



Part-time timetables for pupils of compulsory school age policy

Document Purpose	To prioritise the safeguarding of all school age pupils
Author	Education Welfare Team Manager
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Target Audience	This policy applies to all Government of Jersey schools and education settings and fee-charging schools
Linked Policies and Laws	School Attendance Policy Positive Behaviour and Exclusions Policy Education (Jersey) Law 1999
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1. Overview Background and Context

All pupils of compulsory school age are entitled to a full-time education as stated in the [Education \(Jersey\) Law 1999](#). In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's 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 must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the day or week and therefore must record it as authorised absence.

The purpose of the policy is to provide consistency when using part-time timetables. Whilst pupils have the right to, and are expected to attend fulltime, a part-time timetable confirms that for the prescribed period of time it is in effect, the pupil is not able to attend full time. This is an authorised absence, as they continue to have the right to attend their full hours.

It is widely reported that children not accessing full-time education tend to have lower aspirations, limited levels of achievement and, most seriously, face potential safeguarding risks (such as child exploitation and trafficking).

[Education \(Jersey\) Law 1999](#) requires the Department for Children, Young People, Education and Skills (CYPES), on behalf of the Minister for Education and Lifelong Learning, to hold up-to-date and accurate data on all children not accessing full-time education. Schools are similarly required to maintain data on pupils on their roll but not attending full-time.

2. Who this guidance is for

This policy applies to all CYPES provided and non-provided schools and colleges and is intended to protect both pupil, school and colleges, should a part-time timetable be used, and ensure that no child is excluded illegally through the imposition of a part-time timetable.

3. Medical/Care Plan, Reduced Timetable or Part-Time Timetable?

In circumstances where a pupil has a serious medical condition and regular ongoing medical intervention is required, or recovery is the priority outcome, educational arrangements will be reflected in a '**medical/care plan**' agreed between school, health and other relevant professionals. This plan may be implemented for a short-term medical condition that requires a period of recovery or for a long-term medical condition that requires ongoing medical support. These plans are not reduced or part-time timetables.

A **reduced timetable** refers to those circumstances when a decision is made to reduce a pupil's 'overall' curriculum offer. As part of this arrangement, the pupil continues to attend

school full time. Cases where children are placed on a reduced timetable are likely to be rare and unique in each individual case.

A **part-time timetable** refers to those circumstances where a decision is made to limit the amount of time a pupil spends in school accessing education (on site or otherwise). As part of this arrangement, and the pupil is not accessing a full-time education, the need to safeguard a pupil must be considered before a part-time timetable is agreed and safeguarding measures built into the plan.

4. When a part-time timetable might be used

A part-time timetable might be considered in the following circumstances where a pupil has complex social, emotional, and mental health (SEMH) related needs. This would require and include a planned re-integration into school (no longer than 6 weeks before a review) and at the earliest opportunity. This might be an appropriate intervention following a period of non-attendance, school refusal or challenging behaviour.

5. Legal Responsibilities

All children of compulsory school age are legally entitled to receive a suitable full-time education and the Minister for Education and Lifelong Learning has a statutory duty to ensure that all such children in Jersey receive such an education. There is currently no legal definition of what constitutes 'fulltime' education. It may nonetheless be useful to understand that in Jersey schools, children of compulsory school age normally receive around five hours of education a day for about 190 days a year.

The number of hours of teaching per week considered to represent full-time education is as follows and can be used as a guide:

Reception and Key Stage 1 (Reception, Year 1 and Year 2) 23 hours 45 minutes

Pupils in reception have the right to 23 hours 45 minutes of education. Whilst a parent can choose not to send their child in before they become of statutory school age, if a school determines that a pupil below statutory age is not able to access a full-time timetable, they should follow this policy and register the part-time timetable.

Key Stage 2 (Year 3 to Year 6) 25 hours

Key Stage 3 and 4 (Year 7 upwards) 26 hours 15 minutes

A part-time timetable is only required if a pupil is receiving less than 90% of the stated hours. This is intended to give schools flexibility for pupils whose needs might require them to start and finish school at a pre-arranged time which is different from the stated time e.g. to avoid the 'rush' at the beginning and end of the school day.

A part-time timetable must not be treated as a long-term plan. The arrangement should always specify an end-date by when it is expected that the pupil will return to full-time education (or another provision provided). The plan must be reviewed regularly in the light of any changes to the child's circumstances. A temporary part-time timetable should provide a means of achieving re-integration to full-time education. It should never be

used as a form of exclusion from school for part of the school day or as permanent provision.

