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Purpose. Passion. Success.

Flexi-Schooling Policy

At PPS we recognise the right of parents/carers to choose a suitable and personalised education for their child according to the child's disposition and needs, and the families' beliefs and values. We welcome all children irrespective of background or belief to our school and firmly believe that our flexi-schooling provision can be an arrangement which is beneficial to all.

Purpose

- Our flexi-schooling provision is available to children who are currently Elective Home Educated, or those who have found full-time education overwhelming. It is offered at the discretion of the Head Teacher – there are no rights of appeal if this provision is declined, varied by the school or revoked.
- Parents should be aware that flexi-schooling is not to be taken as a means to avoid education, or to avoid being excluded, and we will not accept any children on flexi-schooling arrangements who have been excluded.
- For us to enter into and continue a flexi-schooling arrangement parents and carers must accept and maintain the framework of expectations reflected within this policy.
- This policy is intended to assist parents in 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.
- PPS is happy to discuss requests from parents who wish their child to have a flexible education.
- PPS ask that children need to spend a minimum of 3 days in school as part of their flexi-school agreement. These 3 days should be consecutive and the same each week; changes to these days need to be made in advance. Requests to change set days can be made in exceptional circumstances. If a school or residential trip falls on home school days, children may attend these events as extra days.
- When entering this partnership, parents must agree to follow the recommendations of the educational professionals should their child's education be compromised by reduced attendance in school.

Definitions

- The responsibility for a child receiving a full-time education while they are 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 (on authorised absence from school). 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 Head Teacher 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. (DfE Guidance 2007). Although the curriculum should not be narrowed by the home-school element of flexi-schooling.

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- 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 school.
- There is no statutory curriculum for the home education element of our flexi-schooling arrangement. Nonetheless we promote, without pressure, the opportunities the partnership flexi-schooling brings – and from that we hope that this partnership will develop in a manner that is mutually beneficial to all parties.

Our Beliefs

- We believe being a small rural school affords a number of opportunities – flexi-schooling is one of these opportunities that works well in our unique rural environment.
- We believe that people learn in many different ways and we endeavour to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.
- We believe that we enable all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world.
- We believe in the ‘whole child’ and are committed to children’s wider well-being.
- We believe all children are important and from that we tailor our teaching and learning to suit the needs of each child, to ensure they develop at their own pace.
- We believe that to meet these individual needs, each child can be offered personalised learning which is agreed with children and parents, taking advantage of individualisation as a key success driver for our schools.

Teaching and learning offer in school

- We provide all children with varied, exciting ‘hands-on’ learning experiences.
- We provide a creative, stimulating and engaging curriculum that is accessible to all pupils, where each child will develop their individual talents, interests and skills.
- The encouragement to develop a growth mindset, helping them take a positive approach to facing challenges, to believe that they can learn, change and develop needed life skills.
- Access to a happy, stimulating, secure and safe environment in school that offers all children an equal opportunity to develop their own individual abilities and personalities, helping to unlock their potential.
- Access to a bank of knowledge, skills, concepts, attitudes and values of our broad and balanced curriculum, that fosters a lifelong love of learning, in a shared environment where pupils, parents and teachers can effectively work together, enhancing the education provision for all.
- The opportunity for our children to share a healthy respect for personal choice and a clear understanding and acceptance of others and their ideals.
- Those moments of navigating conflict and self-regulation in public / social circumstances, supported by trusted adults and independently.
- The opportunity to develop a responsible and independent attitude towards learning.
- We treat all children fairly and give them equal opportunity to take part in class activities.
- We praise all children for their efforts and, by so doing, we help to build positive attitudes towards our school and learning in general.

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Principles of Flexi-schooling

- A process of co-operative teamwork, within which we welcome and encourage the involvement of parents in the education of their children.
- Effective liaison with the parents of our children who have chosen flexi-schooling.
- An opportunity for families to access education other than at school, learning together outside of the classroom.
- Children have the space to focus on their individual skills with undivided adult attention, to hone their talents.
- Parents are able to share their skills and interests with their children.
- Flexi-schooling can enable families, who do not have the luxury of time during the 175 days that the children are not in school, to enjoy educational and enhancing experiences which builds a child's cultural capital.

What Parents Should Consider

- Home provision requires **time, expertise, resources**, and consistent cooperation with the school.
- Home and school learning must together form **full-time education**.
- Parents should collaborate with school on curriculum topics to avoid gaps.
- Flexi-schooling should be chosen for **positive reasons**, not to avoid certain subjects, staff, or behaviour issues.
- Friendships and social aspects need careful consideration.

