

Enderby Road Infant School

CHILDREN MISSING FROM EDUCATION

Policy and Procedures



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I. Introduction

I.1 Overview

This document provides an outline of Enderby Road Infant School policy and procedures for identifying, registering and tracking Children Missing from Education. It identifies the statutory responsibility that schools and the Local Authority have and the action required of schools and the Local Authority.

This guidance has been produced to effectively support the implementation of the duty that local authorities have to identify children who are not registered pupils at a school and are not receiving a suitable education otherwise than at a school. This policy implements the revised statutory guidance for local authorities in England and its subsequent amendments which reflects emerging priorities.

North Lincolnshire Council adheres to the 'Working Together to Safeguard Children' guidance.

The overall aim is for all children and young people in North Lincolnshire to have the opportunity to fulfil their potential through access to education. The purpose of the section 436A of the Education Act 1996 is to ensure that local authorities' arrangements enable them to establish the identities of children in their area who are not registered pupils at a school, and are not receiving suitable education otherwise than at a school (eg privately or in alternative provision). Those children identified as not receiving suitable education should be returned to full time education either at a school or in alternative provision. **This duty only relates to children of compulsory school age.**

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, and may be from disadvantaged families (experiencing multiple risks such as

poverty, substance misuse, mental ill-health and poor housing), travelling communities, subject to forced marriages, immigrant families, be unaccompanied asylum seeking or trafficked children, and any child may be at risk of neglect, abuse, child sexual exploitation or disengaged from education.

Children at risk of harm/neglect, children of Gypsy, Roma and Traveller (GRT) families, families of Armed Forces, missing children/runaways, children at risk of child sexual exploitation, radicalisation and children supervised by the Youth Justice System are highlighted as particularly at risk of missing education. However, this list is not exhaustive.

These procedures in this policy support;

- Section 175 of the Education Act 2002, which places a duty on local authorities to exercise their functions with a view to safeguarding and promoting the welfare of children.
- Section 10 of the Children Act 2004, which requires the local authority to make arrangements to promote co-operation between the local authority, each of their relevant partners and such other persons or bodies, working with children in the local authority's area, as the authority consider appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority's area – which includes protection from harm or neglect alongside other outcomes.
- Section 11 of the Children Act 2004, which requires a range of organisations to make arrangements for ensuring that their functions, and services provided on their behalf, are discharged having regard to the need to safeguard and promote the welfare of children.
- Section 436A of the Education and Inspections Act 2006 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.
- The requirements of Statutory Instrument 2006 No 1751 The Education (Pupil Registration) (England) Regulations 2006.
- The local authority Joint Missing Children Protocol
- Procedures for information sharing and the Early Help Assessment framework
- LSCB (Local Safeguarding Children Board) procedures to safeguard, protect from harm and promote the welfare of all children.

1.2 Definitions

The national definition of children who are not receiving a suitable education is:

“A compulsory school-age child who is not on the roll of a school, not placed in alternative provision by a local authority, and who is not receiving a suitable education at home”.

Suitable education is defined as:

“Efficient full-time education suitable to a child's age, ability and aptitude and to any special educational needs the child may have”.

Alternative provision is defined as:

“Educational provision arranged by local authorities or schools, and made off-site by a voluntary or private sector provider or by a Pupil Referral Unit/Short Stay School”.

1.3 North Lincolnshire Council will embrace its statutory responsibilities by ensuring:

- That all pupils who go missing from schools in the North Lincolnshire area and move to other areas are speedily located and children are adequately safeguarded in the process

- All departments, services and agencies will work together and share information regarding children who may be missing education
- Support is given to other local authorities to locate their own missing pupils

1.4 Reasons for Missing Education

Children can go missing when they do not enter, or fall out of the education system and there is no systematic process in place to identify those children; or to ensure that once identified they engage or re-engage with appropriate provision. Ofsted estimates that there are approximately 10,000 children missing from school every day. There is considerable research available that identifies the reason for children and young people being 'missing from school'.

Examples of children who have never been on a school roll include:

- New to the country or area and not yet registered at a school
- Refusal to accept an offered school place
- Refusal to start school
- Elective home education that is unsuitable in accordance with Section 7 of the 1996 Education Act
- Children of highly mobile families
- Lack of understanding/disregard of their parental responsibilities with regard to education
- Children caring for parents or siblings
- Children living in refuges
- Children whose parents are in breach of a School Attendance Order
- Children who should be in alternative provision but are awaiting placements to be made.

Examples of children who have been on a school roll, but have then left, destination unknown include:

- Children sent abroad to be with other family
- Forced Marriage
- Children believed to have moved location within the UK but destination unknown
- Permanently excluded and not placed in other provision from the sixth day of exclusion
- Children working illegally, location unknown
- Runaways
- Children removed from school by parents/carers, alternative provision unknown
- Illegal or informal exclusion**
- Children at risk of radicalisation

There are also situations where personal circumstances of the child or of their family/carers may contribute to the withdrawal process and the failure to make a transition, for example parents/carers escaping domestic violence, or families moved quickly under the police witness protection scheme.

