


Children's Services

GUIDANCE ON THE USE OF REDUCED TIMETABLES FOR PUPILS OF COMPULSORY SCHOOL AGE

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Who is this guidance for?

This guidance is intended to protect children and young people and schools, should a reduced timetable be used, and ensure that no child is excluded illegally through the imposition of a reduced timetable (sometimes referred to as 'part-time' timetables). This guidance is for children who are on a reduced timetable relating to non-disciplinary matters, i.e., illness and not behavioural matters, because the latter has a different legislative framework.

All schools and services providing education to children of compulsory school age, regardless of their arrangements for governance including:

- Local Authority maintained community and foundation schools.
- Sponsored and converter academies.
- Special schools
- Independent mainstream schools
- Free schools
- University Technology Colleges
- Education Support Centre (ESCs) and Primary Behaviour Services

Reduced Timetable Definition

For this guidance, a reduced timetable means an agreement made with a pupil and 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 six weeks. The reduced timetable must be reviewed at least after 4 weeks. Schools should consult with all appropriate agencies involved with a pupil, prior to implementing a reduced timetable (EHCP Coordinator, Social Worker, health professional, Advisory Teacher, Virtual School).

Schools and education settings have responsibilities to ensure that all pupils on their roll receive a full-time education and achieve good outcomes. This includes children who may not yet be of statutory school age (4 years old). All settings are expected to have a reintegration support plan (Annex 3) in place. Schools have a statutory duty to report to the Local Authority any pupil not receiving full time education.

For those children and young people considered unable to attend school for medical reasons, the Local Authority's guidance on Access to Education for Children and Young People Unable to Attend School for Medical Reasons should be followed. This is available on The Grid.

This guidance is not intended to be applied to those children and young people where a flexi-schooling is in place. In such cases, provided that the school has a mechanism in place for ensuring that the child attending the alternative provision and the child's total educational programme is full-time, this arrangement would not be considered as a reduced educational provision.

Responsible officers

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Background and context

It is recognised that there may be occasions when a child or young person is unable to attend school full-time, due to, for example, recovery from illness, exceptional family circumstances, pregnancy, or returning home from a period in custody. Also, there may be instances when a child is experiencing severe poor emotional wellbeing at school and is finding it increasingly difficult to cope with full-time attendance. In these very exceptional circumstances, it may be reasonable for schools to consider placing a pupil on a reduced timetable for a short, agreed period. It is expected that as the pupil's ability to cope improves, unmet needs are addressed, and the school's offer is adapted, their attendance will improve. It is expected that the pupil will be re-integrated back into full-time education.

This guidance explains the legal position regarding such reduced timetables, it clarifies responsibilities and identifies the best practice to be adopted. Schools should take account of this guidance to continue to improve standards of educational attainment, safeguard the well-being of all children and young people and reduce the likelihood to the school of receiving claims on educational negligence grounds, in respect of a failure to educate.

The DfE perspective

The document '*Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities*' (DfE May 2022) states:

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable should not be used to manage a pupil's behaviour.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. 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 treat absence as authorised.

The Ofsted perspective

The report titled *Pupils missing out on education* (Ofsted, November 2013) highlighted concerns that children not accessing full-time education tend to have lower aspirations,

limited levels of achievement and, most seriously, face potential safeguarding risks (such as child sexual exploitation and trafficking).

Given the report's findings, Ofsted has strengthened its approach to monitoring local authorities' and schools' arrangements for managing attendance. Local authorities are now required to obtain from all schools, regardless of their arrangements for governance, up-to-date and accurate data on all children not accessing full-time education. Schools are similarly required to maintain data on pupils on their roll, but not attending full-time and report to governors on a termly basis.

