



Pupils Not In Receipt of Full Time Education (NIROFTE) Policy

Guidance for schools



Approved by:

HALTON BC

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Overview

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education (CME 2016)

Rationale

The School Admissions Code (issued under Section 84 School Standards and Frameworks Act 1998) states that a child is entitled to a full-time school place from the September following their 4th birthday. S.436A Education Act 1996 places a statutory duty on local authorities (LAs) to identify children who are missing education. A child receiving a part-time or reduced timetable is not receiving the education that the Local Authority is legally obliged to provide. Therefore, Halton Borough Council must be informed of any cases where children are on reduced timetables to comply with our statutory duty obligations.

S.175 Education Act 2002 states that the local authority "shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children". Therefore, the Council has a responsibility to ensure that the use of a reduced or part-time timetable is not impacting on the safeguarding/welfare of a child/young person.

Ofsted good practice guidance in respect of *Pupils Missing Education* makes the following recommendations:

- The LA should establish a central record of all children not accessing full-time education in the usual way, including those who are accessing alternative provision full time away from mainstream school, regardless of where they are on roll; and maintain good information about the achievement and safety of any child or young person not accessing education in the usual way.
- Schools should inform the local authority of any part-time education arrangements, regardless of the type of school.

Halton Education Welfare Service (EWS) should be informed by all schools of all children on roll that are not in receipt of full time education (NIROFTE) for 'whatever reason'.

All schools should:

1. Complete the NIROFTE form (Annex A) with the details of each pupil either on a part-time/reduced timetable or who are accessing alternative provision for all/part of the week. **A PTT must not be used for behaviour;**
2. Consult with school named EWO re: any pupil to be put on a PTT
3. Consider Early Help support. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged with the education setting navigating a MAP if they are deemed the most appropriate. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
4. Once agreed with EWO send the NIROFTE form to EWS by email via EWSservice@halton.gov.uk
5. Keep in contact with EWS, advising of planned reviews for pupils on a reduced timetable and include details of:
 - review date
 - hours of learning
 - support plans
 - updates to SEND.
5. The PTT must not be put in place for longer than 6 weeks unless there is professional advice that a longer PTT is in the child's best interests e.g. medical evidence, EP report, specialist teacher etc. Please attach evidence when sending PTT details to EWS.

Please refer to the Department for Education (DfE) guidance, [Children Missing Education](#) for further information on the correct use of part-time/reduced timetables, which also explains the legal context for the LA's request.

Part-time/Reduced Timetables

The DfE Guidance [Working Together to improve School Attendance](#) for maintained schools, academies, independent schools and LAs 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 fulltime, 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.'

Safeguarding Section 157 & 175 of the Education Act 2001, places a duty on Local Authorities and schools to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending Further Education institutions. The same duty applies to independent schools. Schools must have regard and consideration for safeguarding issues and the impact these might have on a child when considering a reduced timetable. Schools have safeguarding responsibility for all pupils on roll and therefore must be aware that even with parent/carer agreement to any reduced timetable arrangement they make, they are responsible for the safeguarding and welfare of all pupils on roll who are off-site during school hours.

All part-time timetables must take account of safeguarding issues for all children and in particular, safeguarding risks identified through a Child Protection Plan or for Children in Need processes. Therefore prior to the part time timetable being instigated it is essential that it is embedded in advice from at least one agency and a multi-agency plan.

Every effort should be made to avoid part time timetables and no young person with SEND or a CIC should have a part-time timetable unless it is truly exceptional. For example, a young person with an EHCP should have an emergency annual review before considering a part time timetable and a child in care should have their PEP reviewed.

By a school agreeing to a part-time timetable, it has agreed that the pupil can be absent from school for part of the week/day, therefore must record this as authorised absence "C" code.

IMPORTANT NOTE

- Part-time/reduced timetables should **not to be implemented to manage pupils with behavioural issues**
- Part-time/reduced should not be used as a sanction.
- Part-time/reduced timetables **MUST NOT** be used long term. **They should be used strictly for 6 weeks or less.**
- **Schools have safeguarding responsibility for all pupils on roll and therefore must be aware that even with parent/carer agreement to any**

reduced timetable arrangement they make, they are responsible for the safeguarding and welfare of all pupils on roll who are off-site during school hours.

Suitable support should be provided by the school to address these issues.

If pupils are placed on a part-time/reduced timetable on the basis of a behavioural issue, then this may be regarded as an unlawful exclusion

Emotionally Based School Non- Attendance (EBSNA)

Schools can when appropriate use a part time timetable to support pupils with EBSNA. This must be as part of a package of support and in line with this guidance and the Graduated approach for EBSNA. A Part time timetable **MUST NOT** be used in place of the procedures outlined within the Graduated Approach for Emotional Based School Non Attendance.

Alternative Provision

The [DfE Statutory Guidance on Alternative Provision](#) states that whilst schools may use its power to direct a pupil off-site for education as an intervention to improve behaviour that they should consider this guidance before referring a pupil to alternative provision. Where a school places a pupil with an alternative provision, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff (KCSIE 23).

Schools must make plans for the ***next steps following the placement such as reintegration into mainstream education, further education, training or employment.***

The guidance states that alternative provision should:

- *have a clear purpose with a focus on education and achievement as well as meeting the pupil's needs and rigorous assessment of progress;*
- *offer appropriate and challenging teaching in English, mathematics and science (including IT) on par with mainstream education – unless this is being provided elsewhere within a package of provision;*
- *be suited to the pupil's capabilities, give pupils the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress; and*

- *have good arrangements for working with other relevant services such as social care, educational psychology, child and adolescent mental health services, youth offending teams and drug support services etc*

Remote Education

The [DfE Remote Education Guidance](#) is non statutory but provides useful information around the circumstances when remote education e.g. digital education and virtual learning platforms may be appropriate for short-term absence when a pupil is unable to attend but is able to learn.

Remote education may be appropriate to support pupil's recovering from an infectious illness, preparing for or recovering from an operation or recovering from an injury where attendance may inhibit recovery. These circumstances may also apply for some pupil's with SEND or a mental health issue.

However schools retain their safeguarding duty to children who receive an education other than at school including tuition and Alternative Provision and must continue to ensure pupils are safeguarded and the child is seen.

All pupils who are absent from school for a week or more should have contact with a member of staff either by video call or by home visit by a member of staff. The frequency of contact should be determined by the level of risk but as a minimum weekly for the duration of the pupil's absence. The exception will be if they have been seen by another professional within this time period and are able to confirm sight of the child.

This should be as frequent as possible based upon the risk assessment of the child's needs (this will vary from case to case) or as a minimum of every week.

If no contact has been possible following announced and unannounced home visits by school then a referral can be made to EWS for a safeguarding visit after 10 days. Where EWS have been unable to see the child school should make contact with the police and request a safe and well check emphasising the need to have sight of the child.

Safeguarding and Educational Entitlement

Schools will be aware that pupils on part-time timetables may be vulnerable, become socially isolated and at risk of significant underachieving, victims of harm, exploitation or radicalisation, and becoming Not in Education Employment or Training (NEET).

Schools should observe to the DfE statutory guidance on [Working Together to Safeguard Children](#) (inter-agency working to safeguard and promote the welfare of children).

Good Practice

If pupils are placed on a part-time timetable, then the following safeguards should be put in place:

- Parents/carers should be fully informed and consent to an agreed time limited, part-time timetable;
- Parents/carers and pupils should be actively involved in planning and reviewing any part-time timetables;
- Halton EWS should be informed of any part-time arrangements;
- The school should assign a member of staff to liaise with parents/carers, pupils and Halton EWS;
- The safeguarding lead and the attendance lead at the school should be included in planning and monitoring of part-time timetables;
- As part of the review process the effect of the part-time timetable on the pupil's educational achievement should be closely monitored.

Supporting pupils with medical conditions including mental health issues and SEND

Halton's Tuition Policy Statement, Tuition Referral Form and DfE statutory guidance on Halton Borough Council's website [School Attendance & Absence](#) under the heading supporting pupils with medical conditions at school.

The guidance states that when considering reduced timetable provision *“services should work together to ensure that children with medical conditions receive a full education. In some cases this will require flexibility and involve, for example, programmes of study that rely on part-time attendance at school in combination with alternative provision arranged by the local authority. Consideration may also be given to how children will be reintegrated back into school after periods of absence.”*

Information can also be found in the [SEND Code of Practice](#), Section 10 Children and young people in specific circumstances, regarding arrangements for pupils with SEND and those in alternative provision due to health conditions

Schools should refer to the DfE guidance on [mental health and behaviour in schools](#) for information to support pupils who may be exhibiting behavioural issues due to underlying or undiagnosed mental health issues because of complex family issues etc.

Request for information

In September, at the start of each academic year, Halton EWS will contact all schools to request the submission of information by email regarding NIROFTE pupils.

Schools that do not have any pupils on a part-time/reduced timetable, at alternative provision will be required to submit a 'nil return' response via the NIROFTE form.

When to submit information?

Pupils already accessing a reduced timetable at the start of each academic year

- Schools should send NIROFTE forms to Halton EWS by 30 September.

Pupils that become NIROFTE during the academic year

- Schools should send the NIROFTE form to EWSservice@halton.gov.uk as soon as this occurs and consult with school's named EWO.

Notifying a change in hours or circumstances

- Schools should inform Halton EWS as soon as a pupil's plan is reviewed, education hours are increased, or the pupil begins to access full time education.

Submitting a 'nil return' response

For any schools that have no pupils on a part-time/reduced timetable, at alternative provision - submit a nil return response to deadline via email.

Information required by Halton EWS

The NIROFTE form should be fully completed with the following information:

- Pupil's name, DOB, home address, school;
- Unique identification number;
- Parent/carers contact information, name, Telephone number, email etc;
- Pupil vulnerabilities e.g. Childrens Social Care involvement, Early Help, SEND etc;
- Details of other professionals involved;
- Reason for reduced education hours.

As good practice we expect schools to complete a risk assessment for pupils deemed to be at risk of child criminal exploitation (CCE), child sexual exploitation (CSE) or any other high-risk category e.g. at risk of suffering or witnessing domestic abuse, substance misuse or suffering the effects of child poverty.

All of the above information will help us to monitor and collate NIROFTE pupil's data.

The information received by Halton EWS will be used to update the secure pupil's record on Synergy and recorded on a monitoring spreadsheet. Information may be shared with other professionals as appropriate for safeguarding. Halton EWS will comply with [Halton Borough Council's Data Protection Policy](#) regarding the storing and handling of personal information.

NIROFTE (not in receipt of full time education) form

This form must be completed as fully as possible with all relevant information included.

Name of Pupil:	Unique ID:			
Date of Birth:	Year Group:			
Address:	Postcode:			
Main School:	Dual School:			
Name(s) of Parent/Carers 1) 2) Please state who the child lives with:				
Please state SEND N = No special provision, SS = SEN support or EHCP				
Is the pupil in receipt of SEN Top-Up Funding?			YES/NO	
Is the pupil open to Children Social Care (CSC)? Please indicate to identify if CIN (Child in need), CIN level 3, CP (child Protection) level 4, CIC/LAC (child in care/looked after)				
Does the pupil have a current open MAP for Early Help?			YES/NO	
Week 1 Please provide details of the pupils NIROFTE time-table e.g. hour per session. If none, please write none.				
Monday	Tuesday	Wednesday	Thursday	Friday
am:	am:	am:	am:	am:
pm:	pm:	pm:	pm:	pm:

Total Number of expected learning hours per week:

Start date:

Review date: *(no later than 2 weeks from start date)*

Please state clearly where the learning will take place e.g. school, home, alternative provision details, The Bridge etc.

Week 2

Please provide details of the pupils NIROFTE time-table e.g. hour per session. If none, please write none.				
Monday	Tuesday	Wednesday	Thursday	Friday
am:	am:	am:	am:	am:
pm:	pm:	pm:	pm:	pm:

Total Number of expected learning hours per week:

Last review date:
weeks from last review)

Next review date: *(no later than 2*

Please state clearly where the learning will take place e.g. school, home, alternative provision details, The Bridge etc.

Week 3

Please provide details of the pupils NIROFTE time-table e.g. hour per session. If none, please write none.				
Monday	Tuesday	Wednesday	Thursday	Friday
am:	am:	am:	am:	am:
pm:	pm:	pm:	pm:	pm:

Total Number of expected learning hours per week:

Last review date:
weeks from last review)

Next review date: *(no later than 2*

Please state clearly where the learning will take place e.g. school, home, alternative provision details, The Bridge etc.

Week 4

Please provide details of the pupils NIROFTE time-table e.g. hour per session. If none, please write none.				
Monday	Tuesday	Wednesday	Thursday	Friday
am:	am:	am:	am:	am:
pm:	pm:	pm:	pm:	pm:

Total Number of expected learning hours per week:

Last review date:
weeks from last review

Next review date: *(no later than 2*

Please state clearly where the learning will take place e.g. school, home, alternative provision details, The Bridge etc.

Week 5

Please provide details of the pupils NIROFTE time-table e.g. hour per session. If none, please write none.				
Monday	Tuesday	Wednesday	Thursday	Friday
am:	am:	am:	am:	am:
pm:	pm:	pm:	pm:	pm:

Total Number of expected learning hours per week:

Last review date:
weeks from last review

Next review date: *(no later than 2*

Please state clearly where the learning will take place e.g. school, home, alternative provision details, The Bridge etc.

Week 6

Please provide details of the pupils NIROFTE time-table e.g. hour per session. If none, please write none.				
Monday	Tuesday	Wednesday	Thursday	Friday
am:	am:	am:	am:	am:
pm:	pm:	pm:	pm:	pm:

Total Number of expected learning hours per week:

Last review date:

Part time timetable end date:

Please state clearly where the learning will take place e.g. school, home, alternative provision details, The Bridge etc.

Reason for pupil being NIROFTE. Please tick appropriate box and attach professional or medical evidence if appropriate			
Medical Needs	<input type="checkbox"/>	Emotionally Vulnerable	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	School support plan	<input type="checkbox"/>
Reintegration into education plan	<input type="checkbox"/>	Managed transfer plan	<input type="checkbox"/>

Please use this space to expand on the above reason if appropriate:

Please provide details of any off-site tuition arrangements e.g. Name of person/agency delivering the tuition, where this will take place (home, library etc)

Please provide details of any relevant other professionals involved e.g. SEND Service, EPs, Health, CSC, Early Help, CAHMS etc.

Please provide details of the Alternative Provision Provider:

Name:

Address:

Provision offered:

Please confirm that you have completed a risk assessment and are content with the provider's policies for Safeguarding, Health and Safety, Attendance and Behaviour.

Please confirm that you have checked, and are content with, the Educational Standards.

Please confirm that you have checked the suitability of the provision to meet the pupil's needs.

Signed:

Date:

Reduced Time-Table Parent/Carer Consent Form

Pupil Name		Date of Birth	
UPN		Ethnicity	
Gender		Year Group	

Has the pupil been on a reduced timetable before? YES/NO If yes, when, why and what was the outcome

Name of parents/carers:	
Name of lead person in school:	
Name of social worker: (if applicable)	
Name of SEN Assessment Co-ordinator: (if applicable)	
Name of Virtual School rep: (if applicable)	
Other (please specify role):	

Reason the reduced timetable is being implemented:

Objectives of the reduced timetable

Any other comments relating to the reduced timetable

Parent/Carer Agreement:

I understand my child has been placed on a reduced timetable for a limited period of time. I have discussed the matter fully with the school and agree, during the period of the reduced time table to:

- Take full responsibility for my child during the hours when not attending
- Ensure there is a supervision of school work during those hours
- Ensure there is a flow between school and home for marking and guidance
- Take full responsibility for the health and safety on my child when they are not in school

Parent/carers signature:	
Date:	

During the period of the part-time timetable the school will:

- Monitor the effectiveness of the reduced timetable
- Hold a review on the agreed date

School signature:	
Date:	

Other signatures (if required):

SEN Assessment Co-ordinator:		Date:	
Social Worker:		Date:	
Virtual School:		Date:	
Other (please specify		Date:	

Risk Assessment – assessing the risk related to remaining full-time and moving to reduced timetable

Please use this form to assess any potential risk(s) around the student when not in school during school hours.

Pupil:

DOB:

School:

Year Group

1. IDENTIFICATION OF RISK

Describe the concerns:

Student traveling home during the normal school day due to bespoke timetable

Student being at home and not on the school site

Has this been observed or reported? By whom? When?

This has been agreed by parents/guardian in relation to extenuating circumstances requiring home learning to take place

Who is placed at risk?

The student

Members of the public

Parents/Carers/Family members

PLEASE COPY, PASTE AND COMPLETE A SEPARATE SECTION 2 IF THERE IS MORE THAN ONE SEPARATE RISK

2. ASSESSMENT OF RISK				3. RISK REDUCTION	
What is the risk?	Student traveling home during the school day			Proactive interventions to reduce/prevent risk • What? Who? How? When?	
How likely is it that the risk will arise? <i>(please circle)</i>	Very likely	Likely	Unlikely		
If the risk arises who is likely to be injured/hurt?	Student Member of the public			Is there anything that needs to be put in place around risk before the Part-time Timetable can start?	
4. ASSESSMENT OF RISK				5. RISK REDUCTION	
What is the risk?	Student being at home and not on the school site			Proactive interventions to reduce/prevent risk <i>What? Who? How? When?</i>	
How likely is it that the risk will arise? <i>(please circle)</i>	Very likely	Likely	Unlikely		
If the risk arises who is likely to be injured/hurt?	Student Member of the public			Is there anything that needs to be put in place around risk before the Part-time Timetable can start?	

6. CONFIRMATION OF AGREEMENT

Do all parties agree that any risks outlined can be safely mitigated?

Y / N *(please circle)*

Signature of parent/carer:

Signature of designated school representative:

Signature of Headteacher/Executive Headteacher/Head of School/ Assistant Headteacher: