

**EALING COUNCIL
CHILDREN'S SERVICES**

GUIDANCE ON CHILDREN MISSING EDUCATION (CME)

**ALSO KNOWN AS
CHILDREN NOT RECEIVING a SUITABLE EDUCATION (CNRE)**

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Please note – CNRE replaces CME but Ealing has kept the latter name.

- Link to Department for Education guidance:
<http://education.gov.uk/publications/standard/publicationDetail/Page1/STATUTORY-LA-GUIDE>

Section A - Background

1.1 Following the Laming/Climbie enquiry, there have been significant changes in legislation and service delivery in the last decade, much based on the Every Child Matters (ECM): Change for Children programme, a set of reforms supported by the Children Act 2004. Its aim is for every child, whatever their background or circumstances, to have the support they need to achieve the 5 outcomes – they should be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Other key points:

- that relevant agencies should work together locally through the Children's Trust partnerships to design and deliver better and more integrated, preventative services to children and young people. They should find out what works best for children and young people in its area and act on it. They will need to involve children and young people in this process, and Ofsted inspectors will take account of the views of children and young people when making their judgements.
- The Common Assessment Framework was introduced, with improved information sharing procedures, and the development of the Lead Professional role to support this approach.
- Implementation of the duty to identify children who are not receiving a suitable education, was introduced by the Education and Inspections Act 2006 and is now 436A of the Education Act 1996 (school attendance) (inserted before section 437 in Chapter 2, Part 6). The duty should be embedded in the local authority's overarching preventative strategy, as an integral part of their governance and strategic planning for discharging duties under sections 10 and 11 of the Children Act 2004, and through the Children's Trust, ensure that these children receive the full range of services they need.

1.2 Children not receiving a suitable education are at increased risk of a range of negative outcomes that could have long term damaging consequences for their life chances. For example they are at risk of not attaining the skills and qualifications they need to succeed in life, and are at significant risk of becoming NEET (not in education, employment or training) once they have reached the compulsory school leaving age. They could also be more vulnerable in one way or another. They may be from disadvantaged families (experiencing multiple risks such as poverty, substance misuse, mental ill-health and poor housing), travelling communities, immigrant families, be unaccompanied asylum seeking or trafficked children, or be at risk of neglect or abuse or disengaged from education.

1.3 Local authorities, through their Children's Trust, must have robust measures in place both to identify quickly when a child is not receiving a suitable education, and to follow through with effective tracking and enquiry systems. These measures should be at the heart of the local strategies for preventing negative outcomes for children and young people, and ensuring their safety and well-being.

1.4 Local authorities and their partners should position their work to implement the duty as an integral part of their governance and strategic planning for discharging duties under sections 10 and 11 of the Children Act 2004.

2. Duty to identify children not receiving a suitable education

2.1 The DCSF (as it was then) issued new statutory guidance in February 2009 updating the guidance from February 2007. Local authorities in England must have regard for and take this guidance into account and, if they decide to depart from it, have clear reasons for doing so.

2.2 Section 436A requires all local authorities to make arrangements to enable them to establish (so far as it is possible to do so) the identities of children residing in their area who are not receiving a suitable education. In relation to children, by 'suitable education' is meant efficient full-time education suitable to her/his age, ability and aptitude and to any special educational needs the child may have.

2.3 The duty applies in relation to children of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than being at school, for example, at home, privately, or in alternative provision.

2.4 The duty does not apply in relation to children who are registered at a school who are not attending regularly. The duty complements and reinforces duties that already exist for schools to monitor attendance and it is important that local authorities work with schools to make sure they do it effectively. Schools already have a duty to monitor attendance through the daily attendance register and to make returns to local authorities where the attendance of individual pupils gives cause for concern. Schools are also expected to identify and address underlying causes of absence, involving other agencies where appropriate. (Further information on the attendance duty is available at <http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance>).

2.5 The Children's Plan 2007 described a vision for the 21st Century School, showing how schools are more than just an important partner in the wider work to improve outcomes for children and young people. They should be at the centre of the local Children's Trust, helping to drive forward local approaches that respond to the needs of all local children, not just those on the school roll, and enable children to receive the full range of services they need as soon as problems are identified. The same range of services should be available for children not attending school.

The implementation of the duty to identify children not receiving a suitable education needs to take into account that schools are a service which can quickly identify problems and issues, the potential for future problems, and intervene effectively, working with other services where necessary. The duty on schools to promote pupil well-being emphasises this contribution.

3. Requirements for local authorities and relevant partners

3.1. Local authorities need to put in place arrangements for close joint working and appropriate information sharing with other local authorities and relevant partner agencies that come into contact with children and families. Implementation of the duty under section 436A should be integrated with, and not in isolation of, the wider range of duties placed on local authorities, and initiatives led locally, that aim to improve outcomes, and safeguard and promote the welfare of children.

3.2. Some of the key partner agencies are:

- Education (maintained schools, independent schools, Academies, Pupil Referral Units, special schools and City Technology Colleges)
- Children's Social Care
- Health (Strategic Health Authorities, Primary Care Trusts)

- Police and police authorities
- Youth Offending Teams
- Community safety teams, anti-social behaviour teams
- Young Offender Institutions; Secure Training Centres; local authority Secure Children's Homes
- Housing providers

Other important partners are:

- HM Revenue and Customs
- providers of Connexions
- statutory and voluntary youth services
- UK Border Agency
- the Fire and Rescue Service
- Other Crime and Disorder Reduction Partnership agencies
- voluntary and community organisations, including faith groups

There may also be others, depending on local circumstances.

3.3. Information Sharing Guidance was published April 2006 and can be found at <http://www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/a0072915/information-sharing>.

4. Implementing the duty

4.1 The purpose of the duty is to make sure that children not receiving, or at risk of not receiving, a suitable education are identified quickly, and effective tracking systems and support arrangements are put in place. The longer a child misses out on education, the more likely those problems will become entrenched, and the more difficult it can be to respond effectively to their needs. Early intervention will enable the local authority and other partners in the Children's Trust to ensure that action is taken to provide any child identified with a suitable education, and will also trigger activity between partner agencies that puts in place measures to ensure the safety and well-being of the child.

4.2 The duty is assessed by Ofsted inspections, both at Local Authority Level and in schools.

5. Children most at risk of missing education

Transition points

5.1 The local authority should develop systems to close any gaps that are part of these transition points and through the Children's Trust ensure the child receives the full range of services they need which may be a necessary precursor to them returning to mainstream education. The systems should aim to enable all children to receive a suitable education, but also promote an effective response in instances when a child does go missing from education.

5.2. Children can go missing either when they fail to register with a school, or when they fall out of the education system and there is no systematic process in place to identify them and ensure they re-engage with appropriate provision (which may include services outside of school to meet their needs). Their personal circumstances or those of their families may contribute to the withdrawal process and the failure to make a successful transition. For example they may:

- fail to start appropriate provision and hence never enter the system;

- cease to attend, due to illegal exclusion or withdrawal; or
- fail to complete a transition between providers (e.g. being unable to find a suitable school place after moving to a new local authority area, or after leaving a custodial establishment, or miss out on advice and guidance from Connexions affecting their choices when beyond school leaving age).

5.3. Some children living in certain circumstances face more obstacles to achieving the 5 ECM Outcomes and this can include not receiving a suitable education. Amongst these are (this list is not exclusive):

- children and young people under the supervision of the youth justice system
- children from families fleeing domestic violence
- children of homeless families, perhaps living in temporary accommodation, house of multiple occupancy or Bed and Breakfast;
- young runaways (for further information, see the [Young Runaways Action Plan](#) – DCSF 2008)
- children in families involved in anti-social behaviour
- children who are on the child protection register
- children affected by substance and/or alcohol misuse (see the [Youth Alcohol Action Plan- DCSF 2008](#), and the Home Office's [Tackling Drugs, Changing Lives](#) website)
- unaccompanied asylum seekers; children of refugees and asylum seeking families
- children in new immigrant families, who are not yet established in the UK and may not have fixed addresses
- children of migrant worker families (who may not be familiar with the education system)
- children of families who can be highly mobile, e.g. parents in the armed forces, Gypsy, Roma and Traveller families
- children who do not receive a suitable education whilst being educated at home
- children who have been bullied
- children who have suffered discrimination on the grounds of race, faith, gender, disability or sexuality
- children at risk of sexual exploitation, including children who have been trafficked to, or within, the UK
- children at risk of "honour"-based violence including forced marriage or female genital mutilation
- looked after children/children in care;
- children who go missing from home or care –

link:

<http://education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00353-2010>

- children who are privately fostered
- young carers
- teenage parents
- children who are permanently excluded from school, particularly those excluded unlawfully e.g. for problematic behaviour or offending children whose parents take them abroad for a prolonged period
- children who were registered with a school that has closed, and have not made the transition to another school
- children of parents with mental health problems

- children of parents with learning difficulties
- children with long term medical or emotional problems.