The Ofsted report states schools, including academies and free schools, should:

- *with immediate effect, stop unlawful exclusions and provide suitable support for children and young people with behavioural difficulties.*
- *establish clear accountability for the achievement, safety and personal development of all children and young people who are on the school roll but not accessing school in the usual way, and for the quality and amount of provision made for them.*
- *inform the local authority of any part-time education arrangements, regardless of the type of school.*
- *keep children and young people on the school roll during periods of illness or custody (or for as long as it is relevant), in line with Government policy and guidance.*
- *respond quickly to any early signs of children and young people's raised anxiety or dips in their progress, attendance, or engagement in learning.*
- *give governors sufficient information about children and young people who are not accessing school in the usual way, so that governors can challenge the amount of provision being made and evaluate its effectiveness.*

The legal position

All children of compulsory school age are legally entitled to receive a suitable full-time education and local authorities have a statutory duty to ensure that all such children in their area receive such an education. There is currently no legal definition of what constitutes 'full-time' education. It may nonetheless be useful for it to be borne in mind that in state schools' children of compulsory school age normally receive around five hours of education a day for about 190 days a year. The Local Government Ombudsman established (Report *Out of school...out of mind* (LGO. 2011)) that the number of hours of teaching per week considered to represent full-time education is as follows and can be used as a guide:

Reception and Key Stage 1 (Y1 and Y2)	21 hours
Key Stage 2 (Y3 to Y6)	23.5 hours
Key Stage 3 (Y7 to Y9)	24 hours
Key Stage 4 (Y10 to Y11)	25 hours

DfE guidance states that in very exceptional circumstances there may be a need for a reduction in educational provision to meet a young person's needs.

A reduced timetable **must not be treated as a long-term and permanent solution**. The arrangement should always **specify an end-date** by when it is expected that the child or young person will return to full-time education (or when an alternative will be provided). The reduced timetabled must be **reviewed regularly** in the light of any changes to the child or young person's circumstances. A temporary reduced timetable should provide a means of achieving re-integration to full-time education. It should never be used as a form of exclusion from school for part of the school day, or as permanent provision.

If a child or young person is unable to access full-time education due to a diagnosed health need, schools and local authorities must follow the Department for Education guidance [Arranging education for children who cannot attend school because of health needs](#) (DfE, 2023).

Local Authority responsibilities:

Under Section 13 of the Education Act 1996 'A local authority shall (so far as their powers enable them to do so) contribute towards the spiritual, moral, mental health and physical development of the community by securing that efficient primary education, and secondary education, are available to meet the need of the population of their area.'

The information provided by schools on reduced timetables, will be used by the Local Authority to:

- Collect, analyse and monitor data relating to children not in full time education ([Ofsted Framework: Inspecting Local Authority Children's Services](#), August, 2023).
- Analyse data relating to the use of reduced timetables to inform service delivery at a local and a county level.

Schools Responsibilities (including academies, Free Schools, UTCs, Special Schools, ESCs and Primary Behaviour Service)

- To provide full-time education to all children on roll and appropriate support to enable pupils to participate in education full-time.
- To inform the local authority of any instance of a child or young person being placed on a reduced timetable, so that the local authority is aware of the arrangements ([Ofsted Education Inspection Framework](#), updated 14th July 2023).
- To report reduced timetables through the HCC Reduced Timetable Portal found on this link [HfLGrid](#)
- Schools are responsible for the safeguarding of all pupils on roll. Schools remain responsible for the safeguarding and welfare of all pupils on roll who are off-site during

school hours – even if a parent/carer agreement to any reduced timetable arrangement has been made (Ofsted, July 2023). Schools must effectively consider:

- Any safeguarding concerns
 - How any safeguarding concerns have been assessed and mitigated.
 - Any Multi-agency Safeguarding Hub (MASH) referrals, or missing episodes highlighted.
 - Identify the adult responsible for safeguarding, during these time of absence from school.
- To record the child or young person’s attendance, using appropriate registration code; in order that both the school and HCC Statutory Attendance and Participation Team (SAPT) can monitor when the child or young person began and ended their reduced educational provision. Recording Attendance Annex 6.
 - To identify and name the school’s key person responsible for liaising with the family, monitoring the RTT, reintegration and the safeguarding plan.
 - To ensure effective communication with parents or carers and key professionals with regards to progress towards the child or young person’s full re-integration to school.
 - To ensure that arrangements for a reduced educational provision do not discriminate against a young person’s **access to free school meals**.
 - To provide information to governors about any children placed on reduced timetables, so that governors can fulfil their responsibilities to monitor the school’s provision.

