

St Paul's

C of E Primary School



A place to belong

Flexi Schooling Policy

Chair of Governors Approval: Martyn Long & Tom Keef

Headteacher Approval: Christie Waite

Member of Staff Responsible: Christie Waite

Reviewing Committee: FGB – Autumn 2022

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July 2022

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia)*, *Compassion*, *Perseverance and Forgiveness*

“Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely.”

Romans 12:5-8

Statement of Intent

St Paul's C of E Primary School believes that in order to facilitate teaching and learning, good attendance is essential and flexi schooling should be carefully considered with the best interests of the child at heart.

Introduction

St Paul's C of E Primary School firmly believes that every child should have the opportunity to access high quality education. We recognise that parents and carers may choose for their child or young person to engage in very effective, full-time, and suitable education that does not involve full-time attendance in a designated school. One way could be for them to request that our school considers entering into a flexi schooling arrangement.

In order for our school to enter into and continue a flexi schooling arrangement parents and carers must accept and maintain the rigorous framework of expectations reflected within this policy. This policy is intended to assist parents considering whether to request that the education of their statutory-age child is partly at school and the remainder elsewhere, generally at home. This is generally known as flexi schooling.

The school is happy to discuss requests from parents who wish their child to have a flexible education.

Background

The responsibility for a child receiving a full time education while he or she is of statutory school age lies with the parent. Where a parent educates a child partly at school and partly at home or elsewhere as an expression of parental preference, this is called flexi-schooling.

Where a parent educates a child entirely at home as an expression of parental preference, this is called elective home education.

Flexi-schooling can be defined as: an arrangement between the parent and the school where the child is registered at school and attends the school only part of the time; the rest of the time the child is home educated. This can be a long-term arrangement or a short-term measure for a particular reason.

Flexi-schooling is a legal option provided that the headteacher at the school concerned agrees to the arrangement. The child will be required to follow the National Curriculum whilst at school but not whilst he or she is being educated at home.

Local Authorities should make sure that headteachers are made familiar with flexi-schooling and how it may work in practice. (DCSF (Now Department for Education DfE) 2007 Elective Home Education: Guidance for Local Authorities).

Flexi schooling must not be confused with elective home education. Parents have a legal right to choose to home educate their child but parents do not have a legal right to insist on a flexi schooling arrangement being agreed by our schools.

Information for Parents to Consider

The implications of making partial educational provision at home are significant, both in terms of expertise and resources, and in the commitment to make a shared provision work. The education provided at home and at school must together constitute a full-time provision.

While there is no statutory curriculum for the home education part of a flexi schooling arrangement, parents/carers must be mindful of the impact on the child's access to the National Curriculum and the possible fragmentation of the child's learning experience.

Flexi schooling within our school is unlikely to succeed if the reasons for choosing it are negative and the choice is motivated by a desire to 'cherry pick' certain activities only, or is aimed at avoiding difficulties around certain subjects, teachers, peers, aspects of schools discipline or attendance itself.

Our school has an inclusive approach to education and strives hard to work with the wishes and choices of all parents. The school expects parents of flexi children to uphold the school's ethos, values, policies and practice. Strong and reciprocal partnership between home and school is key to a successful and sustainable flexi schooling arrangement. Flexi schooling does not give an alternative means of opting out of an element of the curriculum with which a child or parent, for whatever reason, is uncomfortable.

The Process

Prospective parents who wish to flexi-school should visit the school and speak to the Headteacher. The decision to admit a child is at the discretion of the Headteacher. Each case will be considered on its own merits and within its individual context. In deciding whether to agree to a flexi schooling arrangement, the school will consider:

- Safeguarding the child as of paramount importance
- The appropriateness of the education proposed by the parent away from the school
- The effect on the school organisation and funding
- The effect on school resources, including staffing
- The effect on school discipline and the morale and motivation of other children on roll at the school
- The advice of other relevant involved education, medical and social care professionals

Parents applying for a flexi-school placement will be informed as soon as a decision had been made and arrangements made to complete the Parental Agreement (see Appendix 1).

This sets out the school's expectations so that everything is clear for all concerned. It sets out:

- The normal expected pattern of attendance
- The length of time the agreement is to run before review by the school. Typically this may be one term initially, with annual reviews thereafter.

- What flexibility there will be regarding special events which fall outside the normal arrangements, such as assemblies, trips, productions or performances, sports events, visitors to the school.
- How the register will be marked.
- That the parents must contact the school if the child is absent from a session that they would normally be present at school or at approved educational activity.
- That the school will follow up any unexpected or unexplained absence as it would for other children.
- On days when he or she does not attend school, the child need not follow the National Curriculum. However, the school will require parents to provide the school with an overview of expected learning provision.
- What the arrangements will be at times of children's assessment, both in house and statutory assessments.
- That if a parent chooses to employ at his or her own expense another person to educate the child at home, he or she will be responsible for ensuring that person is suitable to have access to children.
- Any perceived special educational needs and associated provision.
- Recommended regular planning meetings between parent and school to ensure the child achieves his or her potential and to promote good home-school relationships.
- That the school will notify the Administrator for Elective Home Education at the LA of the flexi-schooling arrangement.
- Under what circumstances and with what notice either party can withdraw from the arrangement.
- How any disputes will be resolved working together; for flexi schooling to work well it's important that schools and parents work together.