There are other circumstances when a child could go missing, and it may be regarded as relatively minor because the child returns home quickly, or is not believed to be in any serious danger even if they are found and do not return. However, there are more serious cases, such as being abducted by his/her parent, abductions by a stranger or abduction that later results in a child's death. It is therefore essential that when any child goes missing from education, the case is approached in a sensitive and structured manner.

** 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods

1.5 Identifying and Engaging Stakeholders

In paragraph 17.97 of the Victoria Climbié Inquiry Report, Lord Laming recommended that: “Front line staff in each of the agencies which regularly come into contact with families with children must ensure that in each new contact, basic information about the child is recorded. This must include the child’s name, address, age, the name of the child’s primary carer, the child’s GP and the name of the child’s school if the child is of school age. Gaps in this information should be passed on to the relevant authority in accordance with local arrangements.”

It is necessary to raise awareness amongst all stakeholders about how to inform the local authority about children missing from education, in order to ensure that all agencies apply this principle consistently. Often another agency becomes aware of the arrival or the existence of a child living in the area but not in education, before the local authority is aware.

Key Stakeholders in North Lincolnshire include:

North Lincolnshire Schools, Early Years providers, School Admissions Team, Special Educational Needs Team, Education Welfare Service, Pupil Referral Units/Short Stay Schools, Independent Schools, Alternative Education Providers, Further Education Institutions, Identified Work Placements, Children and Young People Service, Children and Young People Service, Local Safeguarding Children Board, Homeless Hostels, Domestic Refuge, Social and Private Housing Providers, Health Service, Accident and Emergency Departments, Benefits Agency, Police, Youth Offending Service and Voluntary Organisations.

In order to ensure all children and young people in North Lincolnshire are receiving education it will be necessary to regularly raise awareness with all stakeholders of the importance of missing children and remind agencies of the need to notify the local authority if they suspect a child is missing from education.

1.6 Assessing Vulnerability

Although the subject of this guidance is about children missing from education, there may be occasions when a child is identified as missing from education may have been subject to a crime. Considering the following questions could help identify episodes when police and social care involvement may be necessary:

Is there a good reason to believe that a crime may have been committed? The following questions could assist a judgement:

- Is this very sudden and unexpected behaviour?
- Has the child/young person gone missing with their family?
- Has the child/young person gone missing without their family?
- Is there any health, religious or cultural reason to believe that the child/young person is at risk of harm – eg forced marriage, honour crimes, radicalisation?
- Have there been suspicions in the past concerning this child/young person and family which together with the sudden disappearances are worrying?
- Have there been any known concerns regarding child sexual exploitation or trafficking?

If the answer to the above questions is yes, then a referral to the police and social care should be made – local LSCB procedures should be followed. The Children Missing Education Officer should also be informed.

1.7 The cost of missing education

The costs of missing out on education are very high both to the young people and their families and to society as a whole. Lack of or no qualifications, a fractured educational history and low levels of literacy and numeracy can be a likely outcome.

Truants are more likely than non-truants to leave school with few or no qualifications and there may be linked effects into adulthood. Those who miss school are more likely to be out of work at age 18 and are more likely to become homeless. For example, over three quarters of homeless teenagers in one Centre Point study were either long-term nonattendees or had been excluded from school.

The most striking link is crime. According to the Audit Commission, nearly half of all school age offenders have been excluded from school and a quarter truanted significantly.

Other Social Difficulties

- Vulnerable to sexual and other forms of exploitation
- Involvement with substance abuse (cigarettes, alcohol and drugs)
- Young parents
- Anti-social behaviour
- Criminal Activity
- Mental health difficulties
- Physical health difficulties (especially from health related issues linked to poverty)

1.8 Parents Responsibilities

Parents have a duty to ensure that their children of compulsory school age are receiving efficient full-time education. Some parents may elect to educate their children at home and may withdraw them from school at any time to do so, unless they are subject to a School Attendance Order. Where a parent notifies the school in writing of their intention to home educate, the school **must** delete the child from its admission register and then inform the local authority.

Children who have special educational needs and have an Education Health and Care Plan (EHCP) can be home educated. Where the EHCP sets out special educational provision that the child should receive at home, the local authority is under a duty to arrange that provision. Where the statement names a school as the place where the child should receive his or her education but the parent chooses to home educate their child, the local authority must assure itself that the provision being made by the parent is suitable to the child's special educational needs. In such case the local authority must review the EHCP annually.

