



Small Beginnings; Endless Possibilities

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."
Matthew 13 31-32

Growing together with Compassion, Curiosity and Courage

Flexi-Schooling Policy

Policy agreed (date):	November 2025
Policy published (including on website) (date):	November 2025
Next review (date):	November 2028

Introduction Framework

At our school, we are committed to forging pathways that support every child's learning journey in a way that is consistent with our core values of **Compassion, Curiosity and Courage**. These values provide the foundation for all our policies and practices.

- **Compassion:** We recognise and support the individual circumstances of families and children, aiming to work collaboratively and empathetically with parents who choose a flexi-schooling arrangement.
- **Curiosity:** We embrace innovative approaches to education that stimulate a love of learning within all environments—be that in school or through home education.
- **Courage:** We support parents and pupils to make informed and bold choices that best suit their educational needs, providing guidance and structure that encourages success through non-traditional pathways.

We find inspiration in the **parable of the mustard seed** (Matthew 13:31–32), which reminds us that even the smallest positive action, when nurtured with care and faith, can grow into something powerful. Flexi-schooling may start with a small step, but with the right support and structure, it can nurture outcomes far greater than initially imagined—for children, families and the wider school community.

Our Flexi-schooling Policy sets out a fair, transparent and robust framework that balances family choice with statutory school obligations. It is informed by government guidance and legislation, including the **Education Act 1996, DfE Elective Home Education Guidance for Local Authorities (April 2019), School Attendance Guidance (2022)**, and the **Ofsted Education Inspection Framework (2023)**.

1. Definition of Flexi-schooling

1.1 What is Flexi-schooling?

Flexi-schooling is a formal arrangement where a child is registered at our school but attends part-time, with the remainder of their learning taking place at home under parent-led provision. It is not the same as part-time attendance due to illness or other temporary reasons.

1.2 Legal Status

Flexi-schooling is a legal but non-statutory arrangement between the school and the family. It must be agreed at the discretion of the Headteacher. There is no entitlement for parents to demand flexi-schooling.

2. Aims of the Policy

To:

- Provide a clear, fair and consistent process for considering and implementing flexi-schooling requests.
- Ensure any flexi-schooling arrangement aligns with the child's best educational, emotional and social interests.
- Ensure compliance with the statutory responsibilities of the school.
- Promote effective communication and partnership between the school and parents.

3. Guiding Principles

- The child's welfare and educational progress are paramount (Section 7, Education Act 1996).
- Flexi-schooling should not compromise the school's standards for learning, safeguarding or attendance.
- The arrangement must reflect our values of **Compassion, Curiosity, and Courage**, with mutual trust and respect.
- Each request will be judged on a case-by-case basis.
- Arrangements must comply with Ofsted's expectations for curriculum breadth, safeguarding and pupil outcomes.

4. Roles and Responsibilities

4.1 The Role of the Headteacher

- Consider requests on a case-by-case basis.
- Approve or decline flexi-schooling applications based on the best interests of the child.
- Ensure appropriate risk assessments, safeguarding measures and curriculum provision.
- Keep accurate records of attendance in line with **DfE School Attendance Guidance (2022)**.

4.2 The Role of Parents

- Take full responsibility for the home education portion of the flexi-schooling programme.
- Work in partnership with the school to support the child's learning and development.
- Provide and maintain a clear home learning plan for their child.

4.3 The Role of the Governing Body

- Monitor the implementation and review of the policy.

- Ensure the policy supports inclusion and equality, in line with the **Equality Act 2010**.

5. Criteria for Consideration

Flexi-schooling may be considered appropriate where:

- The arrangement supports a child's specific learning needs or family circumstances.
- The child is making appropriate progress against the National Curriculum.
- A robust and consistent home learning plan is in place.
- The arrangement does not adversely affect the teaching and learning of other pupils.

Flexi-schooling will **not normally be approved** where:

- It is sought to bypass school policy or attendance requirements.
- There are safeguarding concerns.
- There is insufficient evidence of appropriate home education.

