**Bentley New Village Reduced Timetable Policy**

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2020 2022

**Reduced Timetable Policy**

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| --- | --- |
| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT & Governors** | **Abigail Smith** |
| **DATE: November 2020** |
| **SIGNED:** A,Smith | **ROLE: Assistant Head Teacher** |
| **TO BE REVIEWED:** | **SEPTEMBER 2022** |

**OUR SCHOOL VISION**

Together we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school in which we will focus on excellent progress within traditional core subjects whilst providing a rich and exciting curriculum.

We believe that our school should equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

All pupils will have the opportunity to take part in a wide range of physical and sporting activity, as part of the curriculum, as an extra-curricular activity and in competition with other schools. Through sport we will promote a love of physical activity, the spirit of fair play and the ability to be a team-player, a coach and a mentor.

We will encourage the development of individual flair, creativity, talent and personality and will always embrace differences and uniqueness. Our school will value a good sense of humour and celebrate the fun that can be had in learning and within our school.

**OUR SCHOOL VALUES**

Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity

**OUR SCHOOL AIMS**

* To raise the aspirations and life-expectations of each individual within our school so everyone strives for **personal excellence** in everything they do
* To provide outstanding learning and teaching which enables all pupils, regardless of gender, race, background or ability, to excel
* To help pupils and staff build on their strengths and overcome their weaknesses through development, mentoring and support
* To help pupils develop respect for others so that they can form tolerant and caring relationships and be sympathetic to the needs of other people, whoever they may be
* To provide pupils with a variety of experiences and the support they need to be healthy and active, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being
* To use the skills, knowledge, experience and talents of all staff to personalise the learning for each pupil
* To develop a culture of team work that promotes continuous improvement and the highest standards of achievement and conduct
* To be committed to providing a high quality program of professional development and training.

Our mission statement, **“What Challenges us, Changes us”**

**We believe that:**

**Managing children’s behaviour is explicitly linked to understanding their social, emotional and brain development and the personal circulstances and life influences that an individual has experienced. We believe that there is not a ‘one size fits all’ model of managing pupils behaviour development because every child is unique in their needs, their influences and their experiences.**

**RATIONALE**

Learning happens best when children feel confident, safe and are able to enjoy their learning experience. To ensure this happens we strive to provide immersive and differentiated learning environments with a clear expectation of how behavior impacts on learning and memory. We use a range of strategies and approaches to support this, making our teaching diverse and inclusive to our pupils’ individual needs. As a school, we offer an expertise in how children grow and develop and the role this plays on their behavior in school. As such, we adopt a research-based, nurturing approach to the social, emotional and mental health development of our pupils so that they become empowered to make daily decisions about their behaviour and social interaction independently. We strive to teach to all pupils of Bentley New Village how to become the best version of themselves.

**PURPOSE**

This policy aims to provide clear expectations and direction to all as to how Bentley New Village will implement a Reduced Timetable at Bentley New Village. We aim to introduce a Reduced Timetable to support our most vulnerable children in accessing their education in a supportive, safe and stress free environment. The purpose of our Reduced Timetable is to:

* Enable a pupil to access part of the learning day positively
* Reduce the stress, anxiety and anger a pupil may feel if they were otherwise accessing a full timetable
* Provide a safer learning environment for both the pupil and others in the school
* Enhance the productivity of the pupil in a shortened period

FULL-TIME EDUCATION

All pupils of compulsory schools age are entitled to a full time education.

Legally, full-time education is defined in statute as:

* 21 hours at Key Stage 1
* 23.5 hours at Key Stage 2

PART TIME TIMETABLE GUIDANCE

DfE statutory guidance on the use of part-time timetable and exclusions is very clear:

* *In very exceptional circumstances there may be a need for a temporary part- time timetable to meet a pupil’s individual need. For example, where a medical condition prevents a pupil from attending full-time education and part time package is considered as part of a reintegration package. A part-time timetable must not be treated as a long-term solution. 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.[[1]](#footnote-1)*
* *‘informal’ or ‘unofficial’ exclusions, such as sending pupils home ‘to cool off’, are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.[[2]](#footnote-2)*

The Office of the Children’s Commissioner’s has investigated illegal exclusions and their report, “*Always Someone Else’s Problem*” found that:

* *There is a profound and troubling lack of awareness of the law on these matters, among school leaders including governors, and a school’s parents and children alike. This can lead to illegal exclusions taking place by accident. Although this illegal activity may be inadvertent, it is nonetheless unacceptable. Head teachers and governing bodies have a shared statutory duty to ensure their schools act within the law at all times.[[3]](#footnote-3)*

The purpose of this guidance is to assist schools in ensuring they comply with statutory obligations and that they do not inadvertently exclude a pupil illegally.