The information on reduced timetables will allow schools to:

- Fulfil their obligation to inform the local authority when a child or young person is placed on a reduced timetable.
- Demonstrate transparency and accountability in the use of reduced timetables.
- Create reports for use in monitoring and analysing data relating to child or young people on reduced timetables.
- Inform school governors about children on reduced timetables.

Safeguarding considerations for schools

Schools have a safeguarding responsibility for all pupils on their roll and therefore must be aware that even with parent/carer agreement to any reduced timetable arrangement they make, schools are responsible for the safeguarding and welfare of pupils on roll who are off-site during school hours. If evidence suggests that the child or young person will be exposed to **significant risk if not in school**, then a reduced timetable should not be considered an option.

Assessing the risk

Completing a robust risk assessment in keeping with DfE guidance [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101421/keeping-children-safe-in-education-2023.pdf) which addresses any actual or potential safeguarding, welfare, offending or harmful behaviour (concerns that may result from a change in pattern of school attendance is essential). An exemplar risk assessment is included as Annex 4. This is not prescriptive, and schools may want to develop their own risk assessment to meet the needs and risk of their school community.

Risk assessments should follow the five steps identified by the Health and Safety Officer:

- 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 or young person as well as their risk of engaging in criminal activity or substance misuse whilst not in school. These factors must be considered when undertaking a risk assessment:

- The child or young person is '**looked after**' by the local authority (Virtual School & Social Worker must be consulted).
- The child or young person is subject to a **Child in Need** or **Child Protection** (Social Worker must be consulted).
- The **risk of** the child or young person to **CSE** (Child Sexual Exploitation), as not attending school full-time will increase their vulnerability.
- The **risk of substance misuse**, while not in receipt of education during the school day.
- The **risk of radicalisation** is increased as the child or young person may become isolated and disengaged, making them more susceptible to being groomed or radicalised.
- Any factors that may affect school transport, these factors must be shared with the School Admissions and Transport team, if the child is eligible for transport.

The school must be totally satisfied that suitable arrangements are in place to ensure the safeguarding and care of the child or young person during the period, when they would otherwise have been expected to be in school. The school must secure a written agreement

from the parents, or carers about who is responsible for the welfare of the child or young person, for the sessions when the child will not be accessing education at the school where they are on roll.

Best practice (Annex 1)

Schools wishing to establish a reduced educational provision, need to consider their position within the context of the legal requirements and considerations outlined above. The Local Authority expectation will be that all occurrences of reduced educational provision are signed off by the schools Head Teacher, having completed HCC Check List for Reduced Timetables (refer to Annex 1). The Head Teacher will ensure that the decision is taken as part of a planned strategy to reintegrate the child to full-time education.

The school should proceed as follows:

1. Consult with relevant agencies to determine the education and support provision that would best meet the child or young person's individual needs, for a fixed term, no longer than six weeks.
2. Complete a detailed action plan, agreed with the parents/carers and pupil. The action plan shows a clear path to planned reintegration from reduced provision to full-time attendance over a maximum of a six-week period. Where appropriate, the child or young person should be actively involved in this planning. The reintegration-plan should be reviewed regularly (i.e., each week in a 6 weeks' period) , to evaluate the impact of the strategies in place. An example of a re-integration plan is shown in Annex 3.
3. In addition, consider if the child has any special educational, disability or mobility. The school should also consider whether it is appropriate to arrange an interim review, if for example, the child's needs have changed and it is considered that this could impact on the ability for the provision to meet his/her needs. The School must be satisfied that special educational needs can be still met in part-time table.
4. Coordinate transport with the School Admissions and Transport Team if the student is eligible for transport support. Email schooltransport@hertfordshire.gov.uk **at least 5 days prior** to the start of the reduced timetable, to enable amended transport arrangements to be put in place. Be aware that transport will not be amended unless confirmation is received by the SEN Transport Team. Moreover, any amendments to transport arrangements with the SEN Transport Team will cease on the agreed end date.
5. If the child or young person is a child looked after, the school must consult with the Virtual School before a reduced timetable is considered. The school assigned Education Adviser will work with the school and the social worker, to agree a plan to support educational progress, during the reduced timetable period and the return to full-time education.