1.9 Our School's Duties

The school must monitor pupil's attendance through their daily register. The school should agree with the local authority the intervals in which we will inform local authorities of the details of pupils who are regularly absent from school or who have missed 10 school sessions or more without permission. The school must also notify the authority if a pupil is to be deleted from the admission register in certain circumstances. Pupils who remain on the school roll are not necessarily missing education but the school should monitor attendance and address it when it is poor. It is also important that pupils' attendance is discussed with the authority, particularly if they are in Persistent Absentee (PA) status of 90% or less. It is important that the school recognises the expectation to identify patterns of absence and

concerns as early as possible to reduce the impact on attainment and on young people missing from education and address this with appropriate support packages through early help assessment.

Our school also has safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences.

The school must also arrange full-time education for excluded pupils from the sixth school day of a fixed period of exclusion and the first five days of a permanent exclusion. This information can be found in the school attendance and exclusions advice.

In cases of general school absence, the school should follow our normal daily routines for investigating pupil absence (i.e. telephone calls, letters, invitations to meetings at the school etc, early help to address emerging needs and referrals to the Inclusion Service of the local authority.

Any unexplained absence of a child who is subject to a child protection plan, must be treated as the highest priority and the Children's Social Care Team must be advised.

1.10 Local Authorities' related duties and powers

Local authorities can use other duties and powers to support their work on CME. These include:

- Providing suitable full-time education to permanently excluded pupils from the sixth school day of exclusion;
- Safeguarding children's welfare, and their duty to co-operate with other agencies in ensuring children's safety;
- Serving notice on parents requiring them to satisfy the local authority that their child is receiving suitable education when it comes to the local authority's attention that a child might not be receiving such education
- Issuing a School Attendance Order (SAO) on parents who fail to satisfy the local authority that their child is receiving a suitable education, and in the opinion of the authority it is appropriate that the child should attend school;
- Prosecuting parents who do not comply with an SAO;
- Prosecuting or fining parents who fail to ensure their school-registered child attends school regularly;
- Applying to the court for an Education Supervision Order (ESO) for a child.

1.11 Regulations about when a school may delete a pupil's name from its Admissions Register

The Education (Pupil Registration)(England) Regulations 2006 govern when a pupil can be removed from the admission/attendance register.

The regulations enable schools to delete compulsory school age children in the following circumstances:

- The school is replaced by another school on a school attendance order
- The school attendance order is revoked by the LA
- Completion of compulsory school age
- The permanent exclusion of a pupil – (subject to appeal)
- The death of the pupil
- The pupil is transferred between schools and known to be on roll
- The pupil is withdrawn to be educated outside the school system
- The pupil fails to return from an extended holiday after both the school and the LA have been unable to locate the pupil
- A medical condition prevents their attendance and return to the school before ending compulsory school age, although it is anticipated all avenues of support have been exhausted prior to this
- The pupil is in custody for more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period (confirmation should be sought from the LA prior to removal)
- There are 20 continuous unauthorised absence days and both the LA and the school have been unable to locate the pupil
- The pupil has left the school but it is not known where he or she has gone, after both the school and LA have been unable to locate the pupil

All other deletions are illegal and could result in court proceedings against the person responsible. With the exception of pupils who are subject to a school attendance order and pupils with special educational needs for whom the LA has made arrangements, there is currently no requirement for LA approval of deletions from registers.

Whenever a pupil joins or leaves a school then an electronic common transfer file (CTF) must accompany that pupil to the new school.

2. Procedures for intervention with Children Missing Education

2.1 School Intervention

All schools should take reasonable steps to contact parents when a child leaves a North Lincolnshire school:

- where the school has not been advised by the parent which new school the child is to attend;
- when the child is believed to have gone on an extended leave of absence; or
- when a child has not returned from an extended leave of absence when expected.

Where a child has a Child Protection Plan (or has been the subject of a Child in Need plan) the **school** and **the LA Inclusion Service** must inform the Duty Team immediately.

When a child is expected to join the school either at a normal time such as Nursery, Reception or Year 7, or at any other time and s/he does not arrive the school should try to contact the parents by telephone or letter. This should be a recurring process during the first week. Contact with the School's Admission Team and any other known sources should also take place and be recorded. The child should not be removed because they have not turned up to school on the first day.

If after **one week (or sooner if there are concerns for the welfare of the child)** there has been no contact made, the school should confirm with the LA Admissions Team that the child has/has not been registered elsewhere. If the child's whereabouts cannot be determined

Form CMEI (Appendix I), should be completed and the referral sent to the LA Children Missing Education Officer no later than the tenth day of absence.

The pupil should not be removed from roll until the pupil's whereabouts and safety has been confirmed, that the pupil is registered at another school or is being educated otherwise, or cannot be traced. Only then will the Children Missing Education Officer confirm that the child can be removed from roll.

If a pupil is absent for a prolonged period or fails to return from a leave of absence, the school should follow the normal procedures for investigating pupil absence, such as telephone calls, letters, meetings at school. If the child does not return to school the matter should be referred to the LA Inclusion Service. The pupil should not be removed from roll until the Children Missing Education Officer agrees.

If a pupil 'disappears' without any warning the school should immediately notify the Children Missing Education Officer.

In the event of a parent informing the school that their child is being removed to be educated at home the Lead Officer, Casework and Compliance (currently Wendy Holmes) should be informed via a copy of the parental letter to school. The child's name will then be placed on the LA elective home education database and arrangements made for the LA to satisfy itself that the education being provided is 'suitable', in accordance with Elective Home Education procedures.

When a pupil is deleted from the Admission register the school must clearly indicate the date and the reason for the removal from roll, (Regulation 8 of the 'Education (Pupil Registration) (England) Regulations 2006' provides guidance on deletions from Admissions Register). In the event of a pupil moving to another school the name of the school **must** be indicated on the school's database and the pupil's records should be sent to the new school **within 15 days**. Before a child's name is removed from the school roll the LA must be informed through the LA Inclusion Service and the Children Missing Education Officer.

In order to protect vulnerable children and in line with best practice requirements, pupils should not be removed from the school roll until they are confirmed to have been admitted to a new school or advised to do so by their Children Missing Education Officer.

If the pupil is to be removed from roll for any other reason the school will be supported to make to make appropriate enquiries about the child's whereabouts.

School should monitor all deletions from the school roll by race, ethnicity, gender and SEND to ensure that it is fulfilling its obligations under the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act (2001).

If the school learns of a school aged pupil without a school place (for example through a sibling or friend of an existing pupil, or a child is on the waiting list), the school must inform the LA's Admissions Team and the Children Missing Education Officer.

Where a pupil is resident in another local authority, it is the school's responsibility to notify the 'home' authority of any of the above circumstances.

2.2 The Use of S2S and the Lost Pupil Database

If the school knows which school a pupil is moving to they should ensure that the Common Transfer File (CTF) is sent to the receiving school via S2S as quickly as possible. The new school may then apply for the full school record

If the new school is unknown the CTF should be coded XXXXXXXX (destination unknown) or MMMMMMMM (moved to Independent Sector or out of country including Scotland) and uploaded onto S2S in the normal way. These records are then stored in a secure area of S2S known as the Lost Pupil Database (LPD). If a CTF file is rejected schools should recode the file MMMMMMMM.

The School should check S2S for CTF's of new pupils. If a new pupil is admitted and the CTF is not available, schools should request that the LA's Applications team (01724 296644) search the Lost Pupil Database for the pupil's CTF which can then be forwarded to the school. Until a child/young person is located the LA should maintain a record of their details Information and training on S2S is available from the Applications team. Schools can look up information on schools in England by using the DfE database <http://www.edubase.gov.uk/EstablishmentFind.aspx>. This will give the address and telephone number of the school as well as its DfE number.

Whenever a pupil joins or leaves a school then a Common Transfer File must accompany him/her. In the case of pupils in custody, they can only be deleted from the admission register if they are in custody for a period of more than 4 months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period. Checks and confirmation should be sought from the LA prior to removal from roll.

2.3 Excluded Pupils

The following extract is taken from paragraph 4.3 of the DfE statutory guidance 'Exclusion from maintained schools, Academies and pupil referral units in England':

The head teacher must, without delay, notify the governing body and local authority of:

- A permanent exclusion
- Exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a school year
- Exclusions which would result in the pupil missing a public examination or national curriculum test

For all other exclusions, the head teacher must notify the local authority once a term.

The guidance also requires that the local authority must arrange suitable full-time education for no later than the sixth day of any permanent exclusion. Schools are required to arrange full-time education from the sixth school day of fixed period exclusion and the first five days of a permanent exclusion. Where schools believe a pupil is at risk of permanent exclusion, they should refer to the North Lincolnshire Graduated Approach and consider a referral to the Fair Access and Inclusion Panel, for consideration of a placement in suitable alternative provision or a managed move. Schools should also consider an early help assessment to support the emerging needs of the young person.

Pupils who are on the roll of a PRU are subject to the same regulations. It is the school's responsibility to monitor the attendance of those pupils on its school register with personalised learning programmes, and the quality of education provided by external providers.

2.4 Education Inclusion Service – Casework and Compliance (formerly Education Welfare Service, Personalised Learning and LACES)

When a child is referred to the Inclusion Service via the CME officer, by a school or other agency/individual as being in danger of going missing from school, the case will be prioritised and case work undertaken until either the child is back in school or it has been confirmed that the child is without a school place in which case the Admissions Team will be informed.

Truancy sweeps with the police in attendance may be carried out and school-age pupils found out of school will be stopped and enquiries made as to their educational status. If necessary the pupil will be escorted back to school. If the child is found to be without a school place the child's details will be given to the Admissions Team and CME Officer who will undertake enquiries to secure an appropriate education placement for the young person.