PART-TIME TIMETABLES – KEY POINTS

* A part-time timetable should be a response to a meeting where concerns and strategies are discussed.
* A parent/carer must consent to part-time timetable by signing PT1.
* The timetable should be for a limited period. The suggested maximum length of a part-time timetable is a 8 weeks.
* Any part-time timetable arrangements should be regularly reviewed.
* The objectives of any part-time timetable should be clearly understood.
* A parent/carer must sign PT1 to be clear they are taking responsibility for the pupil when he/she is not in school and guarantee that the pupil will be supervised off site.

For this purpose a part-time timetable refers to those pupils who are **not allowed or not able** to attend either mainstream or special schools on a full-time basis for medical, behavioural or other reasons.

PART-TIME TIMETABLES

A part-time timetable must only be used with the consent of parents/carers. Any proposal to use a part-time timetable must be discussed with parent/carer before the arrangements start.

Parents/carers should sign form PT1 to confirm they are consenting to a part-time timetable. This should be kept in the pupil’s behaviour file.

Part-time timetables should only be used in very limited circumstances. For example:

* Where there are behavioural difficulties and the school is trying a part-time timetable as an intervention to try and avoid exclusion or as a planned reintegration package.
* Where a pupil has a short-term medical condition that prevents full time attendance for a time limited period. (In these cases a Medical Needs Plan would be developed in partnership with school).
* As part of a staged reintegration following an extended period of absence.

GOOD PRACTICE

Bentley New Village will take care to ensure that a part-time timetable is not deemed to be an illegal exclusion. To that end all modified timetables should:

* Be purposeful
* Be a response to an assessment of need;
* Have clearly defined objectives & outcomes;
* Be for a specified and limited period of time;
* Be kept under regular review;
* Not be implemented without written parental agreement;
* Not be implemented without written Educational Psychologist agreement;
* For Safeguarding purposes, detail who will be responsible for the pupil whilst out of school for their safety and the completion of work;
* Inform other services who are involved with the child / family e.g. Social Care, SEN, Special Schools

Pupils should be provided with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements should be made to ensure that the work is marked, assessed and constructive feedback is given to the pupil.

Once tried as an intervention it will only be appropriate on rare occasions to have a further period with a part-time timetable since it shows that the strategy was not working and a different intervention should to be considered.

PUPILS WITH A STATEMENT OF SPECIAL EDUCATIONAL NEEDS OR AN EDUCATION, HEALTH & CAREPLAN

A part-time timetable should only be used for a pupil with a Statement of Special Educational Needs or an Education, Health & Care Plan in very limited circumstances. **A pupil should not be put on a part-time timetable because of their special educational need as this may constitute discrimination**. **In some cases a special educational need may also be a disability and therefore constitute a protected characteristic under the Equality Act 2010.**

A part-time timetable can only be implemented;

* When a reduced timetable is being considered for a child with an EHCP or Statement, the school must first convene an interim annual review to secure the agreement of both parents/carers and the SEND caseworker and to ensure that all elements of the provision are met through the reduced timetable arrangement.
* Under the SEND Code of Practice, all parties, including parents and the young person, must be given at least two weeks’ notice of the date of the Annual Review meeting (SEND Code of Practice, para 9, 176) and updated records must be shared with participants prior to the review.
* This means that no reduced timetable can be implemented with immediate effect. If it is required as an emergency measure, however, the annual review must be convened within two weeks of the start date.

An Additional Support Plan should be agreed that clearly lays out the use of any extra provision in the statement or EHC plan.

Pupils should be provided with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements should be made to ensure that the work is regularly marked; assessed and constructive feedback is given to the pupil.

Schools should ensure that the provision made in the statement or EHC plan is used to meet the child’s needs.

Once tried as an alternative measure it will only rarely be appropriate to have a further period with a part-time timetable since it shows that the strategy was not working and a different intervention needs to be considered.

LOOKED AFTER CHILDREN

Looked after children are some of our most vulnerable pupils and therefore a reduced timetable should only ever be implemented in exceptional circumstances, and when all other interventions have been tried.

A part-time timetable should only be implemented after a review of the child’s Personal Education Plan (PEP). Good practice states that an interim PEP meeting should be called if a reduced timetable is being considered as an intervention.