5.4. Children who meet the descriptions above can have needs that go beyond the reach of universal services. When local authorities identify/are made aware of children/young people in any of these groups who may not be receiving a suitable education, they should seek advice from the relevant specialist team/partner agency, on how best to proceed. Further details on actions to take in certain circumstances are shown below.

5.5 Potential vulnerability due to high mobility

5.5.1. Children from families of members of the Armed Forces are likely to experience high mobility often at short notice both within and outside the UK. Schools and local authorities can make enquiries through the MOD Children's Education Advisory Service (CEAS). CEAS can also liaise between local authorities, and with devolved authorities in Scotland, Wales and Northern Ireland. Service Children's Education (SCE) also keeps records of all pupils in Service schools overseas. Enquiries about children in Service schools overseas should also be made via CEAS. The CEAS helpline can be contacted on 01980 618244.

5.5.2 Children in Gypsy, Roma and Traveller (GRT) families often have a mobile lifestyle and local authority Traveller Education Support Services (TESS) already advise schools on the best strategies to include these children and promote their achievement and engagement in school activities. There are times when the high mobility of some of these children means they can be more at risk of going missing from education, for example, highly mobile GRT families who are living on unauthorised sites and are subject to unpredictable forced movement which hinders access to school. Local authorities should work closely with their TESS in these cases to ensure the correct procedures are followed and that distance learning packages, including Electronic Learning and Mobility Programme (ELAMP), if available, are supplied by schools to GRT pupils whose travelling arrangements are known in advance. More information is available at: <http://www.standards.dcsf.gov.uk/primary/publications/inclusion/tess/>. (note may not reflect current DoE policy – not updated at April 11)

5.5.3 Pupils excluded from school

- a. The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 ([SI 2007/1870](#)) require local authorities to ensure that suitable full-time education is made available to permanently excluded pupils, including pupils excluded from pupil referral units from the sixth school day of exclusion. The Regulations likewise require relevant schools to arrange full-time education from the sixth school day of fixed period exclusion. During the first five days of a permanent exclusion the local authority should arrange to assess the pupil's needs and consider how to meet them including any special educational needs the pupil may have. This should involve undertaking a Common Assessment Framework (CAF) process where one has not already been carried out.
- b. If it becomes apparent that a child has been unofficially excluded the local authority will need to challenge the school as this practice is unlawful. More information on exclusions, including the statutory guidance, is available at <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

5.5.4 Children and Young People Supervised by the Youth Justice System

Youth Offending Teams (YOTs) in each local authority supervise a range of young people (aged primarily between 8 and 18 years old) who are often at risk of disengagement from education (including young people who have been sentenced for committing crimes and young people who have been identified as at risk of offending). YOTs therefore have a unique role in working with young people who are at risk and who may not be attending school or other provision. Children's Trusts should have strong relationships with YOTs, with clear protocols for joint working to identify children not receiving suitable education (or training or employment) and to identify suitable provision. YOTs must identify those who are not receiving suitable education through the ONSET or ASSET assessment and should then use the agreed partnership working arrangements with the local Children's Trust to ensure that appropriate full time education (or training or employment) is secured as soon as possible. It is important that YOTs work with their Children's Trust partners to liaise about the location of young offenders in custody and their planned release date so they can be engaged in suitable full time provision as soon as possible. Where the child is registered at a school, college, or alternative provider prior to them entering custody, it is good practice for the YOT to work with its Children's Trust partners to inform the provider and for the child's place to be held open for their return to the community whenever possible and appropriate for the child's rehabilitation and personal learning and development. Specific guidance on Pupil Registration Regulations "Keeping Pupil Registers" can be found at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendancedata/a0010008/pupil-registration-regulations-and-guidance>

5.5.5 Pupils in families involved in persistent anti-social behaviour

Family Intervention Projects are currently in place in a number of local authorities working with some of the most challenging families. Projects ensure that support is in place for all family members. A lead key worker is assigned to manage or 'grip' the family's problems, co-ordinate the delivery of services and use a combination of support and sanction to motivate the family to change their behaviour. Many of the children in these projects are not attending school for a range of reasons which are often linked to children's behaviour, and/or anti-social behaviour in the wider family which has led to disruption in their housing circumstances.

6. Pupils at risk of harm – safeguarding – takes precedence: refer to Children's Social Care

Children may be removed from education or prevented from attending as a result or symptom of them suffering from abuse or neglect. Some CME cases will raise safeguarding issues. In all circumstances where there are concerns over a child's welfare, a referral should be made to the local authority children's social care. Local authority staff should refer to "Working Together to Safeguard Children" (2010) and "What to do if you are worried a child is being abused" for further guidance.

<http://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00305-2010>

APRIL 2011

CHILDREN MISSING EDUCATION POLICY AND PROCEDURES

SECTION B

SCHOOL AND LOCAL AUTHORITY PROCEDURES

**LEGAL AND BEST PRACTICE GUIDANCE
FOR SCHOOLS
RELATING TO
CHILDREN MISSING EDUCATION**

Section A – Introduction

Section B – School and LA Procedures
also available as a free standing pack

Section C - Children Missing Education Lead - Role and Procedures

Section D - Appendices

CHILDREN MISSING EDUCATION POLICY AND PROCEDURES

SECTION B

SCHOOL AND LOCAL AUTHORITY PROCEDURES

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B.1 INTRODUCTION

If at any time staff have concerns about a child's welfare, and in particular, consider that a child may be, or is, suffering significant harm, they **must** follow established Local Safeguarding Children Board (Child Protection) procedures which take precedence over CME procedures. Discuss initially with the Designated Child Protection Lead in your school. Remember, all who work with children, young people, families and carers have a responsibility for protecting children and young people. School staff have a wide knowledge of their communities and child development, and play a key role in detecting and monitoring situations where a child's needs appear not to be, or are not being met, and any changes.

Recording information: must be thorough, contemporaneous, dated and signed or initialled. If the child is subsequently reported missing to the Police or is found to be a victim of a crime, full records will be required.

B.2 DEALING WITH ABSENCE AND IRREGULAR ATTENDANCE

B.2.1 Whilst this falls under the remit of the School Attendance Service, children who are poor or irregular attenders are in many cases more likely to be vulnerable and some will become Children Missing Education. This area is an important one for school staff to address in their overall duty towards promoting the welfare of children.

B.2.2 First Day Contact phone calls when a child is absent (and parents have not provided a reason as expected to do), is **best practice** as advised by the DfE. This is because there are (though rare) serious cases where children are absent, including those where a child may have become a victim of crime, such as being abducted by his/her parent, or abduction by a stranger. School administrative staff or support staff should contact parents on any day a registered pupil is absent without explanation (i.e. First Day Contact), including in cases where the pupil skips lessons after registration. By contacting the parent the school also ensures that the parent is aware that the child is not in school enabling the parent to take steps, where necessary, to establish that the child is safe. Further information on first day contact and best practice for dealing with non-attendance is available from the School Attendance Service (Primary Schools all have a named Link worker, and High Schools contact is Team Manager Frank Jenkinson 8825 5973); and at <http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance>).

B.3 LEAVERS

B.3.1 REGISTERS AND PUPIL REGISTRATION REGULATIONS (Leavers)

B.3.1.1 The Education (Pupil Registration) (England) Regulations 2006 (specifically Regulation 8) set out the **only circumstances in which registered pupils can be deleted from the register**. Where circumstances of a child absent from school are not known, both the school and Local Authority must carry out '**reasonable enquiry**' as detailed in the following School Procedures and Attendance Worker Procedures.

The Pupil Registration Regulations apply to all schools: maintained; independent; Pupil Referral Units; special schools; CTCs; and Academies.