The Inclusion Service has a statutory duty to inspect school registers in maintained schools and ensure that they are being kept in accordance with regulations. The service can inspect registers in Academies with permission from the school.

Inclusion Officers will ensure all information about children missing education is promptly passed onto the Children Missing Education Officer.

2.5 Admissions Team

The Admissions Team has responsibility for:

- Ensuring that the admission arrangements meet the statutory requirements of the School Admissions Code. (Local authorities are the admission authorities for community and voluntary controlled schools. School governing bodies are the admission authority for voluntary aided schools, academies and foundation schools)
- Establishing a process to enable parents to express a preference for a place at either an infant, junior, primary or secondary school.
- Ensuring that every child who expressed a preference for a school place is allocated a single offer of a place.
- Establishing an appeals mechanism whereby parents who do not receive a place at their preferred school can appeal against the decision to an independent Appeals Panel

Co-ordinating admission arrangements for:

- Primary Sector – between all admission authorities within the North Lincolnshire area boundary
- Secondary Sector – between all admission authorities within the North Lincolnshire area boundary and with the neighbouring authorities.
- During the course of the academic year, processes requests for mid-year admissions and transfers between schools.
- Applying the Fair Access Protocol as determined by the Admissions Forum.

To contribute to the work of ensuring that all pupils are on a school roll and attending school, the Admissions Team works as follows;

- To ensure that children in care are given priority over other children where schools are oversubscribed
- To provide advice about admissions for families recently arrived from overseas.
- Contributes to the maintenance of an efficient pupil database which, following liaison with schools and parents as necessary, records the school places offered and those taken up or declined
- Follows-up and monitors the outcome of admission referrals made to the Authority's schools and refers to the Children Missing Education Officer when a child fails to take up a place after making appropriate enquiries
- May be one of the first contacts for enquiries from other LAs regarding missing children, and identifying if a child is on the roll of a North Lincolnshire school
- Processes requests for transfers of school, liaising with schools and parents to effect the transfer
- Provide timely reports to the CME officer in respect of all pupils of compulsory school age who are not currently on a school roll, their allocated school and their start date

2.6 Ethnic Minority and Traveller Achievement Service (EMTAS)

Traveller children are frequently identified as being 'missing from school'. This can be for a variety of reasons but particularly because: They fail to make a successful transition at the end of Year 6 to 7.

They live within families who frequently move from place to place within the North Lincolnshire area, across authority boundaries and, sometimes, to other parts of the UK. They may live within families who are on the move in trailers, on some occasions camping illegally. Children with no school place usually come to the attention of the EMTAS Team through:

- Home visits made with regard to siblings who are in school
- Visit to illegal and legal encampments
- Referrals received from other authorities with information about families that are known to have moved to North Lincolnshire
- Anonymous complaints and information from members of the public

The EMTAS Team's response to finding a child not on any school roll is to:

- Discuss with parents and facilitate an application for admission by providing appropriate advice
- When parents oppose school placement, inform the Inclusion Service if there is no indication that the child is receiving education under Elective Home Education
- Undertake home visits accompanied where there are particularly difficult issues, accompanied by an inclusion officer if necessary
- Explain procedures where parents choose Elective Home Education, and ensure that this is followed
- Inform the appropriate local authority where a child is living outside the North Lincolnshire area
- Keep a record of children not on any school roll and inform the Children Missing Education Officer

2.7 Former Children in Care Education Team (LACES) – Education Inclusion Team

As part of the restructured Inclusion Service – Casework and Compliance, inclusion officers promote the educational attainment and progress of looked after children who are the responsibility of North Lincolnshire LA. Officers are also able to offer limited help and advice with looked after children living in North Lincolnshire from other authorities.

The team is able to help and advise social workers, designated teachers, foster carers and residential carers with regard to school attendance, and ensure that looked after young people engage with education.

If a child in care is believed to be missing the named social worker for the child must be informed immediately by the agency that has raised concern.

Consideration should always be given to the vulnerability of these children, particularly the risk of sexual exploitation/trafficking/radicalisation should they go missing.

2.8 Private Fostering Arrangements

If a person is looking after a child who is not related to them for a period of 28 days or more, this could be deemed to be a private fostering arrangement. The law requires that the local authority is notified of all private fostering arrangements. Advice and support is available

and notification will help to ensure the child is safe. Failure to inform the local authority is an offence.

2.9 Children Missing from Education Officer

LA's are responsible for ensuring that all children of compulsory education age are in receipt of suitable and efficient education appropriate to their age, aptitude and ability whether at school or otherwise.

The Children Missing Education Officer;

- Is responsible for maintaining a database as well as identifying, tracking, following up and engaging notified pupils
- Is the named contact within the LA for all referrals and works closely with the CMISS Team to produce information and reports
- Will establish routes for raising awareness with partner agencies and updating them on procedures
- Investigate referrals made by other LA's
- Provide reports to senior managers as required
- Cross reference cases against other known databases in order to ensure there are no safeguarding issues
- Liaise with schools re children missing education in regard to cases and offer advice and support
- Provide training to other agencies as required to expand the knowledge and processes of children missing education
- Attend data tracking and operational groups for children missing as required
- React to information received from other agencies, authorities and schools
- Undertake relevant training to keep up to date with issues – e.g. prevention of exploitation – (sexual and other) • Attend regional meetings

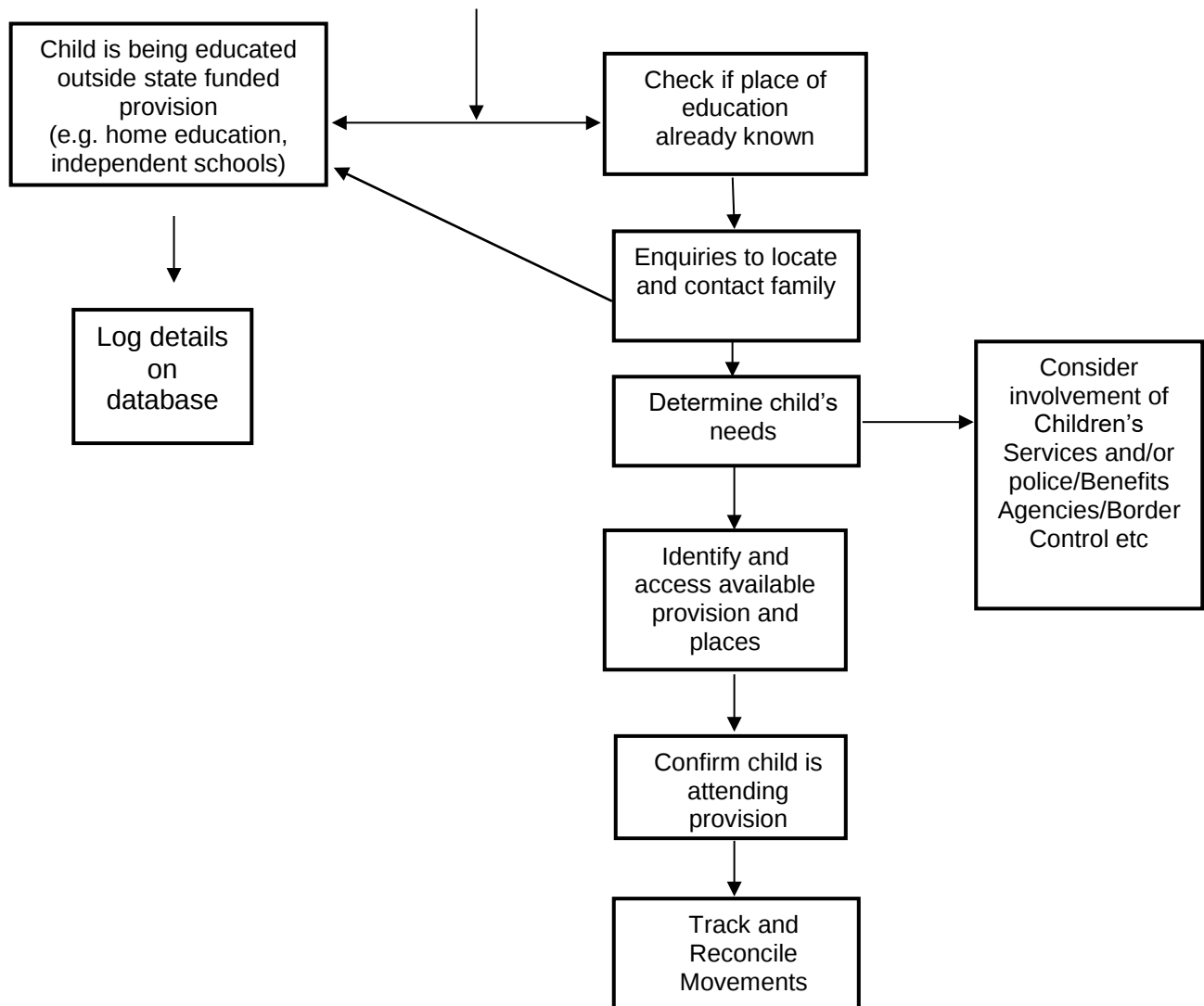
On receipt of an enquiry regarding a pupil without a school place, the Capita One database, and other electronic records, will be checked as appropriate. If the recorded school is different from the last known school then the recorded school will be asked if the pupil is on roll.

If Capita One shows the pupil is out of school, a check may be made with;

- Education Inclusion Officers
- The SEND Team
- The Admissions Team
- The Referral Management Team
- EMTAS
- Children's Services, **mandatory if concern regarding a child's welfare**
- Children's Safeguarding Nurse
- Other contacts as appropriate, in order to ascertain the child's whereabouts and if see if educational provision is being provided.