6. Confirm, in writing, which adults will be responsible for the duty of care for the child or young person during school sessions when he/she is not attending. The school must note that **the school retains full duty of care** for all children who are on the school roll if they are receiving education off-site. Refer to school's responsibilities above.
7. **Obtain written consent to the arrangements from the child or young person's parents/carers.** Should parents/carers not agree to the reduced timetable, it cannot be implemented, as without parental agreement a reduced timetable would be an unlawful exclusion. **A parent signature must be obtained.** For a child looked after, the foster carer will need to defer to the social worker to obtain the agreement of the person with legal parental responsibility.
8. Keep a central record of the arrangement and reviews documentation (APDR). The school must notify the local authority of a new reduced timetable, or the changes on an existing one, by logging into the HCC Reduced Timetables Portal. See Annex 2 for further details on how to access it.
9. Provide sufficient and appropriately differentiated work for any time the child or young person is not attending school. Provided the child or young person is medically fit, the combination of work completed at home and in school must constitute **full-time education**. The school should consider how work for when the pupil is not in school will be provided, sent home, marked and how constructive feedback will be given. Also consider how the pupil will be kept in mind and feel included in school life, e.g., how will they continue to have contact with the rest of their class and key staff.
10. Record the child or young person's absence from school for sessions when he/she is not in attendance as authorised absence (register code C).
11. Inform the Local Authority when the child or young person returns to full-time education, by logging into HCC Reduced Timetables Portal and updating the existing RTT.

Annex 1 - Checklist for using Reduced Timetables

It is expected practice for the Head Teacher to oversee the completion of this 'Checklist' to show evidence that the necessary decisions have taken place to ensure the child is safe. Please return to ISL Access and Inclusion.

Name of child	Click or tap here to enter text.		
Date of Birth	Click or tap to enter a date.	Year Group	Click or tap here to enter text.
School	Click or tap here to enter text.		

Decision / Action	Completed
It has been taken in the best interests of the child or young person and attracts the understanding, approval, and written agreement of parents/carers and in the case of a Looked After Child or young person subject to a CIN or CP Plan, the allocated Social Worker	<input type="checkbox"/>
Is the child in receipt of Free School Meals (FSM)? Reasonable adjustments have been made to ensure the child will continue to have access to FSM for the period of the reduced timetable.	<input type="checkbox"/>
A member of the Safeguarding Team has completed a robust risk assessment in keeping with DfE guidance Keeping children safe in education 2023 (publishing.service.gov.uk) and any risks/hazards are managed. If evidence suggests that the child will be exposed to significant risk if not in school, then a reduced timetable should not be a considered option.	<input type="checkbox"/>
Complies with Safeguarding best practice i.e., statutory responsibility for safeguarding and promoting the welfare of young people.	<input type="checkbox"/>
The reduced timetable is for a limited period with review dates set.	<input type="checkbox"/>
A parent signature has been obtained	<input type="checkbox"/>
Appropriate and sufficient work has been set for any sessions the child or young person is away from school	<input type="checkbox"/>
A member of staff has been identified to coordinate the work to be sent home, how it is to be marked, and how feedback will be provided	<input type="checkbox"/>
If the student is eligible for transport support the transport team is informed at least 5 days in advance and informed of the end date.	<input type="checkbox"/>
School has reported the reduced timetable through the HCC Reduced Timetables Portal found in the HfL Grid/SOLERO	<input type="checkbox"/>

Annex 2 - Notifying the Local Authority about pupils of compulsory school age who are on a reduced timetable.

