**Bentley New Village Reduced Timetable Policy**

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2017 2019

**Reduced Timetable Policy**

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT & Governors** | **Abigail Smith** |
| **DATE: May 2017** |
| **SIGNED:** A,Smith | **ROLE: Assistant Head Teacher** |
| **TO BE REVIEWED:** | **SEPTEMBER 2019** |

**We believe that:**

**At Bentley New Village Primary School we have high expectations of all our children and staff members. We strive to teach and model to all: good manners, respect,**

**co-operation and a positive attitude.**

**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 behaviour. 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 a 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. We strive to teach to all pupils of Bentley New Village how to become the best version of themselves. We understand at Bentley New Village that to support some pupils in achieving this they may need access to a reduced timetable.

**PURPOSE**

The Reduced Timetable Policy aims to provide clear procedures to implementing a Reduced Timetable at Bentley New Village. It is intended to protect both pupil and school, should a reduced timetable be used. We aim to introduce a Reduced Timetable to support our High Risk 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 with minimal behavioural outbursts
* 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, towards their behavioural targets, in a shortened period

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 term.
* 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 as part of a Behavioural Support Plan (BSP) or 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).

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
* 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;
* 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 should only be implemented following an annual review of that statement.

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 SENACT Case Officer.

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 amongst some of our most vulnerable pupils and therefore a part-time timetable should only be implemented in very limited circumstances 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). 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 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. **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.

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 the 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)

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 |

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| --- |
| 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 …………………………………………………….

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)