

November 2015

Children Missing Education

Policy and Procedure



achieving
for children

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1. Introduction

All children, regardless of their circumstances, are entitled to an education suitable to their age, ability, aptitude and any special educational needs they may have. Children missing from, or at risk of missing, education are at risk of underachieving and becoming not in education, employment or training (NEET) in later life. They may also be at risk of abuse or sexual exploitation.

The Children Missing from Education Procedure puts in place a clear vision that is accessible and understood by all, regarding how Achieving for Children will:

- address the needs of children who are **at risk of becoming missing from education**;
- identify, locate, engage children **who are missing education**; and
- provide a **suitable level of education for all children** (defined as a minimum of 25 hours of good quality registered provision a week).

This procedure is in line with the Pan London children missing from education, home and care procedures.

2. Definitions

It is important to differentiate between children who are at risk of becoming missing out on education and children who are missing from education or not receiving suitable education. If not attending a mainstream school, pupils should receive a minimum of 25 hours of good quality registered provision a week to be considered as receiving a suitable education.

Children at risk of becoming missing from education are children or young people receiving a suitable full time education who due to their circumstances are at a higher risk of becoming missing from education and are more likely to be at risk of harm. Children at risk of becoming missing from education are classified by Achieving for Children as:

- **known:** a child at risk of becoming missing from education for whom Achieving for Children has been notified that, due to the child's circumstances, they are likely to become missing from education; or
- **unknown:** a child at risk of becoming missing from education about whom Achieving for Children has no knowledge.

Children missing out on education are children or young people of compulsory school age who are not on a school roll. Children missing from education are classified as:

- **identified and located:** a child missing out from education that has been identified and located by Achieving for Children;
- **identified but not located:** a child missing from education that has been identified by Achieving for Children, but cannot be located; or
- **unknown:** a child missing from education about whom Achieving for Children has no knowledge.

Children not receiving a suitable level of education which is classed as a minimum of 25 hours of good quality registered provision a week. Where children do not receive this level of education, it is often because they are being educated outside of mainstream school, for example, at home, privately or in alternative provision.

This procedure seeks to put in place clear processes for all three areas.

3. Background

National context

A child typically starts school in reception year and must access statutory education from the term after their fifth birthday. The child must remain in statutory education until they are aged 16 or they leave the country.

Children are missing from education when they fail to register with a school or when they fall out of the education system and there is no process in place to identify them and ensure they re-engage with appropriate provision. Their personal circumstances, or those of their families, may contribute to their withdrawal from education and/or their failure to successfully reintegrate. Figure 1 is a simplified model of a child's educational pathway and identifies the primary ways in which children may become missing from education.

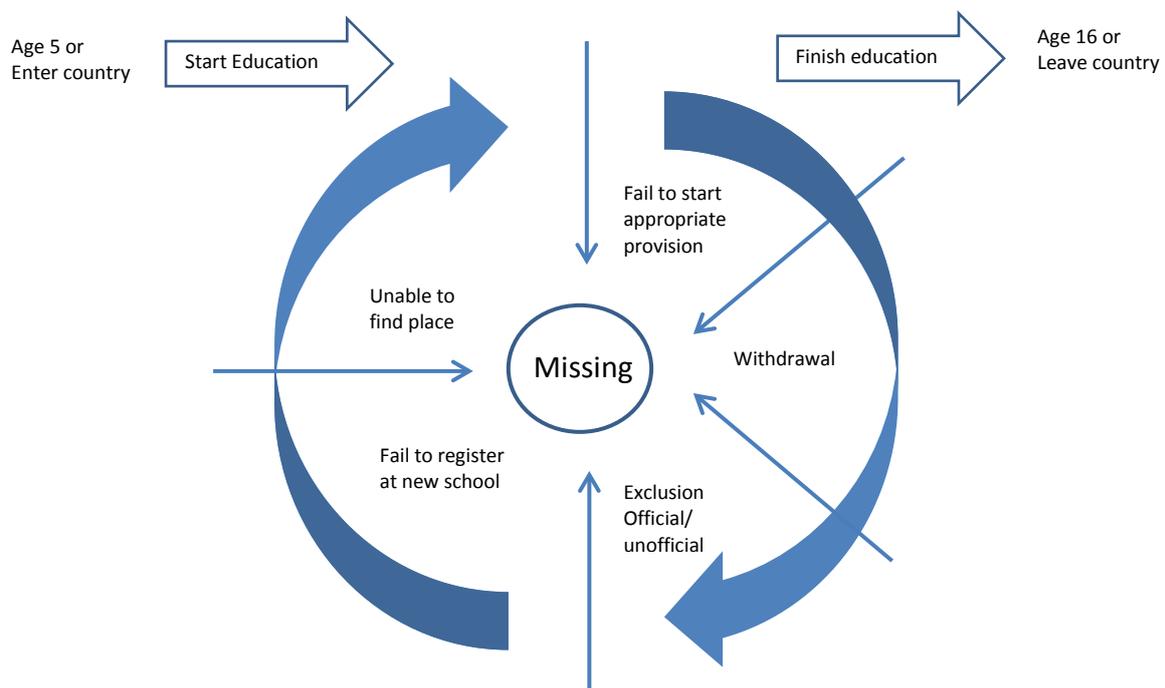


Figure 1: Model of a child's educational pathway

Achieving for Children is commissioned by Kingston and Richmond councils to ensure that they meet their statutory duty to arrange suitable full-time education for children of compulsory school age. This includes providing alternative forms of education for children where mainstream inclusion is not appropriate.¹

In 2012/13, Ofsted carried out a survey about children not receiving a suitable full-time education which included visits to 15 local authorities and 37 schools and services, including scrutiny of 97 case studies. Approximately 1,400 pupils across these areas were not accessing full-time education. If this pattern is replicated across all local authorities, it would mean more than 13,000 children in England are missing out on the full-time education that they are entitled to. A further survey by the National Children's Bureau estimated that as many as 14,800 children are missing from education across England, with a significant number of children whose whereabouts are unknown.

Children missing from education are at increased risk of a range of negative outcomes that could have long term consequences. An Ofsted Children Missing Education Survey Report in 2010 noted that, 'children and young people who are not being educated, quickly become at risk of failing academically and socially'. For example, children missing from education are at a higher risk of becoming 'not in education, employment or training' (NEET) when they reach the school leaving age. Being NEET has been shown to have a detrimental effect on physical and mental health and is commonly associated with unhealthy behaviours and involvement in crime. The link between time spent NEET, poor health and negative behaviour is partly due to an increased likelihood of unemployment, low wages, or low quality work later on in life.

Children missing from education are commonly facing circumstances that make them particularly vulnerable. They may be from disadvantaged families (experiencing multiple risks such as poverty, substance misuse, mental ill-health and poor housing), travelling communities, immigrant families, unaccompanied asylum seeking or trafficked children, or at risk of neglect, abuse or disengaged from education. The longer a child misses out on education, the more likely their problems will become entrenched, and the more difficult it can be to respond effectively to their needs.

More recently, the link between children missing from education and children at risk of sexual exploitation has been highlighted. An Ofsted Children Missing Education Survey Report in 2014 noted that, 'children who are missing from home, school or care are at greater risk of sexual exploitation' and the National Children's Bureau, referring to a House of Commons Home Affairs Committee Report in 2011, stated that, 'a similar correlation has been found between a child missing education and becoming a victim of forced marriage'.

Local context

Achieving for Children collates information relating to children and young people missing from education or at risk of becoming missing from education in a register. The register collects a range of information relating to the child or young person including their age, their school year, the type of provision they are receiving, the number of hours they are receiving, the reason why they are missing from education or at risk of missing from education and the responsible team and data provider.

At the beginning of February 2015, the register showed that:

- there were 95 children and young people in Kingston and 123 in Richmond who were either missing from education or at risk of becoming missing from education;
- almost half of the children and young people across both boroughs were being electively home educated and almost a fifth of children and young people across both boroughs were being individually tutored; and
- there are numerous reasons why the children and young people in Kingston and Richmond are missing from education or at risk of becoming missing from education including:
 - behavioural difficulties meaning they cannot attend mainstream schools;
 - delays in returning from holidays meaning they are considerably late starting school or starting back at school;
 - they are educated at home;
 - they have been permanently excluded;
 - they have medical needs that cannot be met in mainstream schools; or
 - they have special educational needs that cannot be met in their current provision.

To inform the drafting of this procedure, meetings were held with key services and individuals including the Admissions Service, the Education Advisor for Traveller children, the Education Inclusion Service, the Education Welfare Service, the Special Educational Needs Service and the Youth Offending Service. A number of key issues were raised during these meetings which this procedure seeks to address.

- It is vital that strong relationships are in place with all schools, including academies and those in the independent sector, so that pupils who are missing from education, or suspected of being at risk of missing from education, are reported promptly using agreed processes and procedures so that timely preventative action can be taken.
- There is no one person who has a strategic overview of children missing education. This has led to a disjointed approach and risks children falling between the gaps.
- There is a need to strengthen communication between the key services who work with children missing education or at risk of missing education. There are lots of agencies involved in supporting the same child and they often do not communicate.
- Consistent reporting and monitoring of children who are missing education and those at risk of becoming missing from education is necessary to understand the breath of the issue and also to make sure that action is being taken to put in place a sufficient level of education.
- As children are supported by a range of services in different directorates, information is recorded in at least three different recording systems, some of which are spreadsheets.
- There is a need for more provision in a Pupil Referral Unit across the two boroughs.

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- There is insufficient individual tuition capacity and lack of specialist expertise in dealing with pupils with more complex needs.
 - Often children are not offered or attending the minimum of 25 hours of good quality registered provision.
 - There are data gaps in the children missing education register, especially in relation to children and young people with mental health issues and pregnant teenagers. All services need to ensure that information is up-to-date and accurate.
 - There are often delays in finding suitable alternative provision for pupils. Whilst this is happening, the child is usually at home and is missing out on education.
 - Concerns have been raised about the quality of inspection of children and young people who are home educated - a review of how this is undertaken needs to take place.
 - Not all children and young people being educated through alternative provision are receiving an education of sufficient quality and quantity. There is a need to ensure that every child is given at least the minimum 25 hours.

4. Key principles and standards

The following statements set out the key principles and standards that Achieving for Children will adhere to ensure the successful implementation of this procedure.

- There is a shared commitment and responsibility between Achieving for Children, schools, partner agencies and parents to provide children and young people with a quality and accessible education suitable to their needs.
- A senior leader within Achieving for Children will be responsible and held to account for ensuring that the organisation knows about all children and young people who are unable to access school, and that action is taken to ensure that they are able to access education in the best possible way.
- We will seek to provide a minimum standard of 25 hours of education is available for every child and young person.
- A minimum waiting time of six weeks will be put in place for arranging placements for children or young people who are missing from education for any reason.
- Achieving for Children maintains a single register of children missing from education and children at risk of missing education. This information is shared appropriately with schools and partner agencies.
- All children and young people who receive support from Achieving for Children will have their educational needs assessed through the Common Assessment Framework, Asset or Child Assessment.
- Children assessed as at risk of missing education will be recorded on the single database and have their needs considered and addressed by the relevant panel.
- Strong reporting systems within and between schools and Achieving for Children will ensure robust monitoring of children who are at risk of missing education.

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- All school governing bodies, relevant Achieving for Children services and key stakeholders have a copy of the procedure and are aware of the procedures contained in this guidance.
 - Clear standards are set for children educated at home and monitored by inspectors to ensure they receive a suitable education.

5. Key service areas

There are a number of key service areas that are involved in responding to cases of children who are children missing education or at risk of becoming children missing education. They often work together to support the same child. Key service areas are described below.

Single Point of Access

All cases of children who are missing education or at risk of becoming children missing education should be reported to Achieving for Children via the Single Point of Access (SPA) which acts as the point of contact for the organisation. On receiving notification of a child that missing education or is at risk of becoming a child missing education, the SPA will, based on information provided, create a record on the central system and make a referral to the most appropriate service to respond to the child's needs.

Admissions

The School Admissions Team processes applications for admission to state-funded schools in Kingston and Richmond and provides advice and guidance to parents and schools regarding all aspects of the admissions process. Although not directly involved with children missing education, the Admissions Service often receives information that helps identify children who are children missing education or at risk of becoming children missing education, such as when a child's placement at a school is refused. The service is responsible for the determination and implementation of Fair Access Protocols across all secondary and primary schools.

As a result, it may come across cases of CME that are not on roll at any school.

Admissions notify the Education Welfare Service (EWS) when they receive information regarding children who are children missing education or at risk of becoming children missing education.

Education Welfare Service

The Education Welfare Service has statutory responsibility for monitoring the attendance of pupils who attend schools within Kingston and Richmond. They also monitor the attendance of children who are educated in alternative provision. The EWS works with schools and other key services to identify locate and track children missing education. All schools receive the support of an allocated officer.

