

Coalbrookdale & Ironbridge CE Primary School



Flexi Schooling Policy

Last Review: Autumn 2025

Responsible: Mandy Dhaliwal (Headteacher)

Next Review: Autumn 2028

Vision Statement

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Living life in all its fullness' is at the heart of everything we do and believe.

At Coalbrookdale & Ironbridge C.E Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond.

We strongly believe that children learn best and achieve their full potential when they are happy and feel secure. We strive to provide a safe learning environment with a warm and welcoming atmosphere that fosters a sense of belonging among children, staff, families and the wider community. We value each individual's uniqueness and diversity, promoting respect and acceptance of one another as equals and celebrating the differences that make our community so special.

We have high expectations of the children, and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities, and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of Coalbrookdale & Ironbridge with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of trust, responsibility, respect, compassion and perseverance, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential.

'Flourishing For All'

This policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability as well as SEND, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

'Let us always meet each other with a smile, for the smile is the beginning of love.' Mother Teresa.

Contents

1. Aims	4
2. Introduction	4
3. Attendance, Wellbeing and National Guidance	5
4. Equality, Inclusion, and SEND	5
5. Safeguarding and Welfare	5
6. Requests for Flexi-Schooling	5
7. Partnership and Alternative Support.....	6
8. Complaints and Review	6
9. Links with Other Policies	6

1. Aims

This policy aims to:

- Clarify the school's position in relation to flexi-schooling.
- Define flexi-schooling and clearly distinguish it from elective home education and reduced timetables.
- Make explicit that our school does not offer flexi-schooling.
- Ensure transparency and consistency in expectations relating to attendance, safeguarding, wellbeing and inclusion.
- Support families in understanding appropriate pathways where concerns arise.

2. Introduction

The responsibility for ensuring that a child of compulsory school age receives a suitable full-time education rests with the parent/carer.

Where a parent chooses to educate their child entirely at home, this is known as Elective Home Education (EHE). Parents have a legal right to choose elective home education, subject to statutory requirements.

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 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 refers to an arrangement in which a child is registered at a school but attends school for only part of the week, receiving the remainder of their education at home. Flexi-schooling is not a legal entitlement and can only take place with the agreement of the Headteacher.

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.

For the purposes of this policy, any arrangement involving regular non-attendance by a pupil who remains on roll is considered incompatible with the school's attendance expectations.

Coalbrookdale & Ironbridge CE Primary School does not offer flexi-schooling and does not accept requests for flexi-schooling.

This policy exists to provide clarity and consistency for families and to ensure that the school's position is transparent.

This policy should be read in conjunction with the Department for Education (2024) guidance "Working together to improve school attendance", which highlights the importance of regular school attendance as central to children's learning, wellbeing, safeguarding and inclusion.

3. Attendance, Wellbeing, and National Guidance

The Department for Education (2024) guidance is clear that:

- Regular attendance is fundamental to children’s educational progress and emotional wellbeing.
- Attendance difficulties, anxiety, or unmet needs should be addressed through timely and appropriate support within school, rather than through alternative attendance patterns.
- High expectations for attendance apply to all pupils, including those with special educational needs and disabilities.

In line with this guidance, our school does not use flexi-schooling as a strategy to support attendance, wellbeing, behaviour or SEND-related needs. Instead, the school prioritises early identification, pastoral support, reasonable adjustments and strong partnership working within a full-time attendance framework.

4. Equality, Inclusion, and SEND

Our school is committed to equality of opportunity and inclusion for all pupils.

The decision not to offer flexi-schooling applies equally and consistently to all families and does not constitute discrimination. Where pupils have identified or emerging additional needs, including SEND, the school will seek to make reasonable adjustments and provide appropriate support in line with the Equality Act 2010 and national guidance.

Flexi-schooling will not be used as a replacement for SEND provision, reasonable adjustments or attendance support strategies.

5. Safeguarding and Welfare

Children who are registered pupils of the school are expected to attend full-time school unless absent for reasons authorised in line with the school’s Attendance Policy.

Regular school attendance supports safeguarding through consistent oversight, routine contact and established relationships. Flexi-schooling arrangements can compromise this continuity and clarity of responsibility.

For this reason, and in line with national guidance and safeguarding expectations, Coalbrookdale and Ironbridge CE Primary School does not offer flexi-schooling.

Parents who choose not to educate their child through regular school attendance would need to make a formal decision to electively home educate and request that their child be removed from the school roll.

6. Requests for Flexi-Schooling

Families who enquire about flexi-schooling will be informed that:

- The school does not offer flexi-schooling.
- This position is supported by the Headteacher and IEB (Interim Executive Board).
- Requests will not be considered on an individual, trial or temporary basis.
- Families are welcome to discuss concerns relating to their child’s wellbeing, learning, attendance, or additional needs so that appropriate support can be explored within school.

Decisions made in line with this policy are not subject to individual negotiation.

7. Partnership and Alternative Support

Our school is committed to working in partnership with families to ensure that all children are able to flourish.

Where concerns or requests for flexi-schooling arise, the school may work with parents to explore:

- an understanding of the reason for the request
- a review of the support and school offer being received
- pastoral or wellbeing support
- attendance support plans
- SEND pathways and reasonable adjustments
- involvement of external agencies where appropriate

All support is provided within expectations for full-time school attendance, in line with statutory guidance.

8. Complaints and Review

Any concerns regarding this policy or its application should be raised through the school's Complaints Procedure.

This policy will be reviewed periodically by the Headteacher and IEB to ensure it remains aligned with statutory requirements and national guidance.

9. Links with Other Policies

This policy should be read alongside:

- Attendance Policy
- Elective Home Education Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Complaints Policy