You can find

- The 2006 Education (Pupil Registration) (England) Regulations and amendment September 2010
- an outline of the changes from the previous 1995 regulations
- Keeping Pupil Registers – a guidance document on applying the Education Pupil Registration Regulations

At -

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendancedata/a0010008/pupil-registration-regulations-and-guidance>

These cover the rules for managing and marking registers, granting of leave of absence, deletion from roll and other related matters.

The following summary of the Regulations and guidance is not comprehensive but is relevant to Children Missing or At Risk of Missing Education.

Of particular note are Regulations 5, 8 and 12, which are summarised below:

Regulation 5 specifies that pupils join the school roll (ie must be listed in both the admissions and attendance registers) on the **expected first day of attendance**. It follows that the usual procedures for dealing with absence (and ultimately deleting from roll) therefore apply even where the pupil does not arrive on that day.

Regulation 8 sets out the **only** circumstances in which pupils of compulsory school-age **can be deleted from the register** and schools **may not** delete pupils from the attendance register **until** they are deleted from the admissions register:

- the school is replaced by another school on a School Attendance Order
- the School Attendance Order is revoked by the local authority
- completion of compulsory school age
- permanent exclusion
- death of the pupil
- transfer between schools
- pupil withdrawn to be educated outside the maintained school system
- a medical condition prevents their attendance and return to school before the ending of compulsory school-age
- pupil is serving a custodial sentence of more than 4 months (not on remand) and the Head Teacher does not have reasonable grounds to believe that the pupil will return to the school at the end of that period

and after reasonable enquiry by both the school and local authority

- failure to return from extended holiday more than 10 days after agreed return date, after both the school and local authority have tried to locate pupil (undertaken reasonable enquiry) without success **ie the Local Authority is satisfied that the family no longer resides at the address on register and that there is no good reason for absence such as illness or disrupted travel arrangements eg war, tsunami etc.**
- 20 days continuous unauthorised absence, after both the school and local authority have tried to locate pupil (undertaken reasonable enquiry) without success **ie the Local Authority is satisfied that family no longer resides at the address on the register. If pupil is found, deletion should only be made if it is in the pupil's interests; in nearly all cases, other intervention will be required, for example, accessing specialist services, dealing with a transfer between schools, dealing with the matter as one of persistent truancy, and multi-agency working.**

Regulation 12 deals with **information returns to the local authority**. It now **requires** schools to provide their local authority with the details of pupils who fail to attend regularly, or have 10 days of continuous unauthorised absence. It also requires schools to inform their local authority of the following deletions of compulsory school age pupils as soon as they become aware of the circumstances and before the deletion is made -

- parents have advised in writing that they are withdrawing their children to educate them at home (school to advise Behaviour and Exclusions Support Officer, Debby Legg)
- permanent exclusion (school to advise Behaviour and Exclusions Support Officer, Debby Legg)
- school medical officer has certified the pupil's health prevents return to school before reaching end of compulsory school-age (school to advise School Attendance Service Team Manager, Frank Jenkinson)
- pupil has ceased to attend the school and no longer lives or boards within travelling distance of the school (school to undertake Reasonable Enquiry as above to ascertain new address and new school: if latter not obtained, school to advise CME Lead Penny MacDonagh who will refer on to her equivalent in the new LA.

B.3.1.2 The Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437) place

- a **statutory duty on schools to**, via S2S, **transfer pupil data electronically (the Common Transfer File CTF) when a pupil moves school ie** to send information to the receiving school within 15 days and to collect it from the sending school.
- It is **best practice to upload onto the Lost Pupil Database after 15 days, a CTF of any pupil who leaves without a destination school known and admission confirmed (by download of the CTF Common Transfer File).**

B.3.1.3 The DfE has a secure internet site School to School (**S2S**) for the **electronic transfer of information Common Transfer Files (CTFs)** from school to school when a child moves school:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s/a0064650/school-to-school-s2s> details processes and guidance for LAs and schools on how to use the system. S2S provides a secure messaging facility. The Lost Pupil Database (LPD) is not a separate database, but a searchable area of the S2S website containing CTFs of pupils where the destination (or next) school of the pupil is not known to the school the pupil is leaving. The purpose in providing this "searchable area" of the website is to provide a facility whereby Local Authorities, on being requested by a school which has just enrolled a new pupil but cannot identify the previous school to request a CTF, can search for a CTF which may have been "posted" there by the previous school. Thus, pupils are tracked.

The DfE strongly recommends the **promotion of S2S usage in schools to support the LA's role in CME, and stresses the need to ensure schools meet their duties contained in the above regulations.** Failure to meet the above duties is a criminal offence and could lead to prosecution. Training and ongoing phone advice are provided by Matthew Duffy in Schools IT 8825 7564, who is the LA's identified officer as database administrator for S2S with responsibility for the Lost Pupil Database.

B.3.1.4 All leavers must therefore be accounted for on S2S by one of 3 options:

- a. if admitted to a new school in the maintained sector, the transfer of pupil data using the CTF will be carried out and confirmed.
- b. those moving abroad, into private provision, or where they have been withdrawn to be educated at home, will be entered on LPD as MMMMMMMM.
- c. All leavers with unknown destinations must be entered on LPD as XXXXXXXX. After the school and Attendance worker have completed 'reasonable enquiry' as below, the school **must** notify the CME Lead of ALL these pupils and **receive confirmation that they have been entered on the CME register before removing from roll.** This ensures schools are meeting Safeguarding best practice and regulations and that they can evidence their notification of CME to the Local Authority named CME Lead.

In exceptional cases it may not be considered appropriate to pass on details of a pupil's history to a new school. Each case would need to be judged on its merits in consultation with relevant parties. Circumstances when it is not considered appropriate to pass on details via a CTF might include: a family escaping a violent partner; the family is in a witness protection programme; or concerns that the child is at risk of forced marriage. Guidance on how to share information in these circumstances is available in Annex A of the CTF Guidance Notes (see S2S link above)

B.3.1.5 Pupils who are excluded, or withdrawn by parents to be home educated are dealt with separately within the LA. Schools must advise Ealing's Exclusions and Behaviour Support Officer of all such pupils. Primary School Attendance Service workers must check with their schools at Link visits any pupils falling into the latter group. Schools retain responsibility and must not remove from roll any pupil withdrawn by a parent **until** the parents have clearly advised in writing to the school, that they are undertaking full responsibility for educating their child at home. A phone call or discussion is not sufficient. Where there is no such letter, the child remains on roll and the case must be referred to the School Attendance Service worker who will deal and if appropriate, in liaison with the school, refer to the CME Lead and the Exclusions and Behaviour Support Officer.

B.3.2 LEAVERS PROTOCOLS FOR SCHOOLS

B.3.2.1 PLANNED LEAVING and school aware in advance other than planned High School transfer when the parent has accepted a place offered;

Planned absence

Parents are always asked and expected to inform the school in advance of any **planned** absence; this includes holidays (schools now require parents to complete an application form for term time leave which may or may not be agreed by the Head) and all temporary short term absence as well as planned moves. This should be included in the school's attendance policy.

Planned leaving

When a school hears, perhaps informally, that a child is leaving, it is helpful and may save time later, if the parent can be asked to clarify this and be given the following form –

LEAVING SCHOOL FORM FOR PARENTS - Form a attached at end of this pack. Parents may be given a school compliments slip to hand in to any new school so contact can be easily made. Schools should explain to parents how helpful it is if they can complete this form, and ask the new school to liaise with the Ealing school.

Schools can consider including this form in their attendance policy and their admission pack for parents, and refer to it in the home-school agreement; and also to remind parents of this in school newsletters once a term.

When the school knows in advance of such a move, they can advise parents to contact the In-Year Admission team and complete Ealing's In-Year Common Application Form which Ealing will forward to the new Local Authority Admissions team.

B.3.2.2 Unplanned leaving and no-shows – vulnerable groups and assessing vulnerability REASONABLE ENQUIRY procedures must be carried out and recorded by the school, School Attendance Service and the LA.

REASONABLE ENQUIRY - SCHOOL ACTIONS

These are required for any pupil **on a school roll** who **ceases to attend** and the **parents have not advised the school they are leaving or the destination school is not yet known; it also applies to those on pre-admission list/register in YR and Y7** who do not arrive on the expected date; and pupils not returning after a school holiday or term-time holiday; and where parents have **not given details of the new address or new school.**

These procedures **do not replace any Safeguarding/Child Protection procedures or guidance but are to be used in conjunction with them:** they aim to provide a minimum standard of safety for pupils to check their circumstances and follow up when they are absent from school. In line with the duty on all Children's Services Authorities to safeguard the welfare of children (s11 of the Children Act 2004), the expectation is that both the school and the LA will put in place procedures designed to track the whereabouts of the child and to record that they have completed these procedures.