HCC Reduced Timetable Portal – Steps to Log in.

Schools will be able to report any child not attending school full-time by logging into our Reduced Timetables Portal found on SOLERO, the HCC Schools Online Electronic Returns and Outputs system.

Follow this direct link [Hertfordshire.gov.uk: SOLERO Systems for Schools](https://www.hertfordshire.gov.uk/solero)

SOLERO can also be accessed through [Quick Links](#) on the Grid website homepage (note: there is no need to login to the Grid website to access SOLERO via this link).

Schools will need to provide their Unique Register Number (URN) to access the RTP portal, and the Unique Pupil Number (UPN) of each student to report a new timetable, or to modify an existing one.

Please follow these steps if you wish to find your URN, Local Authority Number or Establishment Number:

Go to <https://get-information-schools.service.gov.uk/> and click on "Search for establishments".

1. Select "Search by Location" and enter your school's postcode in the box labelled 'Postcode, town or city'.
2. Click on the 'Search' button.
3. The results page entry for your school includes all three numbers.

Schools will be able to see all the students on their roll who are on a reduced timetable. Please note that schools will be expected to upload the reduced timetable **risk assessment**, and the child's **re-integration plan** to complete the process.

Please do not email reduced timetables to other Hertfordshire County Council email addresses, instead please use the Reduced Timetable Portal found in SOLERO.

The new Reduced Timetable Portal has been thoroughly tested to ensure that schools can log in easily and provide all required information.

Should you have any issues however, please email RTTPortalEnquiries@hertfordshire.gov.uk and a member of our team will assist.

Annex 3 - Reduced Timetable Re-integration Plan

Child Name: Click or tap here to enter text. Chronologic Group: Click or tap here to enter text. Current Year Group: Click or tap here to enter text.		Name School prof. responsible for this RTT: Click or tap here to enter text. Reason for RTT: Click or tap here to enter text.		Date of Meeting with parents: Click or tap to enter a date.	RTT Start date: Click or tap to enter a date.	RTT End date: Click or tap to enter a date.
Pupil Voice:						
Pupil strengths: Click or tap here to enter text.						
Assess Needs	Outcomes (What change do we want to see?)	Success Criteria (What will the change look like? How the effectiveness of the provision will be measured?)	Provision (What will the school do?)	Review 1 – Provision (what is working? What needs to be adapted?)	Review 2 – Provision (what is working? What needs to be adapted?)	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date. Click or tap here to enter text.	Click or tap to enter a date. Click or tap here to enter text.	
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Details of any Work Experience (if appropriate):						
Details of any alternative curriculum (if appropriate)	Click or tap here to enter text.					
What will parent/carers do to support reintegration? Click or tap here to enter text. Parent/Carer signature:				What the pupil needs to do to work towards reintegration? Click or tap here to enter text. Pupil Name/signature:		
Designated teacher with responsibility for the monitoring of the RTT (if different from above): Click or tap here to enter text. Designated teacher to coordinate work that will be sent home: Click or tap here to enter text.						

Annex 4 - Individual Risk Assessment Plan

Child Name:	DoB: Click or tap to enter a date.	Year Group:	School Name:
Completed by:	Date of completion: Click or tap to enter a date.	Agreed with Parent(s)/carer(s) on: Click or tap to enter a date.	
Parent(s)/carer(s) and School Agreement			
Parent Name: Click or tap here to enter text.	Parent Name: Click or tap here to enter text.	Headteacher: Click or tap here to enter text.	Proposed date return to full time education: Click or tap to enter a date.
Signature:	Signature:	Signature:	
Date: Click or tap to enter a date.	Date: Click or tap to enter a date.	Date: Click or tap to enter a date.	

