trends
- Any student marked as unauthorised is followed up on their return to school
- Home visits completed on day 3 of an absence or sooner if necessary for PP/SEND students

- Pastoral Leads identify students who are at risk of dropping below 96%
- Early intervention is put in place by Year teams

Wave 2: Attendance drops below 95%

- Pastoral Leaders issue stage 1 letter – reminding parents/carers of the importance of attendance and the effect of their child’s progress
- Pastoral Leader meets pupil to discuss any barriers the school can help and support with

Wave 3: Attendance drops below 93%

- Pastoral Leader issues stage 2 letter – explaining attendance as continued to decrease and has not improved and the parent is at risk of being issued a Fixed Penalty Notice
- Parent meeting to take place with Year Leader to investigate if any support can be put in place

Wave 4: Attendance drops to 90%

- LA paperwork to be completed by Attendance officer, after liaising with SENCo, DSL and Headteacher
- Monitoring period issued by LA

**Linked DFE documentation – statutory guidance August 2024**

[Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124421/Working_together_to_improve_school_attendance_(applies_from_19_August_2024).pdf)

# Flexi-Schooling Protocol

|                               |                          |
|-------------------------------|--------------------------|
| <b>Protocol Owner</b>         | Director of Safeguarding |
| <b>Date of implementation</b> |                          |
| <b>Review date</b>            |                          |

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## Statement of intent

At The Hinckley School, we know that for some families and under some circumstances, parents and carers (herein after referred to as 'parents') may wish for their child to receive some of their education in school, and some of their education at home – this can truly give some of our children and families the opportunity to live life in all its fullness.

While there is no automatic right for a child to receive flexi-schooling, the school aims to work with parents where this may be necessary, in order to reach an arrangement that is mindful of the child's best interests, and allows the child to receive part of their education within the school, and the other part of their education at home.

When a child is flexi-schooled, there is always a risk that the child may not receive the broad and balanced education that they should and are entitled to receive. The school adheres to the measures outlined within this protocol, and expects parents of flexi-schooled children to do so as well, in order to ensure that every child, whether flexi-schooled or not, receives a broad and balanced education.

## 1. Legal framework

This protocol has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- The Education Act 1996
- DfE (2019) 'Elective home education'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Keeping children safe in education 2023' This policy operates

in conjunction with the following policies:

- SEND Policy
- Attendance and Absence Policy
- Child Protection and Safeguarding Policy

## 2. Roles and responsibilities

The Director of Safeguarding is responsible for:

- Ensuring the school has robust procedures in place for monitoring attendance, attainment and progress.
- Working with the Headteacher to establish efficient flexi-schooling procedures, ensuring agreements are approved before flexi-schooling begins.
- Revising this protocol on a biennial basis, ensuring that it remains adequate and appropriate for the needs of the school.
- Putting arrangements in place for when the provider of the alternative and organised activity as part of flexi-schooling notifies the school of any absences of individual children.

The Board of Governors is responsible for:

- Monitoring that the Director of Safeguarding is aware of the number of children who access flexi-schooling and that there are regular compliance reviews to explore their areas of responsibility within this protocol.

The Headteacher is responsible for:

- Working with the Director of Safeguarding to establish efficient flexi-schooling procedures, ensuring

agreements have been approved before flexi-schooling begins.

- Granting requests for flexi-schooling where they are satisfied the parents are committed to providing adequate support for their child while they are being educated off-site.
- Signing the relevant contracts before flexi-schooling begins.
- Ensuring the child's progress, attendance, behaviour and the effectiveness of any intervention programmes are monitored.
- Ensuring parents half termly reviews about their child's attendance and progress, e.g. through progress reports or team around the child meetings.
- Withdrawing a flexi-schooling agreement if it is felt that any of the required conditions are not being met at home.

The DSL is responsible for:

- Ensuring that all safeguarding arrangements are in place and that all documentation is uploaded to CPOMS
- Considering the safeguarding needs of the individual child and whether flexi- schooling is appropriate or whether a child could be exposed to more risk through any such arrangement

The attendance officer is responsible for:

- Ensuring that the register is accurate at all times.

