

The Guild Hall School

Remote Education

Policy

2026 - 2028



Reference:	GS Remote V001 August26
Reviewed by:	Sariena Watkins
Review Date:	05.08.2026
Date of next review:	September 2028

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 2026**
- **Working Together to Safeguard Children 2026**
- **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. Remote Education Protocol.

Purpose:

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

- **planned, purposeful and time-limited**
- **aligned with safeguarding and SEND needs**
- **designed to support reintegration back into school**
- **responsive to the pupil'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 children to return safely and successfully to the school community.



Policy Statement

The Guild Hall School is committed to ensuring that all pupils 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 pupils 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 Guild Hall School is guided by the following principles:

- **Safety first:** safeguarding and wellbeing underpin every decision.
- **Trauma-informed practice:** learning is adapted to emotional readiness.
- **Inclusion:** children 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 Guild Hall 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 Values in Relation to Remote Education

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

Definitions

Remote Education: Learning that takes place when the pupil 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 child'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 pupils
- 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

Pupils

- engage with learning to the best of their ability
- communicate with staff
- participate in reintegration planning

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 pupil 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 child's age, ability, aptitude and SEND profile.

During remote education:

- pupils receive daily English and Maths
- learning is aligned with the School Curriculum Offer and adapted to the child'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 pupil is not ready, the process may be extended following review.
- Reintegration is successful when the pupil 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
- 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 pupil can access education safely and consistently.

**Review Schedule**

- reviewed bi-weekly by Headteacher and Deputy Headteacher and Education involved with the child.
- 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 child during online sessions where appropriate

The DSL and SENCO work jointly throughout the process.

Closing Statement

Remote education at The Guild Hall School is a supportive, time limited intervention designed to protect pupils, 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 child continues to feel valued, supported and part of our community — wherever they are learning from.

Appendix1:

Below is a Process map showing the journey from initial concern → remote education → reintegration → return to school.

1: Initial Review & Risk Assessment

Headteacher and Deputy review the reason for remote education, complete safeguarding and risk assessments, and confirm whether remote provision is necessary.

**2: Create Remote Education Plan**

Timetable is set, daily English and Maths allocated, pastoral contact scheduled, and tasks aligned with EHCP/ILP targets.

**3: Deliver Remote & Community Learning**

Teachers provide learning materials or live sessions; pastoral team maintains daily contact and conducts home visits where appropriate.

**4: Begin Staged Reintegration**

Community-based learning increases, planned onsite sessions begin, and remote support continues as needed.

**5: Review Progress Bi-Weekly**

Headteacher and Deputy evaluate engagement, wellbeing, safety, and readiness for increased onsite access.

**6: Full or Part-Time Return**

Reintegration is complete when the pupil can access education safely and consistently, with timetable adjusted according to need.

Appendix 2:

ISS Cross-Reference (Part 1 & Part 3)

How the Remote Education Policy aligns with the Independent School Standards:

ISS Part 1 – Quality of Education

1.2 Curriculum & Teaching

- Daily English and Maths provided remotely
- Learning aligned with curriculum offer and adapted to SEND needs
- EHCP outcomes embedded in remote tasks

“learning is aligned with the School Curriculum Offer and adapted to the child’s level.”

1.3 Teaching Quality

- Teachers maintain contact, deliver lessons, record progress
- Trauma-informed practice supports emotional readiness

“Teachers... maintain regular contact with pupils.”

1.4 Assessment

- Progress recorded during remote learning
- Reintegration reviews include assessment of readiness

“record progress and concerns.”

1.5 Support for SEND

- Remote learning tailored to SEND profiles
- SENCO involved throughout

“tasks reflect EHCP outcomes and school assessments.”

ISS Part 3 – Welfare, Health & Safety

3.2 Safeguarding

- Daily pastoral contact
- Home visits where appropriate
- DSL oversight throughout

“Remote education does not reduce safeguarding responsibilities.”

3.6 Behaviour & Serious Incidents

- Remote education used following SUIs or safety risks

“a Serious Untoward Incident (SUI) requires temporary removal from site.”

3.9 Health & Safety



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- Risk assessments completed before remote learning
 - Reintegration planned to ensure safe return

“Safeguarding and risk assessments completed.”

3.10 Attendance

- Correct DfE codes used
- Reduced timetables authorised and reviewed

“Attendance... recorded using the correct DfE codes.”