A part-time timetable should:

* Have clearly defined objectives;
* Be for a specified and limited period of time;
* Be kept under regular review; and
* Not be implemented without written parent/carer agreement and the consent of both the child’s social worker and the Virtual School (or their representative) at the local authority responsible for the child.

Pupils should be provided with sufficient and appropriately differentiated work to do for those hours they are not in school.

Arrangements should be made to ensure that the work is regularly marked; assessed and constructive feedback is given to the pupil.

Once tried as an alternative measure it will only rarely be appropriate to have a further period with a part-time timetable since it shows that the strategy was not working and a different intervention needs to be considered.

CHILDREN SUBJECT TO A CHILD PROTECTION OR CHILD IN NEED PLAN

Children on a child protection plan are amongst some of our most vulnerable pupils and may be placed at greater risk if placed on a part-time timetable. Therefore a part- time timetable should only be implemented in the most exceptional circumstances when all other interventions have been tried. If a school is considering using a part-time timetable they should first consult with the child’s social worker. **A reduced timetable for a child subject to a child protection or child in need plan should never be implemented without the written agreement of the child’s social worker.**

**Any part-time timetable should only be implemented following a Core Group meeting.**

A part-time timetable should:

* Have clearly defined objectives;
* Be for a specified and limited period of time;
* Be kept under regular review; and
* Not be implemented without written parental agreement and the consent of the social worker responsible for the child protection plan.

Pupils should be provided with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements should be made to ensure that the work is regularly marked, assessed and constructive feedback is given to the pupil.

Once tried as an alternative measure it will only rarely be appropriate to have a further period with a modified timetable since it shows that the strategy was not working and a different intervention needs to be considered.

When the child is Looked After or subject to a Child Protection or Early Help plan, a reduced timetable should only be used in the most exceptional circumstances and should be agreed at the appropriate Team around the Child meeting and recorded in the minutes of the meeting as appropriate

ILLEGAL EXCLUSIONS

Part-time timetables that **DO NOT** have clearly defined objectives, a specified end date, a review process, and/or the consent of parents/carers may constitute an illegal exclusion.

The Ofsted School Inspection Framework states:

*Should inspectors find that the school has used exclusion illegally; this should be taken very seriously and taken into account when judging leadership and management.* [[4]](#footnote-4)

MARKING THE ATTENDANCE REGISTER

Schools can approve educational activities that take place away from school providing they meet the requirements set out in regulations and guidance.

In respect of part-time timetables, the DfE’s School Attendance guidance states:

*In agreeing to a part-time 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 authorised absence.[[5]](#footnote-5)*

C CODE; Leave of absence authorised by school

To be used when a pupil has a reduced timetable that include sessions which have been mutually agreed not to involve attendance at school or an alternative provision (the school must be satisfied that appropriate arrangements are in place for the care and welfare of the pupil during the time when they would otherwise be at school.)

B Code; Off-site educational activity

This code should be used when pupils are present at an off-site educational activity that has been approved by the school. Ultimately schools are responsible for the safeguarding and welfare of pupils educated off-site. Therefore by using code B, schools are certifying that the education is supervised and measures have been taken to safeguard pupils. This code should not be used for any unsupervised educational activity or where a pupil is at home doing school work.

DfE ADVICE

The DfE advice on school attendance states that as a rule schools cannot place a pupil on a part -time timetable. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil’s individual needs. A part-time timetable must not be treated as a long term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full time or to be provided with alternative provision. In agreeing to a part-time 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.

PART-TIME TIMETABLE CONSENT FORM (PT1) FOR SCHOOL USE

Pupil ………………………………………………………………………………………………………

UPN: …………………………………………………………………..

Ethnicity: ………………………………………………………..

Date of birth: ……………………………………………………. Gender: MALE/FEMALE

School: ……………………………………………………………. Year Group ………….

Is the pupil ‘looked after’ by Doncaster, or any other local authority? YES NO

If not Doncaster, which other local authority? ………………………………………………………….