Parents are responsible for:

- Keeping clear records or diaries of the activities and learning experiences that happen on flexi-schooling days.
- Providing copies of records, photographs, diaries, work, evidence and activities to the half termly review meeting.

### **3. Definitions**

Flexi-schooling is providing a full-time education by means of a mixture of provision.

This means that parents may make a request for their child to receive part of their education and the school and part of their education at home or in other settings. Children receiving part of their education at the school through a flexi-schooling arrangement must still receive fulltime education overall, and it is parents' responsibility to ensure that this duty is met.

While parents are free to request flexi-schooling arrangements, there is no legal entitlement for requests for flexi-schooling to be accepted.

### **4. Requesting flexi-schooling arrangements**

Flexi-schooling arrangements will only be considered upon the official request of someone who has parental responsibility for a child – flexi-schooling arrangements will never be initiated by the school.

If a parent wishes for their child to receive flexi-schooling with part of their education delivered at the school, this request will be required to be made in writing to the Headteacher. The Headteacher will then arrange an in-person meeting with the parent of the child to discuss the proposed flexi-schooling arrangement further.

The decision to allow a flexi-schooling arrangement to take place is solely at the discretion of the Headteacher, and

there is no right of appeal against the principal's decision.

Flexi-schooling arrangements will only be given if the Headteacher is satisfied of the following:

- The parent is committed to providing suitable education for their child overall and is aware of their legal duty to ensure their child is educated full-time
- The education that the parent proposes to provide off-site will be of good quality, and the child will receive a broad and balanced education overall
- The arrangement will not have a significant adverse impact on the child's development, e.g. in terms of social interaction
- The arrangement will be able to work practically in terms of work set for the child
- There are no safeguarding concerns related to the welfare of the child surrounding the arrangement

If the school agrees to a flexi-schooling arrangement, an agreement will be prepared. This agreement will contain information on the following:

- Which areas of education each party will provide
- The responsible person for overseeing the non-school part of the education
- What flexibility there will be regarding special events at school which fall outside the child's usual attendance, e.g. school trips, assemblies
- What flexibility there will be regarding special events at home which fall inside the child's usual attendance, e.g. museum trips
- What arrangements will be made for assessments
- Any SEND and associated provision
- To what extent the national curriculum will be followed
- Anything else the parent and school agree to include
- Which school sessions or lessons the child will attend.

Both parties will also sign an agreement stating that they understand that the school is responsible for the child's welfare while they are at school, and the parents are responsible at all other times.

Flexi-schooling will not begin until these documents have been signed by the parents and the school.

## **5. Attendance and educational performance**

The school will monitor progress, attendance, behaviour and the effectiveness of any intervention programmes, in line with the existing procedures for children who attend school as children with a full-time equivalent education.

Attendance at school will be mandatory for children receiving flexi-schooling for all sessions where it has been agreed the child will be present. Where children are receiving the off-site parts of their education, they will be officially entered onto the school's admissions and attendance registers. Periods where the child is receiving education other than at the school will be marked on attendance registers as authorised absences using a "C" code.

The child's parent will be responsible for informing the school where their child will be absent from on-site provision and where they will not be attending schooling off-site – the school will mark the attendance register in line with the Attendance and Absence Policy for absences from either provision.

The school will update parents on their child's attendance and progress at school at least half termly through:

- Formal parent and school meetings.

The school will expect the parents to act on advice provided and work in partnership with the school to ensure that children make appropriate academic progress.

The school retains the right to review or withdraw the agreement at any time, e.g. if the school feels that any of the required conditions that underpin the agreement are not being met.

## **6. The school's role in flexi-schooling**

The school is not responsible for the parts of education that are delivered to the child when they are off-site, as the quality and suitability of home education is the responsibility of the LA; however, the school will work with the LA wherever necessary to ensure the child's overall education is suitable and that the proper attendance codes are used.

The school will not conduct any health and safety risk assessments of the child's home; however, if there is evidence that a child is not safe at home, or a concern is raised either by a member of staff or the child themselves, the DSL will be informed immediately, and the school will follow the processes outlined in the school's Child Protection and Safeguarding Policy.