Pupil Voice: Click or tap here to enter text.		
Detail any Special Educational Needs (SEN): Click or tap here to enter text.		
Provision for SEN: Click or tap here to enter text.		
Detail any medical condition and provision: Click or tap here to enter text.		
Identification of risks during the time the child will not be in school.		
Describe the risks/hazards. For example <i>What signs or behaviors have raised concerns?</i> <i>Has the child expressed any distress, anxiety, or emotional difficulties?</i> <i>Are there any significant changes in behavior, mood, or social interactions?</i> <i>Have parents or caregivers noticed anything unusual or concerning?</i>		
Describe the risks/hazards (physical and/or mental): Click or tap here to enter text.	Steps taken by school to mitigate the risks: Click or tap here to enter text.	Responsible: Click or tap here to enter text.

Are the risks/hazards potential, or actual?	What protective factors exist (<i>e.g., family, coping skills</i>) Click or tap here to enter text.
Identification of risks/hazards when child is in school	
Describe the risks/hazards (physical and/or mental): Click or tap here to enter text.	Are the risks/hazards potential, or actual? Click or tap here to enter text.

In which situations does the risk occur? Click or tap here to enter text.	Triggers identified: Click or tap here to enter text.
What coping strategies does the child use? Click or tap here to enter text.	How does the child express emotions (e.g., anger, sadness, withdrawal)? Click or tap here to enter text.
Is there a history of trauma or adverse experiences? Click or tap here to enter text.	What support networks are available to the child (friends, teachers, counselors)? Click or tap here to enter text.
	If the risk arises who is likely to be injured/hurt? Click or tap here to enter text.

Risk Reduction

Proactive interventions to reduce/prevent the risk. <i>For example:</i> <i>Adult support in class</i> <i>Positive role modelling</i> <i>Praise/acknowledgement for positive behaviour</i> <i>Regular updates with parents</i> <i>Safe place</i> <i>Trusted adult</i>	Click or tap here to enter text.
Early interventions to manage risk. <i>For example:</i> <i>Identify exactly what actions an adult will immediately take if the risk is observed.</i> <i>Identify exactly what actions an adult will take if the risk is reported to them by a child.</i>	Click or tap here to enter text.
Interventions to respond to adverse outcomes. <i>For example:</i> <i>Any incidents to be logged, dated, and signed according to Incident/safeguarding policy.</i> <i>Designated school adult</i> <i>Contact parent/carer.</i> <i>Contact other pupils' parents (if required)</i>	Click or tap here to enter text.

Communication of Risk Assessment Plan

Plan and strategies shared with:	Communication method:	Date actioned:

Staff Training Needs Identified to Support the Risk Assessment Strategies

Training Needs Identified	Training Provided to Meet Needs	Date Training Completed:

Does the risk assessment need to continue: Choose an item.	Are there any additions/alterations to the plan: Choose an item.	If 'Yes' detail the additions/alterations Click or tap here to enter text.	
Risk assessment reviewed on: Click or tap to enter a date.	Parent(s)/carer(s) agreement Name: Click or tap here to enter text. Signature	School Agreement Name: Click or tap here to enter text. Signature	Is a further review required: Choose an item. Agreed date: Click or tap to enter a date.

Annex 6 – Matrix of Concern

Green	Amber	Red
<p>The school have used the Hertfordshire Reduced Timetable Guidance</p> <p>The child or young person is planned to be on a reduced timetable for no more than 6-8 weeks</p>	<p>The school have extended the reduced timetable beyond 8 weeks</p>	<p>The school have used a reduced timetable inappropriately based on the evidence obtained.</p> <p>There is concern from the information presented as to why this action has been taken and there is no effective 'exit strategy' or long-term plan</p>
INDICATORS		
<p>Satisfied that appropriate agreement from parent/carer and any other agency is in place.</p> <ul style="list-style-type: none"> • Social care for Children Looked After (CLA), Child in Need (CIN) or Child Protection (CP) case. <p>Re-integration plan for increasing time Time limited</p> <p>LA aware when the young person has an EHCP.</p> <p>Social care aware when the child or young person is in care.</p> <p>Risk assessment completed</p>	<p>There is little evidence of progress.</p> <p>There has been no increase in school attendance.</p> <p>Parental dissatisfaction or concerns expressed by another professional</p>	<p>The child or young person is known to be at significantly at risk from harm.</p> <ul style="list-style-type: none"> • CSE • Radicalisation • Other abusive situations • The child or young person is in care, subject to a CP or CIN plan. <p>The child or young person has not been attending regularly for some time</p>
WHAT TO DO NEXT		
<p>Inform the LA Access Team of this practice.</p>	<p>Inform the LA Access Team of this practice.</p> <p>Talk to colleagues who may also visit the school</p>	<p>Inform the LA Access Team of this practice.</p> <p>Raise with Safeguarding Team</p> <p>Raise with Head of Access & Inclusion and HfL Advisor</p>