What Head Teachers Should Consider

- Child's **best interests**, progress, welfare, safeguarding, and effect on school organisation.
- Safeguarding remains a priority—parents must ensure safety when the child is off-site.
- School must still provide access to the **National Curriculum**.
- Flexi-schooled children remain on roll; school retains responsibility for **tracking progress**.
- For EHCP pupils, decisions must involve the **Local Authority SEN team**.

How to Request Flexi-Schooling

- Parents must contact the Head Teacher and **present a strong case** showing it benefits the child.
- Each request must be considered **individually**.
- Governing bodies may set general principles but **cannot overturn** a Head Teacher's decision.

Attendance

- Our school day begins with Registration at 8.45am and ends at 3.15pm. Within this framework we have the following breaks:
- Collective Reflection – 9.45am
- Morning break – 11am to 11.15am
- Lunch – 12.15pm to 1.15pm
- We are not able to vary start times, given this disrupts lessons already in progress. All children are expected to arrive promptly for the start of the morning/afternoon sessions.
- If attendance falls below 93% the flexi-schooling agreement will be reviewed.

Record-Keeping

- Sessions educated at home must be recorded as **C code (authorised absence)**.
- Cannot be marked as **B code** because the school is not supervising off-site learning.
- Illness during home-education periods must be reported and recorded accordingly.

DfE Guidance (2019)

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- Children may be registered at school but educated at home **part of the week**.
- Schools are **not obliged** to agree.
- Time educated at home must be marked as **C code (authorised absence)**, not “approved off-site activity”.
- Ofsted should **not penalise** schools for flexi-schooling absences, but schools must be ready to explain arrangements.

Ofsted

- Flexi-schooling increases authorised absence percentages.
- Schools must explain context and demonstrate pupil progress.
- Performance of flexi-schooled pupils is still included in inspection outcomes.

Trial Period & Safeguarding Responsibilities

- We recommend to parents that their child attends school on a trial basis prior to registering for flexi-schooling. This allows the Head Teacher and staff to determine if the arrangement will benefit the child.
- If a child is accepted on roll under a flexi-schooling agreement, parents/carers are fully responsible for safeguarding and child protection when the child is being home educated or educated by a third party arranged by the parent/carer.
- These responsibilities transfer to the school when the child attends normal lessons or school-organised visits.

Working Together

- For flexi-schooling to work well it’s important that schools and parents work together.
- The flexi-schooling agreement needs to be a partnership between all parties involved.
- All parties need to be open and honest with each other and address any concerns that may arise.

Flexi-Schooling with an EHCP

- Must be agreed jointly with the Local Authority.
- Arrangement should be written into the EHCP.
- Progress monitored through annual reviews.

Monitoring

- Neither school nor LA has a statutory duty to routinely monitor home education quality.
- If provision appears unsuitable, school may request improvements or **withdraw the arrangement**.
- If withdrawn, the child must return to **full-time school attendance** unless deregistered for EHE.

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Appendix: Flexi-Schooling Agreement

This agreement sets out the flexi-schooling arrangement between PPS and the parent/carer. Both parties agree to the terms outlined below.

Child's Name		
Agreed Flexi-School Days (minimum 3 consecutive days)		
Reason for flexi-schooling		
What are your expectations of the school-based part of the Education?		
What are your expectations of the home-based part of the Education?		
Do you intend to follow the National Curriculum at Home?		
How will you ensure that any missed subjects will be covered?		
If so, do you require any help with this? (eg worksheets, assistance with attainment targets etc)		
Levels of attainment achieved (if applicable)		
Additional Needs (if applicable)		
Please tell us anything else you feel we may find useful about yourself or your child		
Form of Education to date	F/T School P/T School Home Education N/A	
Statements	I confirm that I understand and accept the responsibilities outlined in the PPS Flexi-Schooling Policy.	
PPS is responsible for the education of the above-named child on the days and times set out here. The educational provision will be suitable to the above-named child's age, aptitude and ability as set out in *s7 of the Education Act 1996*		
Whilst the above-named child is on school premises, or the school is acting in loco parentis the school will maintain primary responsibility for the above-named child's safety and welfare.		
The school and parent/carer will meet every half term for a review meeting to discuss the above-named child's progress and review the attendance agreement.		
The school can withdraw from this agreement at any time by giving reasonable notice in writing.		
Parent/Carer Signature		Date:
Head Teacher Signature		Date:

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