## **7. Termination of a flexi-schooling agreement**

The school will set a formal review for flexi-schooling arrangements where:

- The child's attendance at school falls below 95%.
- The child's attainment, performance or progress is falling below the accepted standard in areas of the child's education for which the school has responsibility.

Where the school believes that any of the required conditions that underpin the agreement are not being met, e.g. the child is not making the expected progress, the school will withdraw the flexi-schooling agreement.

Two weeks' notice will be given to parents following a decision to terminate the agreement.

If parents do not agree with the school's decision, they will be asked to attend a meeting with the Headteacher to discuss the reasons behind the decision.

If they still disagree following the meeting, parents will be offered the opportunity to make a complaint regarding the school's decision. All complaints will be handled in accordance with the school's Complaints Procedures Policy.

## **8. Monitoring and review**

This protocol is reviewed on a biennial basis by the Director of Safeguarding. The next scheduled

review date for review is May 2026

# **REDUCED TIMETABLE PROTOCOL**

In very exceptional circumstances there may be a need for a temporary reduced timetable to meet a child's individual needs.

The School Admissions Code (published by the DfE in December 2014) (issued under Section 84 of the School Standards and Framework Act 1998) states that a child is entitled to a full-time place in the September following their 4th birthday.

In very exceptional circumstances there may be a need for a temporary reduced timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a reduced timetable is considered as part of a re-integration package.

A reduced timetable should only be used as a short-term measure. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full time or be provided with alternative provision. In agreeing to a reduced timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as an authorised absence.

## Overview

This protocol is intended to support school. Reduced timetable sometimes are referred to as "part-time timetable" or "reduced educational provision". The term reduced timetable (RTT) is used in this protocol.

This protocol should be followed in conjunction with the local authority protocol for children with medical needs, should the RTT arrangement is being made for those deemed not fit to attend school due to a medical reason.

For children with Special Educational Needs, the national and local SEN legislations, regulation and protocol should also be followed.

While working to achieve continuous improvement in educational attainment, school should also take account of and act upon the DfE school safeguarding statutory protocol - Keeping Children Safe in Education (DfE, 2023) in order to safeguard the well-being of all children and young people and to reduce the likely risk to the school of charges being made in respect of a failure to educate.

For the purposes of this protocol, a reduced timetable means an agreement made with the child, parent or carer, and in some circumstances the Local Authority that the number of hours spent in education is reduced for a time-limited period of generally no more than twelve weeks.

This protocol is not intended to be applied to those children where a flexible learning programme has been put in place.

## Legal Position

All schools have a statutory duty to provide full time education for all children according to their age, aptitude and ability, taking into account any special needs. DfE guidance states that in very exceptional circumstances there may be a need for a temporary reduction in educational provision to meet a child's individual need. For example, where a medical condition prevents a pupil from attending full-time education and a reduced package is considered as part of a reintegration programme. It is illegal for schools to discriminate against children on the basis of their SEN and/or disability, including those with social, emotional and mental health needs.

A reduced educational provision must not be treated as a long-term solution.

## Safeguarding

Keeping Children Safe in Education (DfE, 2023) identifies schools as part of the wider safeguarding system for children and recognises that all school staff are in a position to identify concerns early, to provide help for children and to prevent concerns from escalating.

Clearly, in relation to safeguarding, where a child is not in school, their vulnerability is increased. When deciding whether a reduced educational provision is appropriate, consideration must always be given to the welfare and safety of the child/young person. This must be part of the risk assessment process.

Particular consideration should be given to the increased risk to the child to 'child criminal exploitation' (CCE), substance misuse, self-harming, radicalisation and other potential abuse or criminal activity.