6. Responsibilities for CYPES and Schools

CYPES is responsible for:

- Ensuring that all children of compulsory school age who are not receiving a suitable fulltime education, receive this unless they are deemed to be medically unfit to do so, or it is otherwise considered to be in the best interests of the child's mental or physical health not to.
- Collecting and monitoring data about all children of compulsory school age who are not accessing full-time education, from all schools and education services in Jersey.

Schools are responsible for:

- Providing full-time education to all children on roll and appropriate support to enable pupils to participate in education full-time
- Informing CYPES of any instance of a child being placed on a part-time timetable, so that the Minister can be made aware of the arrangements.
- Providing information to governors where applicable about any children placed on part-time timetables, so that governors can fulfil their responsibilities to monitor the school's provision.

7. United Nations Conventions on the Rights of the Child (UNCRC)

This policy is written in line with the UNCRC particularly supporting the underlying principles of articles 2, 3, 6, 12 and 15. In addition to this, articles 28 and 29 are prevalent in supporting the education of children as well as parts of article 23 around the right for arrangements for special care and education.

CYPES is committed to supporting children's rights in all schools across Jersey.

8. Best Practice

When a Headteacher, Special Educational Needs Coordinator (SENCo) or Designated Safeguarding Lead (DSL) considers that full-time education would not be in the best interests of a child's physical or mental health, and is considering placing them on a temporary part-time timetable, they should proceed as follows:

1. Consult with relevant agencies to determine the education and support provision that would best meet the child's individual needs, for a fixed term.
2. Complete a detailed action plan, agreed with the parents/carers and pupil. The action plan shows a clear path to planned reintegration from reduced provision to full-time attendance over a maximum of a six-week period before review, with the possibility of a

further six weeks if required. Where appropriate, the child should be actively involved in this planning. The plan should be reviewed if there is a change to their circumstances or needs. See Appendix A.

3. If the child has a Record of Need (RoN), consult with CYPES Special Educational Needs and Disability (SEND) Team to ensure that the RoN is implemented fully under a part-time timetable. The school should also consider whether it is appropriate to arrange an interim review, if for example the child's needs have changed and it is considered that this could impact on the ability for the provision to meet their needs.

4. Confirm, in writing, which adults will be responsible for the duty of care for the child during school sessions when they are not attending; (schools retain full duty of care for all children who are on the school roll if they are receiving education off-site).

5. Obtain written consent to the arrangements from the child's parents/carers.

Should parents/carers not agree to the part-time timetable, it cannot be implemented, as without parental agreement a part-time timetable would be considered an unlawful exclusion.

6. Keep a central record of the arrangement and reviews and notify CYPES, using the form provided for this purpose (see Appendix B to this guidance).

7. Record the child's absence from school for sessions when they are not in attendance as authorised absence (register code C2). If attending work experience, it may be appropriate to use code B.

8. Provide sufficient and appropriate work for any time the pupil is not attending school. Provided the pupil is medically fit, the combination of work completed at home and in school must constitute full time education. The school should consider how work for when the pupil is not in school will be provided, sent home, and marked and how constructive feedback will be given.

9. Consider how the pupil will be kept in mind and feel included in school life, e.g. how will they continue to have contact with the rest of their class and key staff.

10. Inform CYPES when the child returns to full-time education.

9. Safeguarding Considerations

Schools have a safeguarding responsibility for all pupils on their roll and therefore must be aware that even with consent of all involved, protocols must be agreed by both the school and parent/carer for the safeguarding of pupils who are off-site during school hours. If evidence suggests that the child will be exposed to significant risk or harm when not in school, a part-time timetable should not be considered. In all cases, a risk assessment must be completed and agreed with the parents/carers.

10. Notifying CYPES about pupils of compulsory school age who are on a part-time timetable

The registration form and a copy of the re-integration plan must be returned to CYPES, 5 working days before the plan is due to be started. Reviews and next steps must be submitted within 5- working days of their completion. There may be an exceptional circumstance when this can't be achieved, in this case the Inclusion Team must be informed.

The information provided will be used by CYPES to:

- Actively support in providing relevant support to the pupil, school, and family.
- Discharge its safeguarding responsibilities to collect and analyse data relating to children not in full time education.
- Analyse data relating to the use of part-time timetables to inform service delivery.

The information will allow schools to:

- Inform CYPES when a pupil is placed on a part-time timetable.
- To demonstrate transparency and accountability in the use of part-time timetables to create reports for use in monitoring and analysing data relating to pupils on part-time timetables.

11. Appendix A: Part-Time Timetable Central Registration Form

All forms relating to the Part-Time Timetable are to be emailed to CYPES: PTT@gov.ie

Pupil Name			
School		Year Group	
Please highlight below:			
Is the pupil a Child In Care (CIC) or Previous Child In Care (PCIC)?	CIC PCIC		
Is the pupil on a Child Protection (CP), Child in Need (CIN) or Early Help (EH) plan?	CP CIN EH		
Are any of the following relevant? Record of Needs (RoN), Special Educational Need or Disability (SEND), Jersey Premium (JP) or Multi-Lingual Learner (MLL)	RON SEND JP MLL		
Has the pupil been on a part-time timetable before?	YES/NO If yes, when?		

Organisation or Family	Name
Parents/carers	
Lead person in school	
Social worker (if applicable)	
SEN caseworker (if applicable)	
Virtual School Rep (if applicable)	
EWO (if applicable)	
SEMHIT caseworker (if applicable)	
Educational Psychologist (if applicable)	
Other significant family members in the pupil's life.	
Other professionals working with the pupil and role.	

Has there been a Team Around the Child or Core Group?	YES/NO Date of last meeting:
Meeting Attendance Details	
Name	Relationship to the Pupil or Organisation

Reason for Part-time timetable (highlight)			
Integration into a new school		Part of a behaviour plan	
Re-integration following a fixed term exclusion		Help manage school-based anxiety	
Support improvement of mental health e.g. CAMHS recommendation		Support the management of a condition e.g., ASD, ADHD	
Re-integration after a period of refusal		Other (please state):	
Summary of interventions attempted and reasons why this pupil requires a part-time timetable			

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Date of meeting agreeing the part-time timetable:	
Start date of part-time timetable:	
Review date of part-time timetable:	
End date of part-time timetable:	

Timetable Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Objectives of the part-time timetable:				
Interventions to support the part-time timetable:				
Does the timetable demonstrate an increase of time over the period of the plan?				
Any other relevant comments:				

I/we understand my/our child has been placed on a part-time timetable for a limited period of time.

I/we have discussed the matter fully with the school and agree, during the period of the part-time timetable, to:

- take responsibility as agreed above for the shared safeguarding and health and safety of my /our child in relation to the part time timetable. In agreeing to a part-time timetable, we are accepting that the school does not have sole responsibility.
- ensure there is supervision of schoolwork during those hours where appropriate
- ensure there is a flow of work between school and home for marking and guidance where appropriate

Parents / carers signature:	
Date:	

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

- ensure a risk assessment is completed with regards to potential safeguarding, welfare, offending or harmful behaviour
- ensure a 'C' code is used on the attendance record when the pupil is not required to attend school as agreed in the part-time timetable
- use the appropriate code if the pupil is being educated offsite as part of the part-time timetable
- monitor the effectiveness of the part-time timetable
- hold a review on the agreed date
- provide work for the student to do whilst at home and mark all work completed.

Headteacher/DSL/SENCO signature:	
Date:	

Retain a copy of the registration form with the pupil's records.

12. Appendix B: Part-Time Timetable Re-integration Plan

Name:	Year Group:	Class/Tutor Group:	
Parent meeting date:	Start date:	End date:	Designated member of staff:
	Plan	Review 1 Date: Update notes	Review 2 Date: Update notes
Objectives (what change do we want to see?)			
Success Criteria (what will the change look like?)			
Details of any work experience (if appropriate)			
Details of any off-site education (if appropriate)			
Details of any alternative curriculum or enrichment activities (if appropriate)			
What will parents/ carers do? • Parent/carers signature:	What will the pupil do? • Pupil signature:		
Outcomes (link to objectives and success criteria): 			

13. CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
0.1	October 2023	Associate Director for Education	Updated and separated from the Positive Behaviour and Exclusions policy.
0.2	July 2025	Education Welfare Manager	Update to Attendance codes.

APPROVAL

Presented To	Approved by:	Date
CYPES SLT	CYPES SLT	10.07.2023
Minister for Education	Minister for Education	August 2023
Attendance, suspensions & Exclusions working group	Policy has been presented to working group	25.09.23 18.10.23