

# Policy and Guidance to Prevent Children and Young People from Missing Education

Author	Linda Perkins
Consultees	School Improvement Group/SMT
Passed by SMT (Date)	2/10/18
Published (Date)	2/10/18
Next Review (Date)	September 2020

A greener place  
Man gwyrddach



*This publication is available in Welsh, and in other languages and formats on request.  
Mae'r cyhoeddiad hwn ar gael yn Gymraeg, ac mewn ieithoedd a fformatau eraill ar gais.*

Mae'r ddogfen hon ar gael yn Gymraeg, ac mewn ieithoedd a fformatau eraill ar gais.  
This document is available in Welsh, and in other languages and formats on request.

## Contents

1.0	The Policy Context .....	3
2.0	National Context .....	3
3.0	Local Context .....	3
4.0	Aims .....	3
5.0	Principles .....	4
6.0	Process and Implementation .....	4
7.0	Links to Other Strategies .....	4
8.0	Partnership .....	5
9.0	Listening to Learners .....	5
10.0	Monitoring, Evaluation and Review .....	5
11.0	Good Practice Guide .....	6
11.1	Vulnerable Groups .....	6
11.1.1	<i>Higher Risk Groups</i> .....	7
11.2	Local Responsibilities .....	8
11.2.1	<i>Schools</i> .....	8
11.3	Electronic School Data .....	9
11.3.1	<i>Common Transfer System and School to School Data Transfer (s2s)</i> .....	9
11.3.2	<i>Pupils who leave school with a known destination within CTF scope</i> .....	9
11.3.3	<i>Pupils who leave school with a known destination outside CTF scope</i> .....	10
11.3.4	<i>Pupils who leave school with an unknown destination</i> .....	10
11.3.5	<i>Pupils who turn up at school unexpectedly, with no CTF</i> .....	11
12.0	Transition Planning .....	12
13.0	Regulations about when a school may delete a pupil's name from its Admissions Register .....	12
14.0	Elective Home Education (EHE) .....	13
15.0	The Role of the Local Authority's Schools Admission Service .....	13
16.0	Privacy Notices .....	14
	Appendix 1 – Useful Links .....	15
	Appendix 2 – CME Toolkit .....	16
	Appendix 3 – Deletions from the register – reference table .....	27

## **1.0 The Policy Context**

Children and young people 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. If a child or young person is receiving an education, not only do they have the opportunity to fulfill their potential, they are also in an environment that enables local agencies to safeguard and promote their wellbeing.

## **2.0 National Context**

From September 2009 Local Authorities (LAs) in Wales have been placed under a duty (Section 436A of the Education & Inspections Act 2006) to make arrangements to enable them to establish the identities of children in their area who are not registered at a school and are not receiving a suitable education.

The purpose of the duty is to ensure that make sure that children missing from education (CME) are identified quickly and that effective tracking and enquiry systems are in place to locate them. Once located, procedures must be in place to ensure that the young person gains access to the most appropriate education as quickly as possible.

## **3.0 Local Context**

The duty applies to children of compulsory school age (5-16 years), resident within the Borough of Caerphilly who are: neither registered on a school roll, receiving a suitable alternative education or have not been in Local Authority (LA) provision for a substantial period of time.

The duty does not apply to children and young people who are registered on a school roll but not attending regularly. In such cases a child or young person should be subject to intervention through existing attendance strategies and the Education Welfare Service's (EWS) procedures. Stages of the referral processes and further information can be found in the LA Attendance Policy and Guidance document.

The LA is committed to developing policies and guidance documents to support schools and education otherwise than at school provision (EOTAS), in order to improve educational standards and attainment.

## **4.0 Aims**

The aim of the information contained in this document is to offer guidance to schools and stakeholder agencies around the protocols and processes to be followed, in order to:

- Ensure that all children and young people have access to appropriate education;
- Identify, maintain contact and re-engage children living within the borough who are deemed to be missing education, or are at risk of missing education;
- Track children that move out of the borough until such a time as they have an identified destination;
- Safeguard and promote the wellbeing of children and young people.

## 5.0 Principles

The LA is committed to ensuring that all children and young people have access to appropriate education, regardless of ethnic origin, sex, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

The LA is also committed to the fundamental principle, that early intervention strategies and partnership working are crucial in ensuring the protection and well being of all children and young people.

## 6.0 Process and Implementation

The Children Act 2004 (sections 25-29) and the Welsh Assembly Government's guidance, *Safeguarding Children Working Together under the Children Act 2004*, places a duty on all agencies to work together to promote the welfare of children and to share information. As a result there is an expectation on all agencies that they will subscribe to the protocol and procedures relating to CME, in order to ensure children are registered on a school roll or in receipt of suitable education.

## 7.0 Links to Other Strategies

The LA's CME guidance links closely with the following and should be read in conjunction with the Welsh Government's Statutory Guidance to help prevent children and young people from missing education (circular 002/2017). This can be found at:

<http://learning.gov.wales/resources/browse-all/statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education/?lang=en>

- Well-being objectives;
- Learning Education and Inclusion (LEI) Improvement Plan;
- Special Educational Needs (SEN) policy;
- South East Wales Safeguarding Children Board Strategic Plan;

- Inclusion and Pupil Support document, National Assembly for Wales Circular No: 203/2016;
- All Wales Missing Children Protocol.

Documents referred to throughout this document can be accessed via web links as listed in the attached Appendix 1; Additional related information and guidance relating to CME, can be located on the Welsh Government web site, <http://wales.gov.uk>

## **8.0 Partnership**

A key factor in the successful implementation of strategies to help prevent children and young people from missing education is the need to work closely with colleagues across LA areas. Effective stakeholder / partnership working contributes to improving outcomes for children and young people about whom they have concerns.