Does the child have a Statement of SEN or an Education, Health & Care Plan? YES NO

Is the child subject to a Child Protection Plan? YES NO

Has the pupil had a part-time timetable before? YES NO

If yes, when………………………………………………………………………………………………….

|  |  |
| --- | --- |
| Name of parents / carers |  |
| Name of lead person in school |  |
| Name of social worker (if applicable) |  |
| Name of SEN caseworker (if applicable) |  |
| Name of Virtual School rep (if applicable) |  |
| Name of attendance & Welfare Officer |  |

|  |
| --- |
| Reason for the part- time timetable: |

|  |  |
| --- | --- |
| Date of meeting agreeing the part- time timetable |  |
| Start date of part-time timetable |  |
| Number of hours in education each week |  |
| Review date of part-time timetable |  |
| End date of part-time timetable |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TIMETABLE | Monday | Tuesday | Wednesday | Thursday | Friday |
| Time in education |  |  |  |  |  |

|  |
| --- |
| Objectives of the part time timetable:   * To support learning behaviour targets – see BSP * To gradually access a fuller timetable |

|  |
| --- |
| Outcome – How do we know if it’s been successful?   * Targets on BSP HR will have been fully / partially met * Reduced incidents of extreme behaviour * Risk of exclusion due to breach of Non – Negotiables reduced |

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

* Take full responsibility for my child during the hours when not attending school
* Take full responsibility for the health and safety of my child when they are not in school
* Ensure there is supervision of school work during those hours
* Ensure there is a flow of work between school and home for marking and guidance

Parent / carer signature: ………………………………………………………… Date: ……………………………………………………..

During the period of the part-time timetable the school will:

* Monitor the effectiveness of the part-time timetable
* Hold a review on the agreed date
* Provide relevant learning tasks for the child to do whilst at home

School signature: ……………………………………………………………. Date: …………………………………………………………

Other signatures (if required)

Educational Psychologist ………………………………… Date ………………………………………………………

SEN caseworker ……………………………………………….. Date ……………………………………………………..

Social Worker …………………………………………………… Date …………………………………………………….

Virtual School rep ……………………………………………. Date …………………………………………………….

Attendance & Welfare Officer ……………………… Date …………………………………………………….

PART-TIME TIMETABLE REPORTING FORM TO BE SUBMITTED TO THE LA

|  |  |
| --- | --- |
| Pupil’s name |  |
| Date of birth |  |
| Gender |  |
| Ethnicity |  |
| EHC Plan? Yes/No |  |
| Child in care? Yes/No |  |

**Details of temporary part-time timetable**

|  |  |
| --- | --- |
| Number of hours per week at school |  |
| Date part-time timetable started |  |
| Review Date |  |
| Planned date for return |  |

|  |  |
| --- | --- |
| **Reasons for part-time timetable** | **(please select all that apply)** |
| Medical – Physical Health |  |
| Medical – Mental Health |  |
| Behavioural |  |
| Social Emotional Mental Health |  |

If there is no planned date identified at the start of the part-time arrangement, please

*By submitting this form the school is confirming that the use of a part time timetable for a limited period has been judged appropriate, review arrangements have been agreed and any safeguarding issues have been fully taken into consideration.*

**Guidance notes have been fully read and understood**

**Guidance leaflet has been issued to parent/guardian**

**Parent/carer has consented**

**Completed by: Position:**

**Date:**

Email completed form to [BITS@doncaster.gov.uk](mailto:BITS@doncaster.gov.uk)

REDUCED TIMETABLE – LEGAL REQUIREMENTS AND DONCASTER PROTOCOL

|  |  |
| --- | --- |
|  | Appropriate assessment has been undertaken and confirms the need for a reduced timetable to secure improved outcomes. |
|  | A risk assessment has been undertaken to ensure pupil safety whilst off-site. |
|  | The objectives of the reduced timetable and the arrangements associated with its creation and review are recorded within a plan. |
|  | The parent/guardian have consented in writing. |
|  | If the pupil has an EHCP or Statement, the reduced timetable and plan has been agreed through an interim Annual Review, exceptional circumstances have been considered and relevant Officers informed (see guidance page 5). |
|  | If the pupil is accessing support from Early Help or Social Care, a multi-agency meeting of professionals involved has been convened to agree the plan. |
|  | Arrangements have been made to review the plan by the mainstream school within 8 weeks. |
|  | The plan ensures that the pupil has sufficient (amounting to full time) education and appropriately differentiated work to complete for the hours out of school. Arrangements for marking, assessment and feedback are in place. |
|  | Complete the pro-forma below and return to the LA (Current guidance from OFSTED states that all schools should notify the Local Authority of any part-time arrangements and this is likely to be monitored through inspections). |

1. P.14, School attendance (DfE) [↑](#footnote-ref-1)
2. Para 13, Exclusion from maintained school, Academies and pupil referral units in England (DfE) [↑](#footnote-ref-2)
3. P.38, Always Someone Else’s Problem (Office of the Children’s Commissioner) 3 [↑](#footnote-ref-3)
4. Para 99, Subsidiary guidance, Ofsted, January 2014 [↑](#footnote-ref-4)
5. ibid 7 [↑](#footnote-ref-5)