Annex 6 - Recording Attendance for Children on RTT

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

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

Registration codes

C Code

To be used when a pupil has a reduced timetable 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 authorized absence. The school should 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

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

A pupil marked 'B' should be present at another educational 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 individual attendance information, to ensure they fulfil their legal and safeguarding responsibilities and apply the correct registration codes.

W Code

To be used if a pupil, 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.

Annex 7 – Managing Behaviour Research and Approaches (DfE)

Creating a safe and supportive environment where behaviour is managed effectively benefits everyone involved. Ofsted recommends a holistic approach, collaboration between school, parents, specialist, and student with a focus on prevention.

Key Recommendations for Schools:

The [Improving Behaviour in Schools Guidance report by the Education Endowment Foundation \(EEF\)](#) provides valuable insights for senior leaders:

- **Know and Understand Pupils:** Recognise individual influences on behaviour.
- **Teach Learning Behaviours:** Alongside managing misbehaviour, focus on teaching positive behaviours.
- **Use Classroom Management Strategies:** Implement effective strategies to support good classroom behaviour.
- **Incorporate Simple Approaches:** Regular routines can contribute to positive behaviour.
- **Targeted Approaches:** Address the specific needs of individuals within the school community.

Other research and approaches to manage behaviour:

1. **Pastoral Support Plan (PSP):**
 1. **Focus:** Emphasises positive reinforcement and proactive strategies.
 2. **How It Works:** Identify and reinforce desired behaviours while minimizing attention to negative behaviours.
 3. **Benefits:** Encourages a supportive environment and helps prevent challenging behaviours.
2. **Social-Emotional Learning (SEL):**
 1. **Focus:** Develops students' emotional intelligence and social skills.
 2. **How It Works:** Incorporate SEL programs into the curriculum to teach self-awareness, self-regulation, empathy, and relationship-building.
 3. **Benefits:** Enhances emotional well-being and reduces behavioural issues.
3. **Restorative Practices:**
 1. **Focus:** Repairing harm and building positive relationships.
 2. **How It Works:** Encourage dialogue, active listening, and problem-solving among students.
 3. **Benefits:** Fosters a sense of community and responsibility.
4. **Individualised Behaviour Plans (IBPs):**
 1. **Focus:** Tailored strategies for specific students.
 2. **How It Works:** Collaborate with parents, teachers, and specialists to create personalized behaviour plans.
 3. **Benefits:** Addresses unique needs and promotes consistency.
5. **Functional Behaviour Assessment (FBA):**
 1. **Focus:** Understanding the function of challenging behaviours.
 2. **How It Works:** Analyse antecedents, behaviours, and consequences to identify patterns.
 3. **Benefits:** Informs targeted interventions.
6. **Classroom Environment Modifications:**
 1. **Focus:** Creating an optimal learning environment.
 2. **How It Works:** Adjust seating arrangements, visual cues, and routines.
 3. **Benefits:** Reduces triggers and supports positive behaviour.
7. **Peer-Mediated Interventions:**
 1. **Focus:** Involving peers in behaviour support.
 2. **How It Works:** Train peers to model appropriate behaviour and provide positive reinforcement.
 3. **Benefits:** Encourages social inclusion and acceptance.