2.10 INTERVENTION PROCESS

LA Receives information about a child



If the pupil is not known to any of the above the Children Missing Education Officer will investigate the circumstances of the pupil being out of school with support from the Admissions Team, the Education Inclusion Service and any other services/agencies as appropriate. In particular, consideration should be given to contact with Children's Services and the Police if there is a concern for the child's welfare. The pupil will be recorded on the CME capita system.

Every effort will be made to secure an appropriate school place, taking into consideration the pupils' and parents' wishes regarding placement, and where appropriate the case will be considered at a multi-agency panel. Legal action will be taken by the Education Inclusion Service – Casework and Compliance, on behalf of the LA, if necessary to secure a child's entitlement to education.

The Children Missing Education Officer may make a referral or request management intervention in order that appropriate provision can be identified.

In the event of a child not being found the Children Missing Education Officer will liaise with the police, health and social care services as is necessary. It may also be necessary to access information from the Inland Revenue to assist with enquiries about a child's safety and welfare. When the child is found information will be recorded on capita and consideration given to an Early Help Assessment (EHA), should one be required by the most appropriate person.

The EHA will assess the needs of the child. The use of the EHA as a means of analysing the child's needs will enable practitioners to combine their assessment with that of any other professional who might already be working with the child or have completed a specialist assessment for them. Resulting in professionals from different disciplines working

collaboratively to build up a picture of the child's needs over time and take appropriate action without undue delay.

Families moving between local authority areas can sometimes lead to a child becoming 'lost' in the system and consequently missing education. Where a child has moved, LA's should check with other local authorities – either regionally or nationally and share information in order to ascertain where a child has moved. Once the location of the child is established, the relevant LA must ensure that the child is receiving an education either by attending a school or otherwise. The Children Missing Education Officer will follow cross-boundary protocols to deal with cross border issues and will use both telephone communication and the confidential S2S messaging service with other LA's in order to ensure checks are completed.

The Children Missing Education Officer will seek to regularly raise awareness of their procedures with local schools, partners and agencies working with children and families and will seek a contact with the Department for Works and Pensions, the UK Border Agency and HMRC to assist them in tracing those children known to be missing education, should it be necessary.

The LA maintains visibility of children who have ceased to be registered and monitors progress until they are registered, by effective use of inter-local authority exchange of information. Intervention will not be closed until the child is on a school roll and attending, other appropriate provision identified or the child is deemed to have moved abroad without concern.

Reports will be compiled to provide information and statistics on children missing education.

2.11 Other agencies

Other agencies or services frequently come into contact with school-aged children, including those working in the voluntary sector. It is an expectation that any professional coming across a school aged child will ask where that child is registered at school and why that child is not in school. In the event of a child not being on the roll of a school, the Admissions Officer should be contacted who will inform the Children Missing Education Officer.

2.12 Youth Offending Service (YOS)

Children who have been convicted of an offence or have offended and been dealt with by way of an Out of Court Disposal (OCD), may in some instances be likely to have educational engagement difficulties or may not be receiving their statutory level of education. In some instances, a young person being convicted of an offence will result in him or her being excluded from education although they may still be on a school roll.

Children aged between 10 and 18 years who have been sentenced to an order through the criminal courts or who are subject to a youth conditional caution will be supervised by the Youth Offending Services.

In addition to supervising the court order, the supervising officer will also be responsible for promoting that young person's access to and attendance in full time education. YOS officers will identify those young people who for whatever reason are missing education and will work closely with the designated officer in the Youth Offending Service/Children Missing Education Officer to ensure education issues are addressed.

Where the young person meets the criteria defining Missing Education, the YOS intervention plans will incorporate appropriate work being undertaken with the Children Missing Education Officer to ensure that children and young people continue to receive or are able to return to appropriate full-time education.

Where a young person is registered at a school prior to custody of less than 4 months, the Youth Offending Service will expect that the Children Missing Education Officer will work with the YOS and the school to ensure that a school place remains open for them on release from

custody so that their legal entitlement to education is not prevented. Where it is anticipated that a young person will remain in custody for more than 4 months, then liaison between the LA and the school should take place prior to any decision to remove from roll.