Unplanned absence

Parents are always asked and expected to inform the school by ringing the school on the first morning of any unplanned absence to inform the school of the reason and expected return date. This information will be included in the School Attendance Policy, a short version of which will have been given to the parents on admission (and they will be reminded of this regularly in school newsletters). When this does not happen, **schools must ring parents and First Day Calling is strongly recommended;** in most cases there is contact and schools are given a **reasonable** explanation and return date, or a start date is agreed. Further action by the school is not required unless the child does not return (or start) when expected or if the explanation is not considered reasonable.

These procedures apply only when this does not happen and either contact cannot be made (directly or via a third party) or where the explanation given, considered with other information known about the family, is deemed a cause for concern. This requires an awareness of vulnerable groups and an assessment of vulnerability for each episode. Where staff have any concerns about the reasonableness of the parent's – or other's- explanation, or contact cannot be made, this must be discussed with the school's CP Designated Lead, to assess whether a safeguarding referral is appropriate or not.

B.3.3.1 VULNERABLE GROUPS

Some children who experience certain life events are more at risk of going missing from education. These include:

- young people who have committed offences;
- children living in women's refuges;
- children of homeless families, perhaps living in temporary accommodation, house of multiple occupancy or Bed and Breakfast;
- young runaways;
- children with long term medical or emotional problems;
- unaccompanied asylum seekers;
- children of refugees and asylum seeking families;
- children in new immigrant families, who are not yet established in the UK and may not have fixed addresses;
- looked after children;
- children with a Gypsy, Roma and Traveller background;
- children who are privately fostered;
- young carers;
- children from transient families;
- teenage mothers;
- children who are permanently excluded from school and moved
- children who have been excluded illegally
- children with a history of poor attendance
- children at risk of sexual exploitation, including children who have been trafficked to, or within the UK
- children at risk of "honour"-based violence including forced marriage or female genital mutilation

Both schools and the LA need to pay particular attention to children in these groups, particularly when they leave or arrive in their area.

B.3.3.2 ASSESSING VULNERABILITY

School actions and speed of response will depend on the level of perceived vulnerability of the pupil. There is a strong association between domestic violence and harm to children, and professionals should never assume that somebody else will take care of the domestic violence issues.

Assessing vulnerability requires a combination of professional knowledge and experience of child welfare issues and knowledge of local circumstances. When in doubt, school administrators **must** consult with the Designated Child Protection member of staff. There is a strong association between domestic violence and harm to children, and professionals should never assume that somebody else will take care of the domestic violence issues. The decision may be informed by considering the following table:

Assessing vulnerability

The level of vulnerability must be re-assessed regularly as it may increase depending on new information or lack of information, and the passage of time itself may lead to increased concern.

Higher Priority

1. Is there **good reason to believe a crime may have been committed**? For example:
 - a. Is this very sudden and unexpected behaviour?
 - b. Has the child/young person gone missing without their family?
 - c. Are there health, religious or cultural reasons to believe the child/young person is at risk? (eg forced marriages, female genital mutilation)
 - d. Have there been suspicions in the past concerning this child and family which together with the sudden disappearance are worrying?

If yes, then refer to police, and LA Designated Officer for Child Protection, in line with current LSCB procedures

2. Is the child/young person subject of a Safeguarding (Child Protection) Plan or a Looked After Child?

If yes, inform allocated worker in Children's Social Care immediately who will refer to the police as appropriate, in line with local procedures (unless the current plan specifies otherwise)

3. The following may also assist judgement in making a referral:
 - a. Have there been recent life events within the family which in light of this sudden disappearance may be significant? (for example, changes in the household, births or deaths, divorce, redundancy); or any significant incident in school (for example, bullying or disputes with staff)
 - b. Have there been suspicions in the past which together with the sudden disappearance are worrying?
 - c. Have there been any concerns about the child associating with significantly older young people or adults?
 - d. Younger children are more at risk

If yes, the school must exercise judgement to decide action, speed of response, and need to use LSCB procedures. Referral as appropriate may be made to the Police, Children's Social Care, the LA Designated Officer for Child Protection, Link Attendance Worker (Primary) or School Attendance Worker (High Schools). Advice can be sought from the council's Child Protection Advisors 8825 6134

Lower Priority

4. Is there current social care involvement?

If yes, inform the allocated Social Worker (or Duty Social Worker if not allocated) and the Link or School Attendance Worker,
5. The following may indicate the family may be avoiding contact and therefore the quicker the response the more likely they will be traced. Delay may well lead to longer periods of interrupted education for the child/young person.
 - a. Has there been Children and Families (social services) involvement in the past?
 - b. Is there a history of mobility?
 - c. Are there immigration issues?
 - d. Is there a history of poor attendance?
 - e. Have the parents been subject to legal proceedings or issued with a Fixed Penalty Notice in relation to attendance?
 - f. Is the child/young person in the process of Statutory Assessment (of Special Educational Need)?

If yes, refer to Link or School Attendance Worker

B.3.3.3 REASONABLE ENQUIRY - SCHOOL ACTIONS CHECKLIST

Schools must log their actions including phone calls and decisions in all cases when a pupil is absent without explanation (including all pupils in yR and y7 on **pre-admission list**, and **in-year admissions offered a start date**, who **do not arrive on expected date** and parent has not notified school of any later starting date or alternative education arrangements made) and where the school has tried but been unable to make contact with the parent.

Record the school actions on the Reasonable Enquiry Form - see B.7.e (Day refers to school days only)

Day 1 - Assessment of vulnerability is essential and First Day Calling to the parent and other contacts is strongly recommended to establish the cause of absence and when the child is likely to return. The school should also seek information from staff, pupils and other parents, and other schools with siblings, about the family circumstances as they may know, for example, the family were intending to move or go on holiday. Where concerns exist and there is no reasonable explanation or contact, consider escalating to a higher level to the School Attendance Lead or the Designated CP Lead.

Day 3 - Best practice is to send a letter on the third day of absence if still unable to contact the family by phone and they have not responded to messages left.

Day 10 - If there is **no response to letters or phone messages left within a week**, then on **day 10 of absence**, the school **must notify the LA School Attendance Service by providing them with the Reasonable Enquiry form**, copy in the CME Lead who will make further checks.

Primary Schools, by referring to the Link School Attendance Service Worker

High Schools, by referring to their School Attendance officer **and** the School Attendance Service Team Manager Frank Jenkinson. This service will make a home visit and check with any new occupants and neighbours for information about the family. The Reasonable Enquiry form will be updated and passed to the CME Lead

Day 20 – if not resolved, School Administrator must upload the child's CTF on the S2S database, entering XXXXXXXX into the destination field, (pupils with no known destination) so any new school will be able to make contact, **and** send a letter to the last known address saying **the pupil is being removed from the school roll, and entered on Ealing's CME register**, requesting them to advise the school if they return and advice about re-application. Please keep a copy in the pupil file and send CME Lead a copy.

B.4 OTHER SCHOOL ATTENDANCE SERVICE/ HIGH SCHOOL ATTENDANCE WORKER ROLES RELATED TO CME

1. The School Attendance Service carries out regular truancy sweeps with the Metropolitan Police when CME may be identified and notified to CME Lead. High School attendance workers participate in these.
2. Through Link visits generally at least each half term, Primary School Attendance Service workers also carry out a valuable role in working with schools to support and develop best practice in carrying out school procedures relating to attendance and absence; leavers, referrals for reasonable enquiry and pupils expected but who do not arrive are standing items on the agenda. High School attendance workers carry out the same roles.
3. Primary School Attendance Service workers also
 - contribute to the School Attendance Service's **Transition Project** to identify and work with poor attenders in Y6 and their families and link with the High School to inform their intervention and support for these vulnerable pupils when they enter Year 7.
 - work with their schools to ensure all pupils, including any late admission to Year 6 after the deadline for applications (usually the Friday before October half term), complete and return a Common Application Form for high schools, which can be completed on-line (unless late).
 - discuss with schools **and notify CME Lead**, of any pupils who are not offered a place at one of their preferred schools (ie offered only a school they may not want) and indicate that they may not go there, as these pupils are at risk of becoming CME. These pupils will be followed up in the Autumn Term of Y7 by the CME/In-Year admissions team, and by the school who is expecting the child to start. The same applies to Reception and Junior School main round admissions.

4. Each autumn term there is an annual review of the Service Level Arrangement involving the School Attendance Lead, the SAS Link Worker and the SAS Team Manager. This includes confirming the above procedures are followed, and supporting and advising schools as appropriate.

B.5 SCHOOL PROCEDURES for IN-YEAR ADMISSIONS

Since 01/09/2010, all applications for in-year admissions are co-ordinated through the home Local Authority. Training has been undertaken with and an information pack sent to all schools. Nonetheless schools will still be approached by parents about admission, and must tell them to approach the LA.

When parents ring or call in to a school about admission and vacancies, school administrators are asked to explain the system, refer them to the Ealing website, including the weekly vacancy list, and give them the phone number of their home LA In-Year Admissions Team (on the single page information sheet provided). If your school has vacancies do not promise the place will be offered as this will depend on the number of vacancies and applicants. At the same time parents should not be discouraged from including any school as a preference, as their application could be top of the waiting list when the admission criteria are applied. Ealing carries out weekly allocation in term-time. Please assure parents that LBE (or their home LA) wants to ensure their child is offered a school place, taking into account as far as possible, their preferences, even when there are no current or anticipated vacancies at their preferred school/s. When a parent repeatedly contacts a school and the school believe that the child has no school place, the school should advise the In-Year Admissions Team of this to ensure an application has been submitted and if not the team will follow up. Parents and schools need to be aware that Community School waiting lists are cancelled at the end of the summer term each year unless a. the child is unplaced or b. parents contact the LA in July to confirm they want to remain on the waiting lists for particular schools.

When an offer letter has been sent and schools cannot make contact with the family by phone, please send a letter asking them to contact the school urgently, and if no reply within the week and after a further phone call, refer to your School Attendance Service Link Worker and to the In-Year Admissions Team

When an offer letter has been sent and schools ring the family to be told they do not want the place, administrators should remind them to still **return the Reply Slip to the In-Year Admissions Team declining the offer**, so that vacancy can be offered to another applicant. Schools should advise the In-Year Admissions Team in all such cases so they can be progressed if the child is unplaced.

When a parent/carer has an agreed admission date with the school then if they do not arrive or cannot be contacted, carry out Reasonable Enquiry and then refer to the School Attendance Service Link Worker and to the In-Year Admissions and CME Team.

When a child is admitted, please **ensure that unless SAM shows Place Accepted**, ask the parents to complete the Reply Slip for Schools Use, send to the In-Year Admissions Team in the school bag, and email the team to say this has been done. Please also advise the In-Year Admissions Team of the start date on your weekly vacancy return.

B.6 SCHOOL PROCEDURES RELATING TO APPEALS

Voluntary Aided and Foundation Schools and Academies only where the LA is not carrying out their appeals

Schools are asked to advise the CME Lead of all pupils where an appeal is refused and where the child is not in any current educational provision. Such pupils will be followed up to ensure they access provision. This happens most often with transition from Year 6 to Year 7, when parents have only wanted one or particular schools but not been offered those. The CME Lead will follow up all such pupils through the following Schools Census, or by direct contact.

Community Schools – all those whose appeals are refused and where child is not already in provision will similarly be followed up by the CME Lead

B7. Associated Forms and Guidance

- a. Leaving School Form for Parents
- b. School Reasonable Enquiry Letter 1
- c. School Reasonable Enquiry Letter 2
- d. Attendance Worker Reasonable Enquiry Letter 1
- e. Reasonable Enquiry Form - School/Attendance Worker Form - to CME Lead
- f. Single sheet – Primary Schools Removal from Roll
- g. Single Sheet – High Schools Removal from Roll
- h. Single Sheet – CME best practice points for schools

Form a. LEAVING SCHOOL FORM FOR PARENTS School Name

If your child is leaving (except at the end of Year 6 when he or she has a confirmed and accepted place at a High School) **PLEASE can you fill in this form AND RETURN TO THE SCHOOL OFFICE. If you are not sure of these details yet, please let us know as soon as possible, but fill in this form as fully as you can before you leave.** In all circumstances, the school is expected to transfer information as quickly as possible to the new school; and both the school and the Local Authority have to try to find out where your child is if he or she stops attending and we do not know the details of the new school or other educational provision. This may include contacting Social Services or the Police if you have not given us the information and we are unable to contact you. This is because in a very few cases children have disappeared or been harmed. By filling in this form and enabling us to keep in contact with you, you are ensuring we do not need to refer to other agencies, and that their time is not wasted, nor are you contacted unnecessarily, and that in those few more difficult cases, those resources are used to follow up where needed.

NAME OF PUPIL..... DOB..... CLASS.....

MY CHILD WILL BE LEAVING THE SCHOOL on (date).....

BECAUSE WE ARE

a.	Moving house	
b.	Returning to country of origin	which is
c.	Other - please give details	

NEW ADDRESS
.....
Or, if not known, the town or at least the country you are moving to.....

NAME and ADDRESS OF NEW SCHOOL if known

WILL YOU KEEP THE SAME MOBILE PHONE NUMBERS - Yes No

Please confirm your numbers: or list new numbers

a. mother's mobile number.....

b. father's mobile number.....

IF POSSIBLE, PLEASE GIVE US THE NAME, ADDRESS, AND PHONE NUMBER OF A FRIEND OR RELATIVE IN THE UK WHO IS NOT MOVING AND WHO YOU WILL BE STAYING IN TOUCH WITH.
We will only contact them if we need information about your child's new School and we cannot contact you. In most cases, this is not necessary because the new school contacts us and the pupil information is transferred.

Name..... Phone Number.....
Address..... Mobile number.....

ATTACHED TO THIS FORM IS A SCHOOL COMPLIMENTS SLIP.
Please can you give it to your new school and ask them to contact us.

FULL NAME(S) of PARENT(S)/CARER(S) and PLEASE PRINT NAMES AND SIGN

Mother.....

Father.....

Other (state relationship).....

THANK YOU FOR YOUR HELP

FOR SCHOOL USE ONLY – DATE FORM RETURNED TO SCHOOL OFFICE.....

Letter b.

School Reasonable Enquiry Letter 1 with 2/3 copies (3rd copy to Children's Social Care or SAFE if known to be open case)

School Headed Paper

Parent Name

Or Occupier or Landlord

Address

date

Dear Parent (or Occupier or Landlord)

CHILD'S name.....dob.....

Your child last attended school onand we have not heard from you, nor been able to contact you or your emergency contact numbers by phone, to find out the reason for absence and likely return date.

Please can whoever receives this letter (the parent, friend, occupier or landlord) contact the school as a matter of urgency to tell us what the situation is.

Please inform us if the family have moved, or gone away or on holiday; and let us have their new address, or their phone numbers so we can establish contact; or give us details of any relatives or friends who may be able to assist. If the child is attending a new school then please let us know.

If there are any difficulties please get in touch and we will try to help find support for you so your child can return to school as soon as possible.

The school and the Local Authority are required to carry out enquiries to find a child who stops attending school. If we do not receive an adequate reply to this letter within one week then the school is required to advise the Local Authority. An Attendance Worker will visit the home and may contact Social Services and/or the Police in the course of their enquiries.

Your child's absence is being marked unauthorised and we will be considering removing his/her name from the school roll after 4 weeks.

Thank you for your co-operation

Yours sincerely

Head Teacher

Cc pupil file

School Attendance Worker

Letter c.

School Reasonable Enquiry Letter 2 with 4 copies

School Headed Paper

Parent Name

Address

date

Dear Parent

CHILD'S name.....dob.....

Your child last attended school onand we have not heard from you, nor been able to contact you or your emergency contact numbers by phone, to find out the reason for absence and likely return date. Nor have we received a response to a letter sent to your home address asking for information. Your home has been visited and enquiries carried out. The matter has been referred to the Local Authority.

As further information has not been forthcoming and your child has now had at least 13 days of unauthorised absence and you appear to be no longer resident at the above address, I am writing to advise you that your child's name will be removed from the school roll unless you get in touch within one week of the date of this letter (after 20 school days of unauthorised absence). At the same time your child's name is being entered on Ealing's Register of Children Missing Education. His/her name has already been entered by the school on the Department of Education's national Lost Pupil Database.