The EWS also has responsibility for monitoring the quality of education being provided to children who are home educated and take action when evidence suggests that the education they are receiving is not suitable.

Education Inclusion

The Education Inclusion Service supports pupils who have been excluded or are at risk of exclusion from school. The service is responsible for individual pupil meetings, the planning and placement panels and oversees the Pupil Referral Unit and the Individual Tuition Team.

The Individual Tuition Team is made up of five tutors (agency tutors are employed when required) who provide individual tuition for a range of pupils, including those who have medical needs and cannot attend school, those who have special educational needs but are not appropriately placed, and those pupils who are between placements. The service also includes special educational needs educational advisors and specialist intervention teachers who visit schools to work directly with pupils.

Education Advisor for Traveller children

The Education Advisor for Traveller children works with Traveller children and their families to ensure they obtain their legal entitlement to a suitable education. The education advisor undertakes home visits with the EWS at Traveller sites to promote the importance of education and attendance at school, and alerts the EWS when they become aware of children missing education.

The Education Advisor for Traveller Children also liaises with other local authorities to share information regarding the movements of Traveller families to help avoid children becoming children missing education.

Special Education Needs and Disabilities (SEND) Service

Children with special educational needs and disabilities require an education, health and care plan to have their needs recognised and the appropriate support funded. Where a plan sets out special educational provision that the child should receive, Achieving for Children is responsible for arranging that provision. It is the role of the SEND Service to ensure children with a care plan are receiving a suitable education.

Youth Offending Service

The Youth Offending Service (YOS) is a multi-agency partnership between Achieving for Children, the police, the Probation Service, the NHS and youth services, who jointly resource a multi-disciplinary team. The aim of the service is to:

- reduce the likelihood of re-offending by children and young people;
- protect the public;
- protect children or young people who have committed an offence; and
- ensure that sentences are served.

The YOS supervises a range of children who are at risk of becoming a child missing from education. Often the YOS will work with the Education Inclusion Service to provide children at risk of missing education with a suitable form of alternative education.

Family Support Team

The Family Support Team offers support and help to families for children aged 0 to 11. This support includes:

- difficulties with a child's habits or behaviours;
- building confidence in dealing with difficult parenting issues;
- helping to motivate children and encourage good attendance at school;
- improving relationships between family members; and
- signposting to support agencies when substance or alcohol use becomes a problem.

The Family Support Team will contact a family within three working days and make a visit to the family within seven working days. If an assessment is made that the family is in crisis, more immediate interventions and support will be provided.

Children's Social Care

Children's Social Care services provide support to children and young people in need of help and protection. Services include statutory assessment and care planning for children at risk of significant harm, provision for looked after children and those leaving care, as well as fostering and adoption services. Education will be considered as part of the assessment of children and young people in need of help and protection.

Virtual Head

The virtual school under the leadership of its headteacher is responsible for the quality of provision and outcomes of all looked after children across both boroughs. This includes all children who are attending early years, in-borough or out of borough school provision. Our duty is to ensure that all these children are provided with 25 hours of suitable education provision of the highest quality.

Performance Team

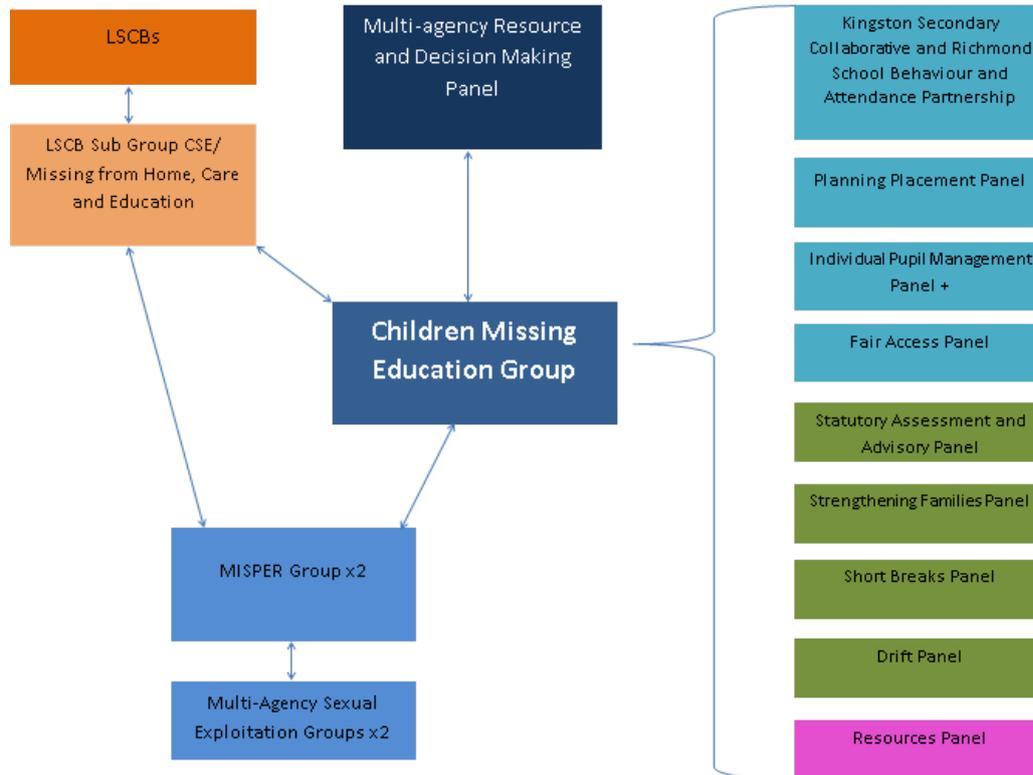
The Performance Team is responsible for coordinating the children missing education register. They liaise with services, internally and externally, to ensure there are no gaps in the data.

An updated register is produced on a monthly basis. This register is kept under review by the children missing education (CME) group. A report is circulated to the relevant services, the children missing education strategic lead and is discussed either at the MISPER meeting which concerns children who are missing from home, care or education. This is usually when there is a safeguarding concern. If the child is at risk of child sexual exploitation they will be referred to the multi-agency sexual exploitation group. If the child is missing out on education, they will be referred to the individual pupil management panel. Appendix 1 sets out more information about each group.

6. Governance arrangements

Achieving for Children has established the following governance arrangements to ensure that children missing from education and children at risk of becoming missing from education are known, and action is taken to ensure they receive a suitable education. The arrangements ensure there is strategic and operational management of the issue and clear links are made with relevant groups such as the Local Safeguarding Children Board (LSCB) and its subgroups. Appendix 1 sets out the function of each group.

Diagram 1: governance of managing children missing from or at risk of missing education



7. Recording and referring reported cases of children who are children missing from education or at risk of becoming children missing from education

All cases of children who are children missing education or becoming children missing education should be reported to Achieving for Children via the Single Point of Access (SPA).

Kingston SPA:

020 8547 5008 or spa@kingston.gov.uk
(020 8770 5000 for out of hours/weekends)

Richmond SPA:

020 8891 7969 or at spa@richmond.gov.uk
(020 8744 2442 for out of hours/weekends)

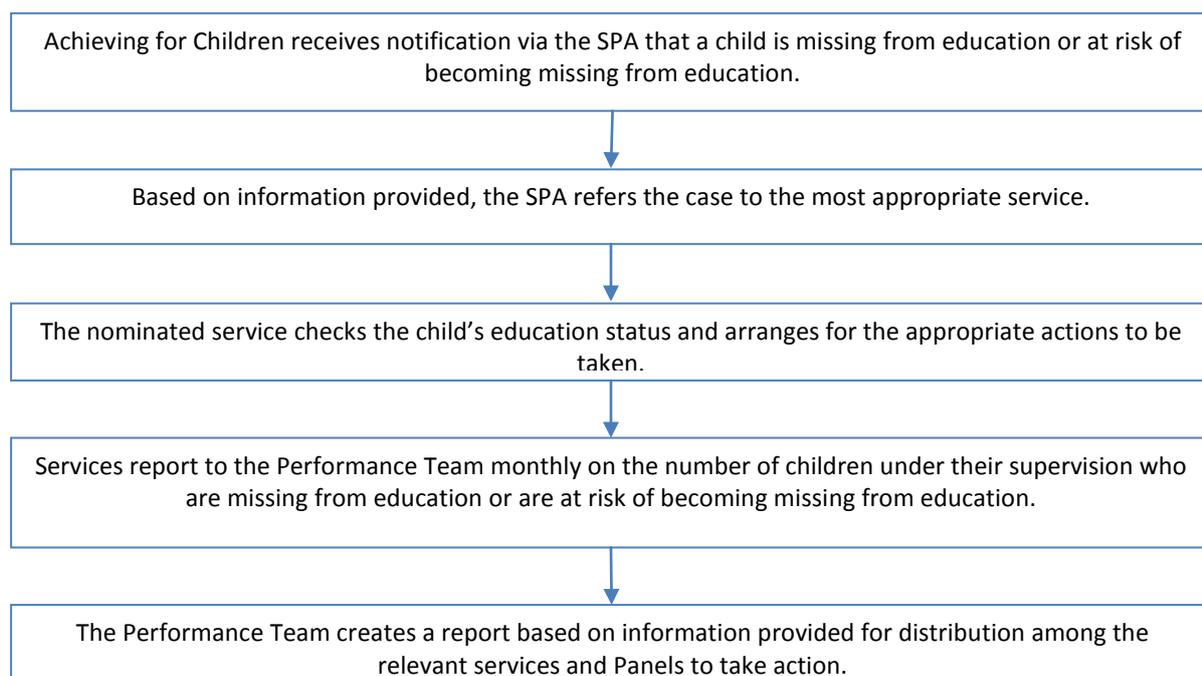
On receiving notification of a child that is missing education or is at risk of becoming a child missing education, the SPA will check to see whether the child is known to Achieving for Children. If they are not they will create a record on the central system and make a referral to the most appropriate service to respond to the child's needs. If they are known, they will notify the service that is working with the child to let them know they have received information.

For children who have not turned up to school or alternative provision, the SPA will notify the EWS which will undertake checks to locate the child.

If, in the course of carrying out their role, Achieving for Children employees become aware of a child that is missing education or at risk of becoming a child missing education, they should also inform the SPA.

Figure 2 presents the general procedure applied by Achieving for Children to respond to cases of children reported as missing education or at risk of missing education.

Figure 2: Local procedure for children at risk of missing education



8. Identifying and supporting children at risk of becoming missing from education

Children and young people at risk of becoming missing from education come into contact with Achieving for Children in different ways. Sometimes, children will already be working with a service and receiving some form of support. At other times they will be referred through the SPA for another primary need, for example if they are a child in need or a young offender.

For children who are already known to services, the lead professional should (if they have not already done it) reassess the child's educational needs and liaise with the appropriate school or with the Educational Inclusion Service or Special Educational Needs Team to ensure the risk of missing education is reduced or removed. They should check whether the child is already on the central children missing education register.

Where it is a new referral from the SPA, the service must undertake an initial assessment which includes the child's educational needs. The lead professional may have to liaise with the appropriate school or with the Educational Inclusion Service or Special Educational Needs Team to ensure the risk is reduced or removed.

Services should also check whether a child has been recorded on the central register as a child missing from education or at risk of becoming child missing from education and speak to any other professional that is involved.

Table 3 lists groups of vulnerable children who are considered at risk of becoming missing from education and identifies the lead service and the supporting services that work together to address the child's needs.

Table 3: Groups of children with at a greater risk of becoming children missing from education and the services involved in addressing their needs

Vulnerable groups of children	Primary service	Support services and partner organisations
Young offenders	<ul style="list-style-type: none"> Youth Offending Service 	<ul style="list-style-type: none"> Educational Welfare Service Educational Inclusion Young Offenders Institute Schools
Pupils at risk of neglect	<ul style="list-style-type: none"> Children's Social Care 	<ul style="list-style-type: none"> Education Welfare Service Education Inclusion Schools
Children of Gypsy, Roma and Traveller families	<ul style="list-style-type: none"> Education Advisor for Traveller Children 	<ul style="list-style-type: none"> Educational Welfare Service Educational Inclusion Admissions Schools
Children living in women's refuges	<ul style="list-style-type: none"> Family Support Team Children's Social Care 	<ul style="list-style-type: none"> Educational Welfare Service Educational Inclusion Domestic Abuse Hub Voluntary sector