Pupil Progress and Assessment

Parents are expected to keep records of learning coverage and their child's progress in the off-site element of the agreement. Learning progress should be recorded and shared with school on a regular basis. It is likely that Ofsted would assess the evidence that the parents keep. The format for the recording is not set by the school but could take the form of journal keeping including children's writing, parental observations, reports and annotated photographs.

As flexi schooled children are officially on roll at the school they must be included in statutory assessments such as the Year 1 Phonics screen and the end of Key Stages 1 and 2 assessments. All children are expected to complete these assessments.

Working Together

To this end the schools in our federation are committed to the following principles;

Role of the School

- Attendance levels of children will be monitored and should attendance fall below 93% the flexi schooling agreement will be reviewed.
- Attainment and progress of children will be tracked and if the Headteacher has concerns about progress or attainment in any area of learning the flexi schooling agreement will be reviewed.
- The school will use any evidence parents/carers collate at home to inform their assessments of children – attainment and progress evidence will be shared.

Role of the Parents and Carers

- A clear record/diary of activities and learning experiences that have happened on flexi schooling days.
- Parents/carers are expected to provide copies of work/evidence/activity/diaries to the school when requested and bring evidence to each parent's evenings which take place termly.

General Arrangements

Admissions: There is no distinction between children who are flexi schooled and those who are not. Whatever the degree of attendance, the child will count towards admissions numbers on roll as fulltime.

Appeals: There is no appeal against a decision by the school not to agree to a flexi-schooling request.

Attendance: Following DfE guidance any child not present in school should be marked as absent on the school register. However, schools may record the sessions when the child is not in school as 'authorised absences' (Code B). Flexi schooled children's attendance is reported to parents, the Governing Body, the Local Authority and the DfE in the same way as other children. It is the preference of the school that children attend on a minimum of three full days per week.

Communication: Schools will monitor progress, attendance, behaviour and the effectiveness of any intervention programmes in line with the existing procedures for full time equivalent pupils. The school will update the parents on their child's progress at school at least twice per year through formal parents' meetings, and more frequently by informal communications. The school expects parents to act on advice provided and work in partnership with the school to ensure that children make appropriate academic progress.

Curriculum: The National Curriculum must be followed in maintained schools. This applies to all children on roll. Therefore all flexi schooled children will follow the National Curriculum on the days when they attend school.

Funding: Flexi schooled children will be recorded by the school as attending full-time – with sessions not in school being recorded as absent. Therefore the school will receive full-time funding. Flexi schooled children are included in all census counts required by the DfE.

Insurance: There is no distinction between those who are flexi schooled and those who are not. The child will under insurance when at school but it is the parent/carer responsibility at home.

The Local Authority: Schools are required to inform the Local Authority of all children who are flexi schooled.

When the Home Education is deemed unsuitable: Neither the LA or school have a statutory duty to monitor the quality of home education on a routine basis. However, if it appears to the school that parents are not providing a suitable education as agreed between the school and the parent, the school may ask the parent to take remedial action. If the parent declines to do so or the school is still concerned about the provision of education at home, the school may withdraw its agreement to the flexi-schooling arrangement. The child would then be required to attend at school on a full-time basis, or be fully home educated.

Appendix 1 - Flexi schooling Home/School Contract

Contract for Provision of Education – Part 1 School

St Paul's C of E Primary School

Child's Name: _____ D.O.B: _____

Name of Parent(s)/Carer(s): _____

St Paul's C of E Primary School is responsible for the education of the above named child on the days and times set out in the attached Attendance Agreement and timetable.

The educational provision will be suitable to 's age, aptitude and ability as set out in Section 7 of the Education Act 1996. Whilst is on school premises or the School is acting in loco parentis the school will maintain primary responsibility for 's safety and welfare.

The school and parent/carer will meet every term for a review meeting to discuss 's progress and review the attendance agreement.

The school can withdraw from this agreement at any time by giving reasonable notice in writing (one month).

Headteacher: _____ Date: _____

Contract for Provision of Education – Part 2 Home

Child's Name: _____ D.O.B: _____

Name of parent(s)/carer(s): I/we are responsible for the education of the above named child on the days and times set out in the attached Attendance Agreement and timetable.

The educational provision will be suitable to 's age, aptitude and ability as set out in Section 7 of the Education Act 1996. During school hours timetabled for home-based education I/we will maintain primary responsibility for 's safety and welfare.

I/we understand that I/we can withdraw from this agreement at any time by giving reasonable notice in writing (one month).

Parent/carer: _____ Date: _____

Appendix 2 – St Paul’s C of E Primary School Home/ School Contract Attendance Agreement.

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St Paul’s C of E Primary School

Child’s Name:

D.O.B:

Name of Parent(s)/Carer(s):

Timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
AM					
Lunch					
PM					

Agreed by Headteacher:

Date:

Agreed by Parent/Carer:

Date: