

# The Bayleaf Hub

## Remote Education Policy 2025 - 2026



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Reviewed by:	Kelly Pope
Review Date:	15.04.2026
Date of next review:	September 2026

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## **Legal Status:**

This policy is written with regard to:

- **Independent School Standards (ISS)** – Part 1 (Quality of Education) and Part 3 (Welfare, Health & Safety)
- **Children and Families Act 2014**
- **SEND Code of Practice (2015)**
- **Equality Act 2010**
- **Keeping Children Safe in Education**
- **Working Together to Safeguard Children**
- **Staffordshire Local Authority expectations for attendance, reintegration and SEND provision**

## **Applies to:**

- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

## **Related Documents and Further Reading**

Policies on: Curriculum, Staying Safe Online, Attendance, Safeguarding, Supporting Medical Needs and Mental Health and SEND.

## **Purpose:**

The purpose of this policy is to ensure that learners who are temporarily unable to access on-site education continue to receive high-quality, safe, and meaningful learning opportunities. Remote education at The Bayleaf Hub is always:

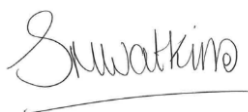
- **planned, purposeful and time-limited**
- **aligned with safeguarding and SEND needs**
- **designed to support reintegration back into school**
- **responsive to the learner's emotional regulation and readiness**

Remote education is never used as a long-term alternative to school attendance. It is a **supportive, structured intervention** designed to help learners return safely and successfully to the school community.

Date: 15<sup>th</sup> April 2026

Date 16<sup>th</sup> April 2026

Signed:



Signed:



Sariena Watkins

Kelly Pope

Headteacher

Executive Headteacher

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## Policy Statement

The Bayleaf Hub is committed to ensuring that all learners receive an education that is accessible, trauma-informed, and tailored to their needs — even when they cannot be physically present on site. Remote education is used only when necessary and always with the intention of supporting a safe, planned reintegration.

Our approach prioritises:

- safeguarding
- emotional regulation
- relational connection
- continuity of learning
- SEND-appropriate provision
- multi-agency collaboration

## Scope

This policy applies to:

- all learners temporarily unable to attend school
- all staff involved in planning, delivering or monitoring remote education
- all remote, blended or community-based learning activities
- all reintegration processes following remote education

## Principles

Remote education at The Bayleaf Hub is guided by the following principles:

- **Safety first:** safeguarding and wellbeing underpin every decision.
- **Trauma-informed practice:** learning is adapted to emotional readiness.
- **Inclusion:** learners with SEND receive appropriate, personalised support.
- **Consistency:** routines, expectations and communication remain predictable.
- **Connection:** relationships with staff are maintained throughout.
- **Reintegration-focused:** remote education is a bridge back to school, not a replacement.

## Statutory Requirements

The school meets its statutory duties by:

- ensuring remote education is appropriate, accessible and safe
  - maintaining attendance records using correct DfE codes
  - ensuring safeguarding procedures remain active during remote learning
  - providing SEND appropriate provision
  - reviewing reintegration plans regularly
  - ensuring staff follow safer working practice online
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## Company Philosophy

At Bayleaf Education, our professional practice is rooted in our company philosophy: providing trauma-informed, therapeutic care where children and young people feel safe, valued and understood. We nurture trust, emotional growth and resilience through compassionate, consistent and relationship-led support. These values sit alongside our CARE principles — Curiosity, Accountability, Respect and Engagement - which shape the professional conduct and relational practice of all staff.

- C = **Curiosity** and a bias for action fuel our innovation.
- A = **Accountability** to those we serve help us deliver results.
- R = **Respect** and Integrity are demonstrated in our actions.
- E = **Engaged** and Passionate Employees define our company

### **Our Company Values in Relation to SEND**

Value	How it is embedded in School
Curiosity	We remain curious about each learner's needs, barriers and strengths during remote education, adapting provision responsively.
Courage	We act decisively when remote education is needed, and we support learners to face challenges with confidence and compassion.
Community	We maintain strong relationships and communication so learners continue to feel connected, valued and part of the school community.

### **Remote Education in relation to The Bayleaf Hub's Values**

The school's values shape the way we approach Remote Education across our community. These values guide staff in responding to individual specific SEND needs, whilst offering Remote Education, with professionalism, compassion, and consistency. It ensures that the requirements and expectations relating to Remote Education are met in a way that is personal as well as compliant and continues to be aligned with our ethos values ensuring learners still receive inclusive and trauma-informed care whilst maintaining accessibility and inclusive access to education whilst addressing and supporting their SEND needs and receiving Education Remotely.