Vulnerable groups of children	Primary service	Support services and partner organisations
		<ul style="list-style-type: none"> • Admissions • Schools
Runaways	<ul style="list-style-type: none"> • Family Support Team • Children's Social Care 	<ul style="list-style-type: none"> • Educational Welfare Service • Police • Educational Inclusion • Schools
Children of homeless families living in temporary accommodation	<ul style="list-style-type: none"> • Housing Services • Family Support Team • Children's Social Care 	<ul style="list-style-type: none"> • Educational Welfare Service • Educational Inclusion • Voluntary sector • Admissions • Schools
Children of refugees and asylum seeking families	<ul style="list-style-type: none"> • Children's Social Care 	<ul style="list-style-type: none"> • Educational Welfare Service • Educational Inclusion • Voluntary Sector • Admissions • Schools
Children looked after	<ul style="list-style-type: none"> • Children's Social Care 	<ul style="list-style-type: none"> • Educational Welfare Service • Educational Inclusion • Admissions • Schools
Children of new immigrant families	<ul style="list-style-type: none"> • Family Support Team • Children's Social Care 	<ul style="list-style-type: none"> • Educational Welfare Service • Educational Inclusion • Voluntary sector • Admissions • Schools
Children who are subject to a children in need or child protection plan	<ul style="list-style-type: none"> • Children's Social Care 	<ul style="list-style-type: none"> • Educational Welfare Service • Educational Inclusion • Admissions • Schools
Children who do not receive a suitable education whilst being educated at home	<ul style="list-style-type: none"> • Educational Welfare Service 	<ul style="list-style-type: none"> • Children's Social Care • School Inspectorate • Special Educational Needs Service
Children who are permanently excluded from school	<ul style="list-style-type: none"> • Educational Inclusion 	<ul style="list-style-type: none"> • Educational Welfare Service • Schools • Special Educational Needs Service
Children of parents with mental health or substance misuse problems	<ul style="list-style-type: none"> • Family Support Team • Children's Social Care 	<ul style="list-style-type: none"> • Educational Welfare Service • Educational Inclusion • St Georges Mental Health Trust • Your Healthcare • Hounslow and Richmond Community Healthcare • Admissions • Schools
Children with long term medical or emotional problems	<ul style="list-style-type: none"> • SEND Service 	<ul style="list-style-type: none"> • Educational Welfare Service • Educational Inclusion • St Georges Mental Health Trust • Your Healthcare • Hounslow and Richmond Community Healthcare • Admissions • Schools

Vulnerable groups of children	Primary service	Support services and partner organisations
Families of Armed Forces	<ul style="list-style-type: none"> Education Welfare Service 	<ul style="list-style-type: none"> Educational Inclusion
Young carers	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> Young Carers Network

9. Locating and tracking children from missing from education

The local procedure

Achieving for Children has established a procedure to respond to children missing from education. The procedure is described below and illustrated in a flow diagram in Appendix 1.

Days 1 to 5

When a child is absent without any explanation, schools should follow their own existing first day calling or contact procedures. Schools must keep records of all their attempts to contact the parent or carer of the child. If the school has concerns regarding the child's welfare they should contact the SPA immediately.

If the school makes contact with the child or the child returns to school, but no explanation is provided, the school should register the child as at risk of becoming missing from education by contacting the SPA.

If the child is found to be in elective home education (EHE), the school should ensure that written confirmation is received from the parent or caregiver and then notify Achieving for Children. If a parent or carer reports that a child has moved to a new school, the school should remove the child from their roll once they receive confirmation that the child has been placed elsewhere.

Days 5 to 20

If the child is absent for five consecutive days without any explanation, the school should notify Achieving for Children by contacting the SPA.¹ The SPA will refer the case to the EWS who will undertake the following actions to try and locate the child:

- open a referral and carry out checks on the QES and Liquid Logic systems;
- speak to the lead professional if a child is already known;
- undertake a risk assessment to identify any safeguarding issues;
- complete a home visit to see if the family are still residing in the borough; and
- liaise with Achieving for Children services and partner agencies for example, housing, health and police, in order to make contact with the parent and carers and establish the reason for absence.

¹ The statutory time frame for this action is ten days, however Achieving for Children requests that Schools refer cases of children missing education after five days of unexplained absence.

If the child is located, Achieving for Children will inform the school and relevant partner agencies and explain what actions should be taken.

If the child is being home educated, appropriate EHE procedures should be followed.²

If the child has moved to another school, the EWS should confirm with the relevant local authority that the child is now living in and attending school in their borough and contact the school to confirm this. Once confirmation has been received, Achieving for Children will notify the original school that they may remove the child from their roll and forward the child's records to the new school.

Day 20

If, after 20 days of unauthorised absence, the child has not been located the EWS should upload the child's details onto the School2School database as a child missing from education and notify the school that they may remove the child from their school roll. The school must notify Achieving for Children in writing when this has been completed.

Enquiries to a local authority

Thorough local checks will be made in Kingston and Richmond of all children who are on the school roll but who are not contactable within 20 days. If the child is unable to be found, they will be removed from the school roll and EWS will begin the process of contacting specific local authorities that are believed to be linked to the child.

If an address in another borough has been identified, then the correct person at the relevant local authority will be identified and informed. If they confirm they have located the child, the case will be closed by Achieving for Children. If the other local authority is unable to locate the child, Achieving for Children will keep the case open and continue their checks.

Enquiries from a local authority

When another local authority provides the address of a child missing from education they believe to be located in Kingston or Richmond, the EWS will attempt to locate the child. Unless concerns justify an immediate visit, initial contact will be made in writing before telephone calls or visits are made.

If no address is provided, but there is reasonable evidence to suggest a child missing from education has moved to Kingston or Richmond, the EWS will run initial checks via the Admissions Service and other local databases. Whatever the result of the search, the enquiring local authority will be kept informed.

²Contact the EWS for guidance on EHE procedures.

10. Children not receiving a suitable level of education

For some children, being educated in mainstream school is not an option. This may be because they have a special educational need or disability, a medical need or school phobia, or they have been excluded from school for a fixed period or permanently. For these children education alternative provision normally is organised through the SEN team, if an education, health and care plan is in place, or through the Education Inclusion Service. Some children are educated by their parents or tutors at home.

Our aspiration is that all children not in mainstream school should receive a minimum of 25 hours of good quality registered provision a week. This should be the basic provision for specialist schools for disabled children, the Pupil Referral Unit and individual tuition. If a child is educated at home, the level of education should be inspected by the Education Service to ensure that they are also in receipt of suitable education.

This basic provision should begin after the sixth day of a child being permanently excluded or absent from mainstream school. Schools should ensure that the minimum standard of education is maintained for permanent exclusions up to six days and that no child is at risk of harm whilst not at school.

The Educational Welfare service will seek to ensure all children who are absent for more than 10% of school sessions, or their agreed alternative provision, are in education.

11. Recording and monitoring

One of the key risks of children missing from education children or who are at risk of missing education and children not receiving suitable education is that information is not shared across different agencies and that the child falls between the gaps.

In order to counteract this, Achieving for Children has established a CME central register which will capture all of the information on these children. This register will enable any service at any one time know which children are at risk of missing education, missing from education or not receiving suitable education.

The register is RAG rated by the CME group as follows:

Red	There is significant concern regarding current provision or lack of hours of provision, or there is potential risk to the wellbeing or safety of the child
Amber	There is a plan in place, but concern exists regarding the appropriateness or the impact of current provision
Green	There is a plan in place which is supporting the child or young person to reintegrate back to appropriate education services

Service leads are required to submit details of new additions to the register immediately on identification of that child or young person being at risk of CME.

The central register is held and maintained by the Achieving for Children's Performance Team.

In addition to the central register, there are two further lists to support this process. Both are overseen by the Education Welfare Service and cover children who are electively home educated and persistent absentees. Each of these lists is RAG rated monthly by the EWS Manager and any children rated as red are added to the CME register until the reasons for the original red rating given by EWS are addressed.

Each month, one week ahead of the CME group meeting, the Performance Team will make the register available to service leads for review. Service leads are required to review all entries relevant to their service and take proposed changes to the commentary, status or RAG rating for each child or young person to the CME group meeting.

Changes to the commentary, status and/or RAG rating of any child or young person on the register will be made only with the agreement and authorisation of the CME group.

In addition the CME group will determine the interventions required for the children who are RAG rated as red. Children rated amber will also be closely monitored, as will the review dates for current plans and provision.

If a case discussed at the CME group is drifting or causing concern, a review plan: children missing or missing out on education (Appendix 5) will be completed by the lead service. The decision to complete a visit and relevant form will be taken at the meeting. Following the visit to assess current provision and potential risks, the form will be finalised to agree recommended action which needs to be taken. The visit will also capture the 'voice of the child' and their views on current provision.

Function of the groups working to prevent children missing out on education

Children missing from education strategic Level

Achieving for Children Senior Leadership Team

The Achieving for Children Senior Leadership Team (SLT) has overall responsibility for the children missing from education procedure and for ensuring that children and young people are receiving suitable education.

Children missing from education strategic lead

The Associate Director (Early Help/Education) has been identified as the children missing from education strategic lead. They will be responsible for maintaining an overview of the children missing from education procedure and the work of the children missing from education strategic group. This role will include close liaison with the two Directors of Children's Social Care and the Deputy Chief Executive, who leads the Protection and Early Help Service, to ensure a multi-agency approach is adopted.

Children missing from education group

A children missing from education group has been created to provide an overview of children missing education and children at risk of missing education across the two boroughs. It oversees the implementation of the children missing from education procedure and resolves any issues that emerge relating to children missing from education or children at risk of missing education.

Its remit includes ensuring that children who are missing education are not at risk of harm and receive the minimum standard of education (25 hours a week).

The group uses a RAG rated children missing from education register to make decisions on individual children.

Where a child is at risk of missing education, dependent on the RAG rating and current service involvement the CME group will:

- refer the case to the MISPER group. They will ensure that there are no safeguarding risks and that appropriate action is taken to ensure that children are in education;
- where there are concerns about child sexual exploitation, refer the case to MASE for action;
- children who are not receiving the minimum standard of education (25 hours a week) will be referred to the individual pupil management panel for appropriate action; or
- refer the child to other services as appropriate.

The group is attended by representatives of services who work with children missing from education or children at risk of missing education including: Admissions, the education advisor for Traveller children, Education Inclusion Service, Health, Education Welfare Service, Performance Team representatives, the SEN Service and the Youth Offending Service. The group meets every two months.

Terms of reference for the group can be found in Appendix 2 of this procedure.

Children missing from education operational level

Fair Access Panel

The Fair Access Panel determines which schools will be nominated to receive hard to place pupils referred by the Head of Admissions. The Fair Access Panel meets on a half termly basis and consists of the headteacher of each secondary school, headteacher of the Pupil Referral Unit (PRU), and representatives from Achieving for Children. The panel feeds into the children missing from education strategic group through the Education Inclusion representative.

Individual pupil (monitoring) meeting

Individual pupil (monitoring) meetings are held every two weeks to consider how best to support the following groups of students:

- Kingston and Richmond resident children in out-of-borough schools who are at risk of permanent exclusion due to behavioural, emotional and social needs (BESN);
- Kingston and Richmond resident children not on a school roll due to permanent exclusion;
- pupils who have moved into the borough with a BESN background who do not have a school place;
- Kingston or Richmond resident children at risk of permanent exclusion; and
- pupils referred for 'Time Out' at the Pupil Referral Unit.

Any relevant outcomes of the meetings feed into the children missing from education strategic group through the Education Inclusion representative.

Kingston Secondary Collaborative and the Richmond School Behaviour and Attendance Partnership

The Kingston Secondary Collaborative and the Richmond School Behaviour and Attendance Partnership consider and address the needs of pupils with behavioural issues or who are persistently absent from school. The groups create personalised plans for pupils that are vulnerable and at risk of exclusion, encourage schools to work together to maintain high quality provision for behaviour support and focus on improving cross-borough communication.

Any relevant outcomes feed into the children missing from education strategic group through the education inclusion representative.

Planning and Placement Panel

The planning and placement panel is held once a month during term time in both Kingston and Richmond to discuss pupils at a secondary level which are at risk of exclusion. The panel includes representatives from schools, the Education Welfare Service and other support services. It aims to support secondary school pupils who are considered by headteachers to be at risk of permanent exclusion. Any relevant outcomes feed into the children missing from education strategic group through the education inclusion representative.

The Statutory Assessment and Advisory Panel

This panel meets on a weekly basis during term time to consider requests for a statutory assessment of a child or young person with special educational needs and the resources and provisions required to support children and young people with a statement of special educational needs or an education, health and care plan. Any relevant outcomes feed into the children missing from education strategic group through the SEN Service representative.

The Strengthening Families Panel

This is a multi-agency panel that considers families that have been nominated or selected for support by the programme. The panel will determine the level of need of the family and the intervention package that will be put in place. They will oversee what the progress has been of each family so they are eligible to claim Payment by Results funding.

The Short Breaks Panel

The Short Breaks Panel meets on a monthly basis to consider requests and identify appropriate respite support for children, young people with a disability and their families.

The Drift Panel

The panel meets on a weekly basis to review complex cases not making progress as planned and/or to identify alternative solutions between statutory and early help services to address the identified barriers.