### When might a reduced educational provision be considered?

A reduced timetable should only occur in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

1. As part of a planned re-integration into school following an extended period out of school due to suspension, non-attendance, school anxiety or to facilitate a 'managed move' between schools.
2. As a temporary fixed-period, closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to coordinate with therapeutic intervention or other services.
3. Children with an EHCP must not be placed with a reduced timetable unless such an arrangement is agreed to by the local authority SEN team.
4. Without formal written agreement from the Children's Social Care Services and the Director of Safeguarding, children who are looked-after must not be placed with a reduced timetable.
5. The agreement has a time limit by which point the child is expected to attend full-time or be provided with alternative provision. A reduced timetable must not be treated as a long-term solution to a problem.

### Recommended good practice

Schools wishing to establish a reduced timetable need to consider their position within the context of the legal requirements and the considerations outlined above. The expectation is that all occurrences of reduced educational provisions are signed off by the Headteacher having completed the check list - see Appendix 1. The Headteacher will ensure that the decision is taken as part of a planned strategy which is legally compliant:

- It is taken in the best interests of the child and attracts the understanding, approval and written agreement of parents/carers or in the case of a Looked After Child, the virtual school headteacher or the allocated Social Worker;
- It has the principal purpose of the successful reinstatement of the child's full-time school attendance, re-integration and inclusion;
- It is undertaken within the context of a wider support plan. Plans should include liaison with the child and take into account the facilities to support the re-integration process, and outreach support where applicable.
- It complies with the health and safety needs of the child, i.e. the school is satisfied that suitable arrangements are in place to meet the child's care needs when not at school;
- It complies with the statutory responsibility for safeguarding and promoting the welfare of children;
- The school provides appropriate work for the child when not in school which is then marked and relevant feedback provided;
- It is time limited, with a clear target of resuming full-time attendance within a period no longer than twelve weeks, preferably over a period in which the time in school increases steadily and incrementally in order to prevent further extension to this process;
- The school ensures reviews are held at the appropriate time for all children with EHCPs;
- For Looked after Children, a reduced timetable should be discussed and agreed through a Personal Education Plan meeting or Pastoral Support Plan meeting. This should involve the school's Designated Teacher for Looked After Children, VSH and the allocated Social Worker;
- All efforts should be made to ensure children receive full-time education as their entitlement.

### Local Authority monitoring and action

Local Authorities are required to maintain a central record of all children not accessing a full-time education. The Hinckley school will at all times engage with this process.

### Register Coding

If in the circumstances the last resort means that there is an agreement with the parent / carer for a reduced timetable then the school has agreed to a child being absent from school for part of the week or day and therefore must record it as authorised absence. For further information on coding absence see Appendix 2.

### Assessing the Risk

Completing a risk assessment which addresses any actual or potential safeguarding, welfare, offending or harmful behaviour concerns that may result from a change in the pattern of school attendance is essential. An exemplar risk assessment is included as Appendix 3.

Risk assessments should follow the five steps identified by the Health and Safety Executive: Step 1: Identify

possible hazards

Step 2: Decide who may be harmed and how

Step 3: Evaluate the risks and decide on precaution Step 4:

Record your findings and implement them

Step 5: Regularly review your assessment and update if necessary

The risk assessment should include the safety and wellbeing of the child as well as the risk of the child engaging in criminal activity or substance misuse whilst not in receipt of education during the school day.

Consideration must be given to the safety and wellbeing of the child as well as the entitlement to full-time education – **the welfare of the child is paramount.**

These factors **must** be taken into account when undertaking a risk assessment:

- The child is 'looked after' by the local authority (Social Care must be consulted)
- The child is subject to a Child in Need or Child Protection Plan – or concerns (Social Care must be consulted)
- The risk of the child to CSE / CCE as this will increase their vulnerability.
- The risk of the child engaging in criminal activity (Youth Offending Team should be consulted in the case of known offenders)
- The risk of substance misuse while not in receipt of education during the school day.
- The risk of radicalisation is something schools should always consider – vulnerability to this is increased as the child / young person may become more accessible, but also isolated and disengaged and therefore susceptible to being groomed.

The school will also:

- Ensure that where children have an EHCP, the Local Authority SEN Service is involved to ensure that the RTT arrangement is in line with the EHCP requirements or they are reviewed and amended where appropriate. The Local Authority must agree to the intervention and a reduced timetable must not interfere with additional support given to a student due to their educational needs. Take action to ensure that the impact of a reduced educational provision on travelling and transport arrangements does not

discriminate against the child or impede their access to education.