Value	How it is embedded in School
Respect	We honour each learner's circumstances, communication style and emotional needs.
Independence	Remote learning supports learners to develop self-management and confidence at a pace that feels safe.
Confidence	We build confidence through predictable routines, relational support and achievable tasks.
Achievement	We celebrate progress in all forms — academic, emotional, social and behavioural.
Perseverance	We recognise that reintegration can be challenging and support learners to keep going.
Kindness	We approach every interaction with patience, empathy and understanding.



## **Definitions**

**Remote Education:** Learning that takes place when the learner and teacher are not in the same physical space.

**Blended Learning:** A combination of remote, community-based and on-site learning.

**Reintegration:** A structured, time-limited process supporting a learner's return to school.

**Reduced Timetable:** A temporary timetable offering fewer hours than the statutory requirement, used only to support reintegration.

## **Roles & Responsibilities**

### **Headteacher**

- authorises remote education
- oversees safeguarding and risk assessment
- reviews reintegration progress bi-weekly
- communicates decisions to parents/carers and professionals

### **Deputy Headteacher Team**

- coordinates timetables and communication
- monitors engagement and wellbeing
- ensures staff follow safeguarding expectations

### **Teachers**

- provide daily English and Maths
- deliver remote lessons or learning materials
- maintain regular contact with learners
- record progress and concerns

### **Pastoral Team**

- support emotional regulation
- conduct home visits where appropriate
- maintain relational connection

### **Parents/Carers/Social Workers**

- support engagement
- attend review meetings
- communicate concerns promptly

### **Learners**

- engage with learning to the best of their ability
  - communicate with staff
  - participate in reintegration planning
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## **Reasons for Remote Education**

Remote education is always a last resort and is reviewed frequently. Remote education may be initiated when:

- a Serious Untoward Incident (SUI) requires temporary removal from site
- behaviours present a significant safety risk
- a learner is emotionally dysregulated and unable to access school safely
- a major incident affects the school environment
- a medical need temporarily prevents attendance
- a planned reintegration requires a phased return

## **The Education Offer**

All education must be suited to the learner's age, ability, aptitude and SEND profile.

During remote education:

- learners receive daily English and Maths
- learning is aligned with the School Curriculum Offer and adapted to the learner's level
- tasks reflect EHCP outcomes and school assessments
- additional subjects or activities are provided to:
  - build confidence
  - develop skills
  - maintain relationships
  - prepare for reintegration
  - support emotional regulation

## **Reduced Timetables**

A timetable is considered reduced when it offers fewer hours than statutory expectations.

Reduced timetables:

- are time limited
- are reviewed every two weeks
- are used only to support reintegration
- must be authorised by the Headteacher
- must be shared with parents/carers and professionals involved with the young person including virtual Schools

## **Reintegration**

Reintegration is a structured, relational process designed to support a safe return to school.

- The expected duration is no longer than one half term.
- If a learner is not ready, the process may be extended following review.
- Reintegration is successful when the learner can access education safely, either full time or part time depending on need.

## **Blended or Remote Learning**

Remote or blended learning may include:

- written learning materials
  - narrated or pre recorded lessons
  - live online lessons
  - community based learning
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- online access to teachers for support
- paper based tasks where appropriate

## **Process, Monitoring and Reviewing**

### **Stage 1 – Initial Review**

Headteacher and Deputy Headteacher Lead review reasons for remote learning. Safeguarding and risk assessments completed.

### **Stage 2 – Remote Education Plan**

- timetable created
- daily English and Maths
- 1:1 Teams call minimum once per day (Pastoral)
- home visits where appropriate (Pastoral)
- tasks aligned with EHCP and ILP targets

### **Stage 3 – Staged Reintegration**

- gradual increase in community based learning
- scheduled sessions on site
- continued remote support

### **Stage 4 – Full or Part Time Return**

Reintegration is successful when the learner can access education safely and consistently.

### **Review Schedule**

- reviewed bi-weekly by Headteacher and Deputy Headteacher and Education involved with the Learner.
- early reviews may be called at any time

## **Recording Attendance Codes**

Attendance during remote education will be recorded using the correct DfE codes, ensuring clarity, accuracy and safeguarding oversight. Please see Attendance Policy for detailed coding key.

## **Appeals**

Parents/carers or professionals may request a review of decisions relating to remote education or reintegration. Appeals are considered by the Executive Headteacher.

## **Safeguarding Links**

Remote education does not reduce safeguarding responsibilities.

Staff must:

- maintain and log regular contact
- report concerns immediately
- follow online safety expectations
- ensure visibility of the learner during online sessions where appropriate

The DSL and SENCO work jointly throughout the process.

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## **Closing Statement**

Remote education at The Bayleaf Hub is a supportive, time limited intervention designed to protect learners, maintain connection, and enable a safe and successful return to school. Through relational practice, adaptive teaching and strong multi agency collaboration, we ensure that every learner continues to feel valued, supported and part of our community — wherever they are learning from.