



Brighter Futures
Educational Trust

REMOTE EDUCATION POLICY

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Review Committee: Standards

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1. PURPOSE

Brighter Futures Educational Trust is committed to ensuring continuity of education where pupils are unable to attend school due to exceptional circumstances.

Remote education is not considered an equal alternative to school attendance and will only be used where attendance is not possible or appropriate.

The Trust will ensure remote provision is accessible, inclusive, safe and appropriate to the needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with SEND or EHCPs.

2. WHEN REMOTE EDUCATION MAY BE USED

Remote education may be provided where:

- A school or site is unable to open.
- A pupil is temporarily unable to attend due to illness, medical treatment or exceptional circumstances.
- A reintegration or phased return programme has been agreed.
- Attendance is prevented by factors outside the pupil's control.

Remote education will not be used as a substitute for suspension, exclusion, attendance management or behaviour sanctions.

3. PRINCIPLES

The Trust will:

- Prioritise safeguarding and wellbeing.
- Provide meaningful and appropriate learning.
- Make reasonable adjustments for pupils with SEND and SEMH needs.
- Maintain regular contact with pupils and families.
- Support pupils to return to full-time attendance as quickly as possible.

4. RESPONSIBILITIES

- Teachers: Provide suitable learning activities, monitor engagement and progress, provide feedback where appropriate, maintain communication with families and report safeguarding concerns.
- Support Staff: Assist pupils with learning and engagement, support wellbeing and communication, and escalate concerns.
- Headteachers: Ensure implementation, monitor engagement, ensure safeguarding arrangements remain effective and report significant concerns to the CEO.
- CEO: Ensure consistency across the Trust, monitor compliance and report to Trustees.

5. SAFEGUARDING AND ONLINE SAFETY

All safeguarding procedures remain in force during periods of remote education. Staff must use Trust-approved platforms, follow safeguarding procedures, maintain professional boundaries and report concerns immediately.

6. DATA PROTECTION

Staff must comply with UK GDPR, the Data Protection Act 2018 and the Trust Data Protection Policy. Personal data must only be accessed and shared through approved Trust systems.

7. GOVERNANCE

Board of Trustees: Approve this policy, ensure statutory and Funding Agreement compliance and hold the CEO to account.

Local Governing Boards: Monitor effectiveness within their school, receive updates on engagement, attendance and safeguarding and provide challenge and support.

8. MONITORING AND REVIEW

This policy will be reviewed annually by the CEO and approved by the Board of Trustees through the Standards Committee.

9. LINKS WITH OTHER POLICIES

This remote education policy is linked to the following Brighter Futures Educational Trust (BFET) and school related policies and documents:

- Attendance policy
- Behaviour and relationships policy
- Behaviour Policy
- Child protection policy
- Online safety Policy
- SEND policy
- Data protection policy

10. FUNDING AGREEMENT STATEMENT

The Trust will ensure that any remote education arrangements meet its obligations under the Academy Trust Funding Agreement, relevant DfE guidance, Keeping Children Safe in Education and the Academy Trust Handbook, whilst continuing to provide suitable education for all pupils.

11. BFET PATHWAYS

BFET operates a specialist Pathways provision as part of its approved educational offer.

The provision has been developed in response to the limited physical capacity of Trust school buildings and enables the Trust to meet increasing demand for specialist SEMH placements whilst maintaining high-quality educational provision and appropriate pupil-to-staff ratios. The model has been formally agreed and approved by relevant Local Authorities.

Under the Pathways model:

- Pupils access a blended programme of education comprising both on-site and remote learning.
- Core curriculum subjects, including English and Mathematics, are delivered on-site by qualified teachers.
- Non-core curriculum subjects and enrichment activities may be delivered remotely by appropriately trained Higher Level Teaching Assistants (HLTAs) under the direction and oversight of qualified teachers and school leaders.
- Pupils have access to pastoral, therapeutic and wellbeing support in line with their identified needs.
- Attendance, engagement, progress and safeguarding arrangements are monitored and reviewed regularly.
- The provision forms part of the school's planned curriculum offer and is not an alternative provision placement, elective home education arrangement or reduced timetable.

The Trust will ensure that pupils accessing the Pathways provision receive a broad, balanced and suitable education that meets the requirements of their age, ability and aptitude, and where applicable, the outcomes identified within their Education, Health and Care Plan (EHCP).

The effectiveness of the Pathways provision will be monitored by school leaders, Local Governing Boards and the Board of Trustees through the Trust's quality assurance and governance arrangements