2.13 Further sources of information

Associated Resources (external links)

Child abduction

International child abduction

Forced marriages (FCO) www.fco.gov.uk 020 7008 0151

HM Customs and Revenue

Home Office

Working together to safeguard children

Missing Children/People

UK Border Agency

Local Safeguarding Children's Board – www.northlincsiscb.co.uk Tel: 01724 298293

Other departmental advice and guidance you may be interested in

Behaviour and attendance (including exclusions, bullying and alternative provision)

Child sexual exploitation

Child trafficking

School Admissions Code

Elective Home Education guidelines

Young runaways

Related legislation

School attendance:

Education Act 1996 (section 7, 8, 14 & 19)

Education Act 2002 (section 21)

Education and Inspections Act 2006 (section 4 & 38)

The Education (Pupil Registration)(England) Regulations 2006

Child protection:

Children Act 1989 (section 17 & 47)

Children Act 2004 (section 10, 11, 12 & 17)

Education Act 2002 (section 175)

Appendix I

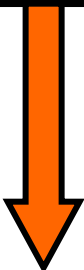
Guidance For School Staff To Identify Children Who Are Missing from Education



The National definition of children who are not receiving a suitable education is as follows:

“Efficient full-time education suitable to the child’s age, ability and aptitude and to any special educational needs the child may have”

School can make a referral to the Children Missing Education Officer for any student on its roll who has not attended 10 consecutive sessions (5 days) and the school is concerned that no contact has been made with that student/parent(s)/carer(s).



How do I make a referral to the CME Officer?

- ü School should complete a CME1 referral form. (School should include all the relevant information on this form (please include multi-agency involvement) so that the CME Officer can follow on from the initial investigation. Additional sheets of information can be attached to the form if required. Care should be taken to ensure information is factual and evidence based and that the young person is not simply absent from school or taking unauthorised leave of absence).
- ü CME1 Referral form should be forwarded to the CME Officer within the Education Welfare Service.

What Happens Now?

The CME officer will refer to the information on CME1 form and will continue to investigate the whereabouts of the student.

The CME officer may require further information from the school and may request this in order to assist in further investigation.

How long does this investigation take?

The CME officer will aim to complete a further investigation within 5 days (immediately if there are safeguarding concerns). The investigation information will be logged on the local authority capita system.

CHILDREN MISSING IN EDUCATION

If a CME student has been referred to the CME officer and has been located by the Inclusion Officer or CME officer - what happens then?

Once a CME1 referral has been made by the school, the CME officer will inform the school of the outcome as follows:

Student Located

CME officer informs school of outcome

CME officer may request school to remove from roll

CME officer/Inclusion Officer to work to re-engage student back into full time education should this be necessary

Student Not Located

CME officer checks with other services/family members/other local authorities/S2S

CME officer informs school of progress regularly

CME officer continues to make enquiries

Now what happens?

CME officer will continue to follow the Local Authority Children Missing in Education procedures

CME officer authorises school to take student off roll after 20 days

School transfers the student's CTF to the Lost Pupil Database using the XXXXXXXX code.

Children Missing Education - Notification to Local Authority

School/Organisation

Date of Referral

Names of child(ren) and year group (include gender)	d.o.b.	Last known date in school	CIC/CP Plan/Education Health and Care Plan/Vulnerable Pupil
1			
2			
3			
Last known address for children:			
Parent/carers names	Address if different to children	Telephone	Contact made (date)– response

Please include below any telephone or contact details for any associated family or friends if known.

COMMENTS AND ACTION TAKEN TO LOCATE CHILD/REN

Eg checks with all known contacts/other staff and pupils/home visit undertaken/check with Admissions/CYPS etc.

Please indicate below with dates/times/outcome etc. If a family member indicates a move to a new address, please request all information and possible school for the young person(s). **IF THERE IS A KNOWN RISK OR SUSPICION OF CHILD SEXUAL EXPLOITATION/TRAFFICKING/RADICALISATION, PLEASE HIGHLIGHT ON THE REFERRAL FORM AND INFORM SINGLE ACCESS POINT OF CHILDREN'S SERVICES - 01724 296500 IMMEDIATELY**

Name of Referrer/Role	
Organisation and Address:	
Telephone:	



CME 2

MOVEMENT OF CHILDREN FORM

(For those schools not on SIMS)

School:

Date:

NAME	DoB	LEAVING DATE	REASON FOR LEAVING	SCHOOL MOVED TO/UNKNOWN (other known information)

PLEASE RETURN THE COMPLETED FORM EACH TIME A PUPIL IS TAKEN OFF ROLL DURING THE ACADEMIC YEAR:

CME Officer,
Education Inclusion Service
Church Square House
High Street
Scunthorpe
North Lincolnshire
DN15 6NL

Tel: 01724 297502 Fax: 01724 296866

Email: education.welfare@northlincs.gov.uk

A GUIDE TO THE CORRECT USE OF CODES FOR COMMON TRANSFER FILES

REASON	CODE
When a child leaves during the academic year and you know the child is on roll of another school, the reason for leaving should be In Year Transfer	The CTF should be uploaded to the S2S site for the receiving school to download
If a child leaves your school to go to another country the reason for leaving should be Emigration	The CTF should be transferred to the lost pupil database using the MMMMMMM code
If a child leaves your school and you do not know where that child has gone to, the reason for leaving should be Other/Unknown Do not remove a child from roll until you are either sure that the child has attendance at another school within or out of the LA or have been requested to do so by the CME officer	The CTF should be transferred to the Lost Pupil Database using the XXXXXXX code