Children missing from education partnership arrangements

Local Safeguarding Children Board

Both Kingston and Richmond have a Local Safeguarding Children Board (LSCB) which is chaired by an independent LSCB chair. The purpose of the LSCB is to ensure that everyone is working together for the safety and wellbeing of children and young people. The LSCB is the statutory mechanism for agreeing how the relevant organisations in each area will cooperate to safeguard and promote the welfare of children and young people, and for ensuring the effectiveness of what they do. The Director of Children's Social Care attends the LSCB and chairs the sub group on child sexual exploitation or children missing from home, care and education.

LSCB: Sub group on child sexual exploitation or children missing from home, care and education

The child sexual exploitation and children missing from home, care and education subgroup (CSE and missing subgroup) is a sub group of the LSCB and is accountable to both LSCBs in Kingston and Richmond. It is chaired by the Director of Children's Social Care with membership consisting of senior managers from Children's Social Care, Protection and Early Help, the police, education services, health services and the voluntary sector. The group aims to ensure an effective and timely response from all agencies involved in managing children and young people missing from home, care or education and those at risk of child sexual exploitation. The group also ensures that CSE and children missing from home, care and education are interlinked at a strategic level to ensure they are addressed independently but with reference to one another.

The group will ensure that local practice and procedure is in place to manage children missing from education or children at risk of becoming missing from education and will provide challenge and scrutiny to the children missing from education strategic group as required. When necessary, members of the children missing from education strategic group will be invited to attend and minutes from the meeting will be shared with the children missing from education group.

MISPER group (a separate group for Kingston and Richmond)

The MISPER will be chaired by the head of safeguarding in each borough and is attended by children's social care managers, education welfare, family support, education exclusions, Single Point of Access, substance misuse and youth offending managers, the police, voluntary sector representatives and Performance Team representatives. The purpose of the group is to identify children and young people who are missing from home, care or education or at risk of missing from home, care or education and taking action to either prevent them going missing or to bring them back to home or care. The group feeds into the MASE and the children missing from education group and meets every two weeks.

Multi-agency sexual exploitation group (a separate group for Kingston and Richmond)

The multi-agency sexual exploitation (MASE) group meets monthly, with the meetings taking place following the MISPER meetings to ensure effective cross-over between these separate but often interlinked issues. The role of the MASE is to:

- review all CSE assessments, including nature of concerns, protective factors, and risks to other children and young people;
- review all multi-agency support plans for the child, young person and parent or carer;
- systematically gather information regarding links with known or suspected offenders and young people to support cross-referencing of associates and show relationships between groups of people on a borough wide and cross-borough basis; and
- ensure effective sharing of information and communication across all agencies.

MASE meetings are attended by a core group of professionals from children's services and all relevant sexual exploitation leads from the police and children's social care, health services, education services, youth services, child and adolescent mental health services (CAMHS), the Youth Justice Service (YOS) and key partners from the voluntary sector (eg, Barnardos). The Education Welfare Manager, who is a member of the children missing from education strategic group, attends the MASE meetings.

Terms of reference for the children missing from education group

Purpose

All children, regardless of their circumstances, are entitled to an education suitable for their age, ability, aptitude and any special educational needs they may have. Achieving for Children must ensure, with its partners, that this is the always the case.

The children missing education group has been created to provide an overview of children missing from education, to ensure that they are monitored across the two boroughs and that support is put in place. The group oversees the implementation of the children missing from education protocol and resolves any issues that emerge relating to children at risk of becoming missing from education, children missing education and children not receiving a suitable level of education.

Reporting

The board will report to the multi-agency resource and decision making panel and LSCB sub group: CSE/missing from home, care and education.

Board meetings

Board meetings are held monthly.

Terms of reference to:

- ensure that children missing out from education are receiving a minimum standard of 25 hours a week of good quality registered education;
- ensure there is additional support and interventions in place to minimise any risks associated children's lack of full time, mainstream education;
- ensure there are no delays in accessing alternative provision;
- maintain ownership and an overview of a single register of children missing from education, children at risk of missing education and children not receiving suitable education. Share information between service and organisations;
- ensure that all pupils on the register are screened, assessed and risk-rated on a proportionate basis;
- ensure that appropriate intervention and action is taken to engage pupils in full time education and reduce any risks of any non-engagement in a full time curriculum;
- escalate high risk cases, RAG rated red to the MISPER group or individual pupil management panel for further review and action;
- regularly review and monitor changes in the risk to pupils risk on a proportionate basis;

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- ensure there are strong reporting systems within schools, between schools and with Achieving for Children of children who are at risk of missing education;
 - ensure clear standards are set for children educated at home and monitored by inspectors to ensure they receive a suitable education; and
 - ensure all relevant Achieving for Children services, schools and partner agencies are aware of the children missing from education protocol and their responsibilities in relation to children who are missing from education or children or who are at risk of becoming missing from education.

Chairing and minute taking

The board will be chaired by the Associate Director (Early Help and Education) as the children missing from education strategic lead.

The agenda will be distributed at least seven working days before the day of the meeting except in emergency situations agreed by the chair.

Minutes will be taken by the Business Support Team in Education Services, Achieving for Children. Action points will be recorded at each meeting and circulated to all members of the board and relevant parties within two weeks.

The board are all responsible for ensuring actions are completed by agreed deadlines.

Performance and quality assurance

The children missing from education register will be provided at least seven working days in advance of the meeting provided by Achieving for Children's Performance Team. A lead officer from the Protection and Early Help Service will quality assure all RAG ratings provided by officers at least seven working days in advance of the meeting.

Membership

Name	Role	Organisation
Charis Penfold	Associate Director (Early Help and /Education)	Achieving for Children
Elizabeth (Brandill) Pepper	Joint Children's Health Commissioner	Achieving for Children
Samantha Axbey	Headteacher Pupil Referral Unit	Achieving for Children
Adrian Bannister	Exclusions and Reintegration Officer	Achieving for Children
Hatija Bhatia	Head of Admissions	Achieving for Children
Anna Chiva	Head of SEN	Achieving for Children
David Kinsley	Manager Individual Tuition Service	Achieving for Children
Lizzy Lenferna	Education Advisor (EMA)	Achieving for Children
Julie Martin	Manager Family Support Services	Achieving for Children
Diana Percival	Principal EWO	Achieving for Children
Kelly Swaffield	Head of Quality Assurance	Achieving for Children