- Ensure that arrangements for a reduced timetable do not discriminate against a child's access to free school meals.

The school must be totally satisfied that suitable arrangements are in place to ensure the safeguarding and care of the child during the period when they would otherwise have been expected to be in school and secure a written agreement from the parents or carers about who is responsible for the welfare of the student for the sessions in question.

### Monitoring and reviewing a reduced timetable

The school is required to:

- Notify the local authority of a reduced timetable immediately, using the LA's systems to bring this into effect
- Record the child's attendance, using the appropriate registration code; in order that the school, the local authority and the trust can monitor when the child began and ended their reduced timetable (see Appendix 2)
- Establish robust arrangements for monitoring and regular review of the plan by a named member of senior staff.
- Ensure effective communication with parents or carers and key professionals with regard to progress towards the child's full re-integration to school.

### Summary

- Schools have a statutory duty to provide full time education for all children of compulsory school age.
- In very **exceptional** circumstances there may be a need for a temporary reduced timetable to meet a child's individual needs.
- A reduced timetable means by agreement with the child, parent/carer and school, the number of hours spent in education are reduced for a time limited period probably of no more than twelve weeks.
- The Headteacher must agree any reduced timetable.
- The child's parents/carers must agree a reduced timetable.
- The LA SEN Service may be invited to an annual review for any child with an EHCP who it is considered in their best interests to implement a reduced timetable.
- The virtual school must agree a reduced timetable for looked-after children.
- The arrangement for children with medical needs must follow local authority health needs protocols
- A risk assessment must be completed.
- A clear action plan for improving access to full time education must be in place.
- The local authority will be informed of any reduced timetable that meets their criteria for RTT.

## Appendix 1

### Parent Part-time / Reduced Timetable Agreement

**Parent / Carer Agreement for** \_\_\_\_\_ **(insert child's name)**

I understand that my child has been placed on a part-time/reduced timetable for a limited period of time. I have discussed the matter fully with the school and agree, during this period, to:

1. Take full responsibility for my child during the hours when not attending school.
2. Work with the school on promoting the reintegration of my child into full-time school education.
3. Ensure there is supervision of school work.
4. Ensure there is a regular flow of work between school and home for marking and guidance.
5. Take full responsibility for the health, safety and conduct of my child when they are not in school.

**Parent/Carer signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### School Agreement

During the period of the part-time/reduced timetable, the school will:

1. Monitor the effectiveness of the part-time/reduced timetable.
2. Listen to the voice of the child and the views of the Parent/Carer.
3. Arrange and hold regular reviews on agreed dates.
4. Provide work for the child to do whilst at home and mark all work completed.
5. Acknowledge that, on a part-time timetable, the child is partly absent from school. This must be recorded as **C2** on the registers even if the child completes work at home.
6. Work with the Parent/Carer to ensure a swift reintegration of the child back into full-time education.
7. Seek the advice and support of agencies as necessary, with the consent of the Parent/Carer.

**Year Leader signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Head of School signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*(Head of School signature should only be sought following discussion and approval from Director of Key Stage)*

### Review Dates (Fortnightly)

**1. Week Commencing:** \_\_\_\_\_

- Date of meeting: \_\_\_\_\_
- Who was present: \_\_\_\_\_
- What was agreed: \_\_\_\_\_

\_\_\_\_\_

**Parent/Carer signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

---

**2. Week Commencing:** \_\_\_\_\_

- Date of meeting: \_\_\_\_\_
  - Who was present: \_\_\_\_\_
  - What was agreed: \_\_\_\_\_
- \_\_\_\_\_

**Parent/Carer signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

---

**3. Week Commencing:** \_\_\_\_\_

- Date of meeting: \_\_\_\_\_
  - Who was present: \_\_\_\_\_
  - What was agreed: \_\_\_\_\_
- \_\_\_\_\_

**Parent/Carer signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Please create duplicate if more reviews are needed.