6. Application Process

1. **Initial Meeting:** Parent(s) to request an initial meeting with the Headteacher to discuss their intentions and explore viability.
2. **Written Request:** Parent(s) must submit a formal written request, including a rationale and proposed home learning plan.
3. **Assessment and Review:** The Headteacher will consult appropriate staff, review the child's educational needs and progress, and may request additional information.
4. **Decision:**
 - a. If approved: A written Flexi-schooling Agreement is drawn up (see Appendix).
 - b. If declined: The school will provide a written explanation for the decision.

7. Flexi-schooling Agreement

The agreement will detail:

- Days and times of school attendance.
- Responsibilities for the school and the parent.
- How the curriculum will be divided and aligned.
- Expectations for assessment and progress monitoring.
- Safeguarding expectations and procedures.
- Review mechanisms and terms of withdrawal.

The agreement must be signed by both the Headteacher and parent(s) before implementation.

8. Safeguarding Considerations

Children on flexi-schooling arrangements are fully subject to all safeguarding procedures:

- Attendance is recorded accurately to identify when the school is not responsible for the pupil.

- Agreed home-learning days are recorded using code "C" (authorised absence).
- Concerns arising from either setting must be reported and acted upon in accordance with **Keeping Children Safe in Education (2023)**.

9. Curriculum and Assessment

- When attending school, pupils will follow the full school curriculum and participate in assessments and provision similar to their peers.
- The school is not responsible for the planning of the home education element, but the curriculum will be discussed to ensure coherence.
- Regular reviews will assess the child's overall progress against age-related expectations.

10. Attendance and Recording

- The pupil is marked present during in-school time and as authorised absence (code "C") on agreed home-education days.
- Unapproved absence outside of the agreement will be recorded in line with the school's Attendance Policy.
- Persistent unauthorised absence may result in the withdrawal of the agreement.

11. Withdrawal or Termination

The flexi-schooling arrangement may be withdrawn:

- At the request of the parent(s), with appropriate notice.
- By the school, should:
 - The arrangement be judged no longer in the child's best interest.
 - Safeguarding or welfare concerns arise.
 - The child's academic or social development is compromised.
 - There is a breakdown in trust or cooperation.
- A formal review meeting will be held prior to any termination, with the opportunity for both sides to present views.

12. Monitoring and Review of the Policy

- The Governing Body will oversee the implementation of this policy.
- The Headteacher will report annually on the number and outcomes of flexi-schooling arrangements.
- The policy will be reviewed annually to reflect changes in statutory guidance or school priorities.

13. Links to Other Policies

This Flexi-schooling Policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Attendance Policy
- SEND Policy
- Curriculum Policy
- Behaviour and Relationships Policy

- Equality, Diversity and Inclusion Policy

14. References and Statutory Guidance

- Education Act 1996, Section 7
- DfE Elective Home Education: Guidance for Local Authorities (April 2019)
- DfE School Attendance Guidance (May 2022)
- Ofsted Education Inspection Framework (2023)
- Keeping Children Safe in Education (2023)
- Equality Act 2010

Appendix: Model Flexi-schooling Agreement**Flexi-schooling Agreement****Date of Agreement:****Child's Name:****Date of Birth:****Year Group:****Parent/Carer Name(s):****School Contact Person:****1. Attendance Schedule**

Day	Attending School	Educated at Home
Monday	Yes/No	Yes/No
Tuesday	Yes/No	Yes/No
Wednesday	Yes/No	Yes/No
Thursday	Yes/No	Yes/No
Friday	Yes/No	Yes/No

2. Areas of Learning

- School will provide education in: [e.g. English, Maths, Science]

- Home education will cover: [e.g. History, Geography, Outdoor Learning]

3. Assessment and Feedback

- Reviewed termly by school and parents.
- Evidence of learning from both settings to be submitted before each review date.
- Parent(s) agree to attend review meetings and provide records of home education.

4. Safeguarding

- Parents agree to ensure child safety during home-educated time.
- School retains safeguarding oversight and duty of care for in-school time.

5. Withdrawal

- This agreement will be reviewed every term.
- Either party may request review or termination.
- Breach of agreement or safeguarding concerns may lead to immediate withdrawal.

Signatures

Headteacher:

Date: _

Parent/Carer:

Date: _

Parent/Carer:

Date: _

Child: ____

Date: _____ (where appropriate)