If you subsequently return to the area, and receive this letter, please get in touch to let us know. If your child has returned, then to obtain a school place, you have to apply through your home Local Authority. For Ealing residents please contact the In-Year Admissions Team at Perceval House on 8825 6339 (between 9 and 12 each morning) or visit the website at www.ealing.gov.uk/admissions for information and advice.

Yours sincerely

Head Teacher

Cc pupil file

School Attendance Worker

Childrens Social Care/SAFE for information (if appropriate)

Children Missing Education Lead

Letter d. Attendance Worker Reasonable Enquiry Letter 1

School or Schools Service (LA) Headed Paper

Parent Name

Or Occupier or Landlord

Address

date

Dear Parent or Occupier or Landlord

CHILD'S name.....dob.....

Your child last attended school onand the school has not heard from you, nor been able to contact you or your emergency contact numbers by phone, to find out the reason for absence and likely return date; nor has the school received a response to a letter sent to your home address asking for information. I visited your home without an appointment but could not gain access. The matter has been referred to the Local Authority and enquiries are in progress. This will include liaising with Children and Families (Social Services) and the Police if it is not possible to establish where your child is now living.

Please can whoever receives this letter (the parent, friend, occupier or landlord) **contact me on the above number as a matter of urgency** to tell us what the situation is.

Please inform us if the family have moved, or gone away or on holiday; and let us have their new address, or their phone numbers so we can establish contact; or give us details of any relatives or friends who may be able to assist. If the child is attending a new school then please advise me of the details.

If there are any difficulties please get in touch and I will try to help find support for you so your child can return to school as soon as possible.

If I have not heard from you by *date one week ahead* then I will visit the home at *time* on that day.

Thank you for your co-operation

Yours sincerely

School Attendance Worker

Cc school for pupil file

Form e - SCHOOLS REASONABLE ENQUIRY FORM (to be completed prior to removal from roll) p1/2

Use where pupils have stopped attending, and contact has not been made, and where next school/educational provision is not known

(Pupils who have stopped attending but who have not moved are non attenders NOT CME; they must remain on roll and be dealt with as non attenders)

If not resolved by school, pass to Link Attendance Worker (primary schools) or to Frank Jenkinson (high schools) to progress, and copy to CME Lead Penny MacDonagh for further checks and action.

SCHOOL NAME **School attendance lead**

Part 1.

Child's / Children's Names

CHILD 1.....DOB.....School.....

CHILD 2.....DOB.....School.....

Address Post Code.....

Other siblings known? YES / NO if Yes who/whereAdd to Notes Section on page 2

LAST DAY OF ATTENDANCE..... **Attach attendance certificate and pupil details from Sims**

ENQUIRIES MADE... (All schools)

Landline.....dates rung and outcome.....

Mobile 1.....dates rung and outcome.....

Mobile 2.....dates rung and outcome.....

Emergency contact 1..... dates rung and outcome.....

Emergency contact 2..... dates rung and outcome.....

School letter sent to home on date.....

ENQUIRIES MADE... (High Schools) Worker's name.....

Home visit made Date Home visit and card left.....

Accommodation appears uninhabited? Yes / No ; Bins empty Yes / No ; Post piled up Yes / No

Estate Agent sign outside Yes / No If yes, name and phone number

Neighbours information if any?house number.....

Letter sent and date date(s)

Outcome / Other info

Other information

Was absence following a holiday? Yes / No - If yes – authorised / unauthorised

Any previous long absences or holidays Yes / No

Known to Childrens Social Care (social services) Yes / No

Child protection/safeguarding concerns? Yes / No

If yes to above, name of social worker.....

Vulnerability eg Domestic Violence, SEN, temp accommodation, mobility,

Travellers Yes / No Asylum seekers Yes / No

Other relatives or friends known locally? Yes / No Details.....

Any other information or concerns (attach extra page if necessary)

.....

Mainly for high schools, do other pupils have information eg Facebook?.....

Parent and Pupil Email address

Previous school (where known).....

Ethnicity.....

Date when this form passed to ESW (primary) or Frank Jenkinson (high).....

Cc Penny MacDonagh CME Lead

Continued

ATTENDANCE SERVICE REASONABLE ENQUIRY Worker's name

Tribal checked for siblings (postcode)

Phone calls made and dates.....

Home visit and card left.....

Accommodation appears uninhabited? Yes / No ; Bins empty Yes / No ; Post piled up Yes / No

Estate Agent sign outside Yes / No If yes, phone number

Neighbours information if any?house number.....

Letter sent and date

Notes / Outcomes

School advised of outcome and asked to post on S2S (if appropriate).....date.....

Form passed to CME for further checks, tracking and registration as CME date.....

At this point if Pupil Registration Regulations are met, pupil can be removed from roll. The school and LA **must** both be satisfied that child is not living at the address on the school register, and is not living at a new address from which it would be reasonable to continue attending the same school.

Signed Attendance Worker

Phone number.....

GUIDANCE TO PRIMARY SCHOOLS ON REMOVING PUPILS FROM THE SCHOOL ROLL 2011

The Education (Pupil Registration) (England) Regulations 2006 (SI 2006/1751) apply to ALL schools. Link: <http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendancedata/a0010008/pupil-registration-regulations-and-guidance> -

- The 2006 Pupil Registration Regulations and amendment September 2010
- an outline of the changes from the previous 1995 regulations and
- Keeping Pupil Registers – Guidance on applying the Education Pupil Registration Regulations

Regulation 5 specifies that pupils join the school roll (ie must be listed in both the admissions and attendance registers) on the **expected first day of attendance**. It follows that the usual procedures for dealing with absence (and ultimately deleting from roll) therefore apply even where the pupil does not arrive on that day or at all.

Regulation 8 sets out the **only** circumstances in which pupils of compulsory school-age **can be deleted from the register** and schools **may not** delete pupils from the attendance register **until** they are deleted from the admissions register:

- the school is replaced by another school on a School Attendance Order
- the School Attendance Order is revoked by the local authority
- completion of compulsory school age
- permanent exclusion
- death of the pupil
- transfer between schools
- pupil withdrawn to be educated outside the maintained school system
- a medical condition prevents their attendance and return to school before the ending of compulsory school-age
- pupil is serving a custodial sentence of more than 4 months (not on remand)

AND ONLY after Reasonable Enquiry by both the school and local authority (to ensure pupils do not disappear from education by falling through gaps in the system, and are entered on CME register): schools to use form for Reasonable Enquiry

- failure to return from extended holiday more than 10 days after agreed return date, after both the school and local authority have tried to locate pupil (undertaken Reasonable Enquiry) without success *ie LA is satisfied that family no longer resides at address on register and that there is no good reason for absence such as illness or disrupted travel arrangements.*
- 20 days continuous unauthorised absence, after both the school and local authority have tried to locate pupil (undertaken Reasonable Enquiry) without success *ie LA is satisfied that family no longer resides at the address on register. If pupil is found, deletion should only be made if it is in the pupil's interests; in nearly all cases, other intervention will be required, for example, accessing specialist services, dealing with a transfer between schools, dealing with the matter as one of persistent truancy, and multi-agency working.*

Regulation 12 deals with **information returns to the local authority**. It **requires** schools to **provide their local authority with the details of pupils** who fail to attend regularly, or **have 10 days of continuous unauthorised absence (Primary Schools inform attached Link ESW Service worker)**. It also **requires schools to inform their local authority** of the following deletions of compulsory school age pupils as soon as they become aware of the circumstances and **before the deletion is made** –

- pupils' parents have advised in writing that they are withdrawing their children to educate them at home - inform Debby Legg (Excl. and Bhv. Support) 8825 6775
- permanent exclusion - inform Debby Legg (Excl. and Bhv. Support) 8825 6775
- school medical officer has certified the pupil's health prevents return to school before reaching end of compulsory school-age- inform Frank Jenkinson (ESW Service) 8825 5973
- pupil has ceased to attend the school and has moved away and no longer lives or boards within travelling distance of the school. – refer to CME Lead if appropriate Penny MacDonagh 8825 9447