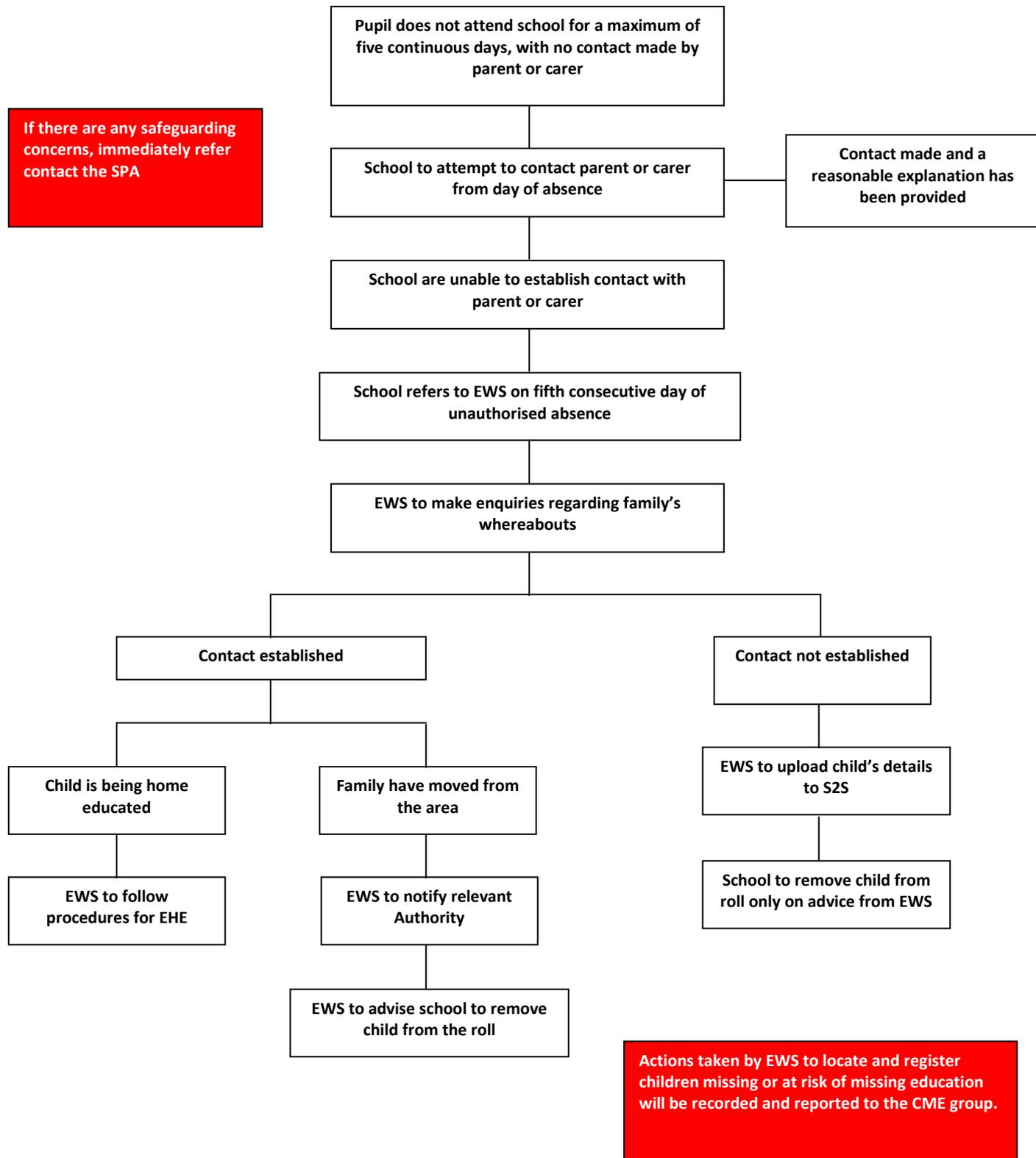
Name	Role	Organisation
Kathy Walker	Youth Offending Service Manager	Achieving for Children
Sara Doyle	Head of Safeguarding Service – Richmond	Achieving for Children
Roger Jones	Head of Safeguarding Service – Kingston	Achieving for Children
Natalie Geary	Joint PA to Charis Penfold	Achieving for Children

Please note: If the service heads from those services are unable to attend the meeting, then an alternate must be named in their place.

Quorum

To be quorate the board must have at least 50% of members in attendance.

Local procedure for children missing education



Related legislation

School Attendance: Education Act 1996 (Section 7, 8, 14 & 19)

www.legislation.gov.uk/ukpga/1996/56/contents

Education Act 2002 (Section 21): www.legislation.gov.uk/ukpga/2002/32/section/21

Education and Inspections Act 2006 (Section 4 & 38)

www.legislation.gov.uk/ukpga/2006/40/contents

The Education (Pupil Registration) (England) Regulations 2006

www.legislation.gov.uk/uksi/2006/1751/contents/made

Child protection: Children Act 1989 (Section 17 & 47)

www.legislation.gov.uk/ukpga/1989/41/section/47

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

www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CDEQFjAA&url=http%3A%2F%2Fwww.legislation.gov.uk%2Fukpga%2F2004%2F31%2Fpdfs%2Fukpga_20040031_en.pdf&ei=MG35VLLXDqnW7AbTvYDwBg&usg=AFQjCNHo7FoLodsUr0J9_ggalPM8zsuQsw&bvm=bv.87611401,d.ZGU

Education Act 2002 (section 175) www.legislation.gov.uk/ukpga/2002/32/section/175

Review plan: children missing or missing out on education

Lead service	
Lead professional for child or young person	
Reason for review meeting	
Date of discussion at CME group	

Child's or young person's name			
Education setting or year group	Date	Gender	Ethnicity

Contact details	
Name	
Address	
Telephone number	

Name of parent interviewed		
Date of interview		
Location of interview		
Name of person conducting the interview		
Job role of person conducting interview		
Child spoken to	Yes	No
Child seen alone	Yes	No

1. What provision is the child or young person currently accessing?

Please include details of location, hours and relevant start review dates.

2. Is this provision felt to be appropriate?

Could it be increased? Could other priorities be included?
Consider long term plan for the child or young person?

3. What does the child or young person do with their time, when they are not receiving education?

Does the family have concerns about the child or young person missing from home or knowledge of whereabouts at times?

4. Is there anything else you would like to inform us about?

Current Provision for the child or young person?

To be completed by PEH or AfC after the meeting

Risk assessment of current situation

Recommended actions

Please consider whether current provision should be:

- Changed?
- Which services should be involved?
- How this will be shared or fed back to CME Group and key services?

Review of this procedure

This procedure will be reviewed in March 2016 to judge its effectiveness, or updated sooner in accordance with changes in legislation.

Date created	20 March 2015
Signed by:	Director of Education Services
Equality analysis completed (yes/no):	no