All part- time/reduced timetables will also need to be notified to the Local Authority using this link. Once complete and uploaded copy onto the child's CPOMS record along with the acknowledgement.

[Record Absence Data - Section 1 - Leicestershire County Council Self Service \(achieveservice.com\)](https://achieveservice.com)

## Appendix 2

timetable, key decisions, actions taken and records of TAC meetings held. The concern can be filed once the child returns to a full-time timetable.

## Recording attendance

It is important that schools act to ensure that the DfE regulations in respect of attendance are correctly observed for children on a reduced timetable

The registration codes applied will depend on the precise arrangements for providing education.

### Registration codes

#### *C Code*

To be used when a child has a reduced educational provision that includes sessions which have been mutually agreed not to involve attendance at any other institution or supervised activity.

The sessions agreed not to involve attendance should be recorded as authorised absence. The school should be satisfied that appropriate arrangements are in place for the care and welfare of the child during the time when they would otherwise be at school.

#### *B Code*

To be used if the child is receiving off-site provision, approved by the school, including any work experience forming part of the aforementioned alternative provision.

A child marked 'B' should be present at another institution or appropriately supervised activity agreed by the school. The school should establish robust arrangements with other providers to promote the effective and timely sharing of the individual's attendance information, to ensure they fulfil their legal and safeguarding responsibilities and apply the correct registration codes.

#### *W Code*

To be used if a child, in the final two years of compulsory education, is attending an approved work experience placement and is otherwise attending sessions at school.

Attendance monitoring arrangements should reflect those applied for off-site provisions as above.

RTT Risk Assessment

**Individual Pupil Risk Assessment**

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Year group: \_\_\_\_\_

School \_\_\_\_\_

Completed by \_\_\_\_\_

Completed with \_\_\_\_\_

Agreed with parents and / or carers on \_\_\_\_\_

Completed by

Parents / carers \_\_\_\_\_

Agreed with parents / carers with carers \_\_\_\_\_

## Appendix 4

Risk Assessment

| IDENTIFICATION OF RISK                               |   |
|--|---|
| Describe the risk                                    |   |
| Is the risk potential or actual?                     |   |
| Who is affected by the risk                          |   |
| ASSESSMENT OF RISK                                   |   |
| In which situation does the risk usually occur?      |   |
| How likely is it that the risk will arise?           |   |
| If the risk arises who is likely to be injured/hurt? |   |
| RISK REDUCTION                                       |   |
| Proactive interventions to reduce / prevent risk     | <p>For example:</p> <ul style="list-style-type: none"> <li>• Adult hover support in classroom;</li> <li>• Positive role modelling;</li> <li>• Praise/acknowledgement for positive behaviour;</li> <li>• Regular updates with parents;</li> <li>• Behaviour management plan;</li> <li>• Safe place &amp; trusted personnel etc.</li> </ul> |
| Early interventions to manage risk                   | <p>Identify exactly what an adult will immediately do if the risk is observed:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Identify exactly what an adult will do if the risk is reported to them by a child:</p> <p><input type="checkbox"/></p>  |

|  |   |
|--|---|
| Interventions to respond to adverse outcomes | <p>For example:</p> <ul style="list-style-type: none"> <li>• Any incidents to be logged, dated and signed according to Incident/Safeguarding protocols;</li> <li>• designated School adult;</li> <li>• Contact parents</li> <li>• Contact other children parents (if required); Etc.</li> </ul> |
|--|---|

| COMMUNICATION OF RISK ASSESSMENT PLAN |                       |                |
|---------------------------------------|-----------------------|----------------|
| Plan and strategies shared with:      | Communication method: | Date actioned: |
|                                       |                       |                |

| STAFF TRAINING ISSUES     |                                 |                         |
|---------------------------|---------------------------------|-------------------------|
| Identified training needs | Training provided to meet needs | Date training completed |
|                           |                                 |                         |

| REVIEW OF RISK ASSESSMENT                      |                                       |                |
|--|---------------------------------------|----------------|
| Measures set out                               | Effectiveness in supporting the child | Impact on risk |
| Agreed proactive interventions to prevent risk |                                       |                |
| Early interventions to manage risk             |                                       |                |
| Interventions to respond to adverse outcomes   |                                       |                |