REMEMBER - TO REFER ALL CHILD PROTECTION CONCERNS TO CHILDRENS SOCIAL CARE
- **TO USE S2S FOR ALL NEW ADMISSIONS AND LEAVERS**
- **TO ALWAYS REFER TO CME VIA YOUR ATTENDANCE SERVICE WORKER, ALL LEAVERS WHO ARE STILL WITH UNKNOWN DESTINATIONS AFTER REASONABLE ENQUIRY**
- **DO NOT DELETE FROM ROLL UNTIL YOU HAVE RECEIVED CONFIRMATION that THE CME TEAM IS DEALING WITH THE CASE**

DELETIONS FROM ROLL NOT IN ACCORDANCE WITH THE PUPIL REGISTRATION REGULATIONS are ILLEGAL

GUIDANCE TO HIGH SCHOOLS ON REMOVING PUPILS FROM THE SCHOOL ROLL 2011

The Education (Pupil Registration) (England) Regulations 2006 (SI 2006/1751) apply to ALL schools. Link: <http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendancedata/a0010008/pupil-registration-regulations-and-guidance> -

- The NEW 2006 Pupil Registration Regulations and amendment September 2010
- an outline of the changes from the previous 1995 regulations and
- Keeping Pupil Registers – Guidance on applying the Education Pupil Registration Regulations

Regulation 5 specifies that pupils join the school roll (ie must be listed in both the admissions and attendance registers) on the **expected first day of attendance**. It follows that the usual procedures for dealing with absence (and ultimately deleting from roll) therefore apply even where the pupil does not arrive on that day or at all.

Regulation 8 sets out the **only** circumstances in which pupils of compulsory school-age **can be deleted from the register** and schools **may not** delete pupils from the attendance register **until** they are deleted from the admissions register:

- the school is replaced by another school on a School Attendance Order
- the School Attendance Order is revoked by the local authority
- completion of compulsory school age
- permanent exclusion
- death of the pupil
- transfer between schools
- pupil withdrawn to be educated outside the maintained school system
- a medical condition prevents their attendance and return to school before the ending of compulsory school-age
- pupil is serving a custodial sentence of more than 4 months (not on remand)

AND ONLY after Reasonable Enquiry by both the school and local authority (to ensure pupils do not disappear from education by falling through gaps in the system, and are entered on CME register): schools to use attached checklists downloadable from CME Guidance

- failure to return from extended holiday more than 10 days after agreed return date, after both the school and local authority have tried to locate pupil (undertaken Reasonable Enquiry) without success *ie LA is satisfied that family no longer resides at address on register and that there is no good reason for absence such as illness or disrupted travel arrangements.*
- 20 days continuous unauthorised absence, after both the school and local authority have tried to locate pupil (undertaken Reasonable Enquiry) without success *ie LA is satisfied that family no longer resides at the address on register. If pupil is found, deletion should only be made if it is in the pupil's interests; in nearly all cases, other intervention will be required, for example, accessing specialist services, dealing with a transfer between schools, dealing with the matter as one of persistent truancy, and multi-agency working.*

Regulation 12 deals with **information returns to the local authority**. It **requires** schools to **provide their local authority with the details of pupils** who fail to attend regularly, or **have 10 days of continuous unauthorised absence (High Schools inform Frank Jenkinson ESWS Team Manager)**. It also **requires schools to inform their local authority** of the following deletions of compulsory school age pupils as soon as they become aware of the circumstances and **before the deletion is made** –

- pupils' parents have advised in writing that they are withdrawing their children to educate them at home - inform Debby Legg (Excl. and Bhv. Support) 8825 6775
- permanent exclusion - inform Debby Legg (Excl. and Bhv. Support) 8825 6775
- school medical officer has certified the pupil's health prevents return to school before reaching end of compulsory school-age- inform Frank Jenkinson (ESW Service) 8825 5973
- pupil has ceased to attend the school and has moved away and no longer lives or boards within travelling distance of the school – refer to CME Lead Penny MacDonagh 8825 9447

REMEMBER - TO REFER ALL CHILD PROTECTION CONCERNS TO CHILDRENS SOCIAL CARE

- **TO REFER TO THE School Attendance Service AS APPROPRIATE**

- **TO USE S2S FOR ALL NEW ADMISSIONS AND LEAVERS**

- **ALWAYS REFER TO CME LEAD ALL LEAVERS WITH UNKNOWN DESTINATIONS AFTER REASONABLE ENQUIRY, and DO NOT DELETE FROM ROLL UNTIL YOU HAVE RECEIVED CONFIRMATION THAT THE CME TEAM IS DEALING**

DELETIONS from roll not in accordance with the PUPIL REGISTRATION REGULATIONS ARE ILLEGAL

Best Practice Points for Schools

- Safeguarding (CP) Procedures take precedence where there are any such concerns, and must be discussed with your CP Lead in school
- Use the Form for Leavers for parents to complete if you know they are intending to move.
- Remember that any names on your pre-admission lists for Main Rounds Rising Fives, 11+, or Junior School, must be treated as leavers if they do not show up in September. Obviously if they don't attend the Induction / Open Day offered in the Summer Term, they should be contacted then to see if they are still intending to come in September, or have moved, or made alternative arrangements (for which you should get the details and record in school as well as advising Admissions).
- In-Year Admissions must likewise be accounted for once they have a Place Offered for your school.
- Use the Reasonable Enquiry Checklist detailing school actions to carry out 'Reasonable enquiry' and to refer on to your Primary Link School Attendance worker or the High School Attendance Worker for him/her to continue the 'Reasonable enquiry' when if a pupil who has left without giving details of their new address/school cannot be contacted and no new school has contacted you.
- Keep to the requirements to enter on the Lost Pupil Database, act in accordance with the Pupil Registration Regulations, and notify the CME Lead of all such pupils, **not taking them off roll** until acknowledged by CME Lead.
- Upload and download CTFs via S2S for all admissions and leavers, so all pupil movements can be tracked. Matthew Duffy 8825 7564 in Schools IT is the named S2S database officer and offers advice, guidance and training. Current usage of S2S is patchy across schools.
- All Leavers must be accounted for on your Leavers Lists with either a confirmed destination school (not always possible when gone abroad – emigration is a legitimate destination but ask for email confirmation from parents of new provision where possible) or be recorded as having been referred to the CME Lead after Reasonable Enquiry.

Please contact your school's Designated CP Lead, or the Children Missing Education Lead for advice or to discuss any related matters:

Penny MacDonagh
8825 9447
email: pmacdonagh@ealing.gov.uk

SECTION C

LOCAL AUTHORITY PROCEDURES – CHILDREN MISSING EDUCATION

- 1. LOCAL AUTHORITY LEAD AND CONTACT DETAILS** – the Named CME Lead is Penny MacDonagh Team Manager 8825 9447 pmacdonagh@Ealing.gov.uk

2. NETWORKS AND POINTS OF CONTACT

The CME Lead has an extensive range of key stakeholders (both statutory and non-statutory) listed in the Appendix. There is continuing publicity and contact, raising awareness and inviting referrals. Information Sharing Protocols have been established with other agencies. It is the responsibility of all agencies to work together to identify CME and resolve as quickly as possible; the longer a child remains out of school, the more difficult re-integration can be, the more risks they may be exposed to, and the more difficult to locate.

Training sessions are run most terms for new staff in education eg heads, administrators, new LA education staff. Publicity is available eg at Ealing Conferences. Gatekeeping updates are sent to all Heads. Information is on the Ealing website, Ealing Grid for Learning and with the Family Information Service.

The CME Lead attends regular meetings of the West London network for CME.

The CME Lead also manages the co-ordinated In-Year Admissions Scheme so is well positioned to ensure CME are placed whether in this or neighbouring borough, and that appropriate priority is ensured, whether by exceptional circumstances, appeal or Fair Access procedures.

3. NOTIFICATION ROUTES - Referrals

- From schools – where child has left the school and whereabouts or new provision not established; on an admission list but does not arrive and contact cannot be made; or where a school becomes aware through their own pupils/families or other contacts, of any child who is not registered at a school.
- From School Attendance Service and Truancy Sweeps
- From other teams within Childrens Services eg Elective Home Education, Childrens Social Care, YOS, TAS
- From Admissions
- From Notify and UKBA
- From Police Notifications
- From other Local Authorities - S2S secure messaging
- From S2S Reports (should be already aware from schools and Attendance Service)
- From members of the Public
- From Health, Women's Aid, Connexions, Young Carers, Parent Partnership, Probation, etc

4. ENTRY ON CME REGISTER

Referrals are entered on the Tribal PSS CME module. Data is held in line with the Data Protection Act 1998 and current Safeguarding Children legislation and guidance.