Does the Risk Assessment need to continue: Yes/No Are there

any additions/alterations to the Plan: Yes/No If 'YES' list

these here:

Risk Assessment reviewed on: \_\_\_\_\_

Parent(s)/Carer(s) agreement:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

School agreement:

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Is a further Review required: YES/NO Agreed**

**Date:**

## REDUCED TIMETABLES: ADVICE FOR PARENTS AND CARERS

A timetable is considered reduced when the total hours provided for your child are less than those provided to the majority of their peers in school. We would not ordinarily expect a parent to request a reduced timetable, they are generally one of a range of strategies that may be considered by the school leaders.

Reduced timetables should only be implemented as a temporary measure and **with** parents' and / or carers' agreement, otherwise they could be seen as an unofficial exclusion which is unlawful. Whilst on a reduced timetable your child's absence from school will be recorded as authorised absence for the sessions they are not required to be in school.

The Hinckley School has produced protocol for a reduced or part time timetable and expects the best practice it contains to be followed and children returned to full time education as quickly as possible. As part of our process you should be asked to discuss, agree and sign a Reduced Timetable Proforma and a Risk Assessment by your child's school before a reduced timetable can be implemented. Any reduction should always be made in the child's best interests.

### What does the law say?

- All children of compulsory school age have a right to receive full-time education
- Every school has a legal responsibility to provide full-time education for all of its children
- Parents/carers must ensure that their children of compulsory school age, who are registered at school, attend regularly
- Local authorities have a duty to ensure that children receive a full-time education

### What is full-time education?

Whilst there is no legal definition of full-time, the following Local Government Ombudsman definition of the number of teaching hours that constitutes full-time education is widely accepted:

- **Key stage 1:** 21 hours
- **Key Stage 2:** 23.5 hours
- **Key Stage 3 & Year 10:** 24 hours
- **Year 11:** 25 hours

### When might a reduced timetable be used?

The use of a reduced timetable for your child should be an exceptional measure, but may be considered appropriate and in the best interests of an individual child in the following circumstances:

- As part of a planned reintegration approach for children who have not attended school for a period of time due to illness, disability, mental health issues, family circumstances, post-exclusion etc.
- As part of an in-school support package. School, parent/carer and other professionals agree that a short-term reduced timetable would support a child who has become disaffected to regain success
- For medical reasons when a child has a serious medical condition where recovery is the priority outcome

### What does school have to do?

- They must seek your agreement before your child attends on a reduced timetable
- They must review the arrangement regularly
- They must provide appropriate work for your child to complete at home

- They must involve you in their regular reviews of the arrangement and seek your agreement at each stage
- They must have carried out a Risk Assessment before implementation
- They should ensure that clearly defined objectives are in place, a specified end date, a review process and the consent of parents/carers

### What are my responsibilities as a parent/carer?

You are responsible for:

- Ensuring the safety and well-being of your child during the times they are not in school
- Ensuring that work set by the school is completed and returned
- Supporting your child and the school to address issues, working towards full-time provision

### What is the position of the Department for Education?

The 2020 DfE 'School attendance Protocol for maintained schools, academies, independent schools and local authorities' states that all pupils of compulsory school age are entitled to a full-time education but acknowledges that, in very exceptional circumstances, there may be a need for a temporary part-time timetable to meet a pupil's individual needs.

### What if my child has an Education, Health & Care Plan?

If a school is considering reducing the timetable of your child and they have an EHCP the SEN Case Officer must be consulted and invited to an early annual review. The SEN Case Officer will expect to see a clear benefit to your child and a carefully planned transition to a full-time timetable.

### What if I am not happy with the reduced timetable?

If you refuse to agree to implementation, a full-time timetable should remain in place. In these circumstances you should work with the school to explore other options and any professionals or agencies involved should be consulted.

### Who should I contact at school?

The SENDCo and the DSL should be fully aware of all reduced timetables.