5. CATEGORIES OF CME STATUS ON THE CME REGISTER

There are 5 categories:

1. Active, unresolved, but in progress
2. Unresolved, no longer active as checks completed, will be reviewed
3. Resolved - child in education
4. Resolved – other – eg referred to Other Local Authority where now lives; emigrated
5. Other

6. LOCAL AUTHORITY PROCEDURES

6.a New referrals: Reasonable enquiry is made as appropriate ie if child not located or to confirm location: further checks on appropriate databases are made to obtain more information if required eg council tax, Frameworki, Admissions database, and with other agencies eg Housing, TAS, Benefits, other LAs. When a phone number or email address is provided, that will be tried, a letter sent to the occupant and a home visit made. Neighbours and caretakers can sometimes assist with information. This may confirm the family are still present, have gone away temporarily or permanently. Visits are undertaken with other professionals where indicated eg school health advisors, Safer Neighbourhood Police Teams.

6.b Assessment of vulnerability is made and compliance with Safeguarding procedures ensured eg private fostering may be identified and referred to Childrens Social Care; other evident needs will be referred appropriately eg to SAFE, CDT, SEN, CWD.

6.c If the child is located, and is not in school, the family will be advised and assisted as necessary to apply to schools. Where appropriate Fair Access Protocols will be invoked and exceptionally legal procedures.

6.d Determination of needs The family may be asked to give further information and to agree in writing to the CME Lead speaking to eg a hospital, to request written information to give more priority for an application or school admissions appeal. Involvement of other agencies will be considered as appropriate as above eg request for EP assessment, referral to CWD team or Parent Partnership, request for HV or SHA to help with registering family with GP. A CAF will be undertaken in a limited number of cases by the CME Lead. The referral will be closed when admitted to education or otherwise resolved (eg moved to another LA and referral made to that CME Lead). Relevant information will be shared with the new school (taking into account appropriate legislation eg DPA).

6.e Identifying and accessing appropriate provision and places. Weekly vacancy lists are produced in term time and weekly allocation undertaken. As above, appeals and Fair Access procedures may be helpful and appropriate in some cases. Liaison with other Local Authorities is helpful eg where family want a faith school and Ealing's are full. Legal action will be taken where necessary eg when a family do not progress an application or decline reasonable offers and the child continues to remain out of education. The CME Lead cannot refer directly to Alternative Provision (AP), though can refer to the High Schools Fair Access Panel who can refer on to Placement Meetings at the PRU who can progress AP, or in the case of y11 students, some students can be referred direct to AP by In-Year Admissions.

6.f Monitoring, Tracking and Reconciling Movements. The CME Lead has regular contact with schools, and continues the Training sessions above. There is a rolling programme of school visits, those with the highest mobility being prioritised. Advice and support are offered to ensure the procedures relating to CME are being followed and form part of their Safeguarding procedures. The CME Lead provides a review report to the school with best practice and action points which can be used by the school in its SEF and in any Ofsted inspection. The review covers use of de-registration protocols, checking Leavers Lists to reconcile, use of S2S for transferring pupil data and uploading lost and missing pupils, and use of the CME procedures.

The CME Lead checks the S2S database half termly to download leavers and follows up with schools where no Reasonable Enquiry has been received.

Reconciliation of in-year and main round admissions is carried out. Infant school lists in the final year (Y2) are checked to ensure a school application has been made for the following school year – if not they are followed up to ensure this happens or that parents have made other appropriate provision.

6.g Reporting. Reports are produced termly and annually for the Ealing Children's Safeguarding Board. The reports cover the numbers on the CME register, numbers referred each term and running total of CME since the CME register started (September 06); numbers by outcome category, school year, gender, post code, ethnicity, referral agency, anonymised details of those not located. A commentary is provided eg under and over-representation of particular groups, or postcodes. This can be used to identify whether different procedures or provision should be established to address such issues.

APPENDIX 1 2011 CME GUIDANCE

DETAILS OF PARTNER AGENCIES

	Client Group/Agency	AGENCY & CONTACT DETAILS
1.	CYP who have committed or are considered at risk of offending	Youth Offending Service 2 Cheltenham Place, Acton London W3 8JS. Tel: 020 8993 9555.
2.	CYP living in women's refuges, in families who have experienced domestic violence	1. Ealing Women's Aid 2. Hestia Housing for Women
3.	Domestic Violence Leads	SAFE Northolt
4.	CYP in temporary accommodation Including asylum seeking families Housing Support	Head of Housing Needs Assessment and Support
5.	Young Carers	Young Carers Project
6.	Connexions (14 yrs up)	
7.	CYP coming to attention of Police Including Young Runaways	Metropolitan Police
8.	CYP elective home education	EHE team
9.	Teenage Mothers of Statutory School Age	EOTAS where appropriate
10.	YP on roll of Alternative Education Providers	Strategy co-ordinator Education Other than At School (EOTAS)
11.	Behaviour and Social Inclusion Service This includes:	Head of Service
a.	SAFE ADOLESCENT SERVICE (12-19 yrs) Includes – Somali support workers	

b	SAFE (0-12 yrs) – SUPPORTIVE ACTION FOR FAMILIES IN EALING incorporating Home Start, SureStart, Northolt Family Centre, FWA Family Support Service and substance misuse worker and DV worker	Southall – 8825 9800 Northolt Greenford Perivale 8842 0220 Acton Ealing Hanwell 8825 7819
c.	The Study Centre Primary SC	Head of Study Centre 8575 9561
12.	ESCAN – Ealing Services for Children with Additional Needs including CYP with SEN and Statements	ESCAN Joint Heads SEN PO SEN Principal Educational Psychologist CWD Team Manager Portage
13	SENSS	
14	CYP EAL	Margaret Allan
15	ADMISSIONS Main Round In-Year	Team Managers
16	CYP with poor attendance, and pupils with history of mobility and gaps in their education	School Attendance Service (SAS) previously Education Social Work Service
17.	CYP Travellers	Travellers Achievement Service
18	Ealing Homes	Housing Management
19	CYP known to Children's Services Social Care Teams. RAT, CiN, LAC including Kinship Care Team, Fostering and Adoption, Hospital SW teams, Childminding Lead.	Judith Finlay – Director of Childrens Services CP Advisers and Chairs
20.	And CYP in Public Care (CYPPC or LAC) including unaccompanied asylum seekers or refugees, who are accommodated	LACET Co-ordinator and Virtual Head Teacher
21	HEALTH	

	<p>Primary Care Ealing PCT</p> <ul style="list-style-type: none"> • Other health • GPs • A&E, • paediatrics • midwives & maternity • Child Development Team WLMHT, • CAMHS • PCTs, • Vulnerable Children's (Clifton / Southall Pilot) Project • NHS Walk-in Centre, Southall 	
22	CAFCASS	Uxbridge office
23 a	Intuition Ppims: Parent Partnership Inclusion and Mediation Services Craven Rd Ealing	
23 b	Parent Partnership Continyou	63 Mattock Lane W13 9LA 8280 2251 Alexandra
25	Somalian People with Disabilities –	www.step1.org.uk
26	Ealing Community and Voluntary Service (ECVS)	Lido Centre 63 Mattock Lane W13 9LA
27	Probation – 3 offices	
28	Ealing Pre-School Learning Alliance	Hanwell Library Cherington Road Hanwell London W7 3HL 8567 5247
29	Victoria Climbié Foundation	Mor Dioum Dioummor@hotmail.com 020 8571 4121
30	Southall Black Sisters	southallblacksisters@btconnect.com 21 Avenue Road Southall, Middlesex UB1 3BL

		020 8571 9595
31	Acton Law Centre and Southall Rights	
32	Religious Leaders	Muslim, Hindu, Sikh
	UKBA - UK Border Agency	http://www.bia.homeoffice.gov.uk to verify the immigration status of children: -for enquires about the immigration status of individuals who are not claiming asylum, contact the 'LA Desk' in the UKBA Enquiries Unit on: Tel: 0845 601 2298; Fax: 020 8196 3049; and -for enquires about the immigration status of individuals who are claiming asylum, contact the UKBA 'LA Communications Team' on: Tel: 020 8760 4527.

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