## **9.0 Listening to Learners**

The Well-being plan endorses that learners are listened to and treated with respect and are offered a comprehensive range of education and learning opportunities.

Where appropriate, children and young people should be encouraged to participate in decision making processes relating to learning opportunities being made available to them and feel confident that their views will be listened to and valued.

## **10.0 Monitoring, Evaluation and Review**

The LA accepts its responsibility to locate, assess, monitor and track children missing from education in order for them to reach their true potential and is committed to providing an education of the highest quality for all children and young people. This will be achieved by:

- Ensuring that all children and young people residing within the borough are registered on a school roll;
- Prompt follow up in cases referred to the Education Welfare Service;
- Monitoring of vulnerable groups of pupils, particularly those who have been excluded from school or who are persistent absentees;
- Support to schools to ensure that they meet their statutory responsibilities by using the Electronic school data Common Transfer System and School to School data Transfer (s2s) website, when a pupil joins or leaves a school;

- Work with partners to raise awareness about how to inform the LA about children and young people deemed missing from education, in order to ensure that agencies employ this route consistently and whenever necessary;
- Annual review of policies and procedures to reflect amendments in legislation and Government priorities.

## 11.0 Good Practice Guide

There is a wide variety of reasons why children and young people fail to engage with education or go missing; each presenting varying degrees of risk, which could include those, who:

- Have not entered the education system because they failed to start appropriate provision at the beginning of compulsory school age;
- Fail to complete transition between key stages;
- Cease to attend school due to disputes, parental dissatisfaction, unofficial exclusion or removal from the school roll;
- Move into a LA area and did not register with a local school, or inform the LA they have moved. Depending on their circumstances, some parents may not see re-enrolment at school as a matter of urgency even if previously their children had been good attendees at school. Indeed if their children are nearing school leaving age the family may not see the relevance of returning them to education;
- Have been withdrawn by their parents who elect to home educate (EHE) and both parents and school fail to inform the LA;
- Do not wish to be found for a variety of reasons, e.g., are fleeing domestic violence or are involved in a witness protection programme;
- Have been offered alternative provision but who do not access this provision;
- Are excluded or withdrawn from independent school;
- Enter the country and do not register with a school.

## 11.1 Vulnerable Groups

There are a number of risk factors that may hinder or prevent the engagement and tracking of certain vulnerable groups. Some children and young people have complex needs due to difficult family dynamics, social or lifestyle factors and may have experienced certain life events that make them more at risk of going missing from education and who face tougher obstacles to re-engage. This list is not exhaustive, but could include children and young people, who could be or are/have been:

- Involved with the criminal justice system;
- Live in women's refuges;
- Homeless, living in temporary accommodation or bed and breakfast;

- Bullied;
- Experiencing long term medical or emotional problems;
- Parents with mental health problems;
- Looked after by the LA privately fostered or who are missing from care;
- From Gypsy, Traveller or Roma background;
- Young carers;
- Affected by their own or their parents substance misuse;
- Withdrawn by their parents to be electively home educated, but are not receiving a suitable education;
- From transient families;
- Taken on extended holidays or heritage visits by their families;
- Young parents or pregnant young mothers;
- Permanently excluded from school;
- A school place has been refused and an appeals process is taking place.

### **11.1.1 Higher Risk Groups**

Higher risk groups may include:

- Children who regularly reported as going missing;
- Are unaccompanied asylum seekers;
- Migrant children with their families seeking asylum or are economic migrants;
- Those at risk of forced marriage, honor-based violence, sexual exploitation, including those who have been trafficked to, or within the UK;
- From families who are involved in fraud, social difficulties, crime and anti-social behavior.

These children and young people will be some of the most vulnerable in the LA and it is vital therefore that services work together to identify and re-engage these children and young people with appropriate education provision as quickly as possible. Further guidance on supporting Asylum Seeking and refugee children can be found in the Welsh Assembly Inclusion and pupil Support document, Section 2.

Young People with Additional Learning Needs (ALN), apart from the risk of going missing from education are also in danger of becoming NEET (Not in Education, Employment or Training). The LA and its partner organisations, have developed a framework to reduce NEETs through targeted support and appropriate curriculum choice.

The LA may not necessarily have all the information relating to the children or young people about whom there is concern. It will often be the case that another agency is aware of the arrival or existence of a child or young person, living in the LA area but not in education, before education service becomes aware of them.

In order to prevent children and young people becoming missing from education, or to find and re-engage them if they have gone missing, it is essential that a wide variety of agencies acknowledge a safeguarding responsibility in this area. Finding

missing children and young people is much more effective when agencies work together.

This policy and guidance identifies the practical steps to be taken by all stakeholder agencies as to how and where to refer any concerns that they may have about the provision (or lack of it) being offered to, or accessed by, any statutory school age pupil, but does not replace any of the Authority's Child Protection Procedures.

Existing safeguarding procedures and mechanisms for reporting and recording child protection concerns, including when children go missing from home or care, are to be observed at all times. Referrals should be made to Children Services on the relevant Multi agency referral form (MARF). The form and referrer's assessment record that should accompany the referral can be found on South East Wales Safeguarding Children Board web site, via the below link.

<http://www.sewsc.org.uk/>  
<http://www.sewsc.org.uk/professionals/reporting-concerns/>

The Framework for safeguarding, guidance on roles and responsibilities and responding to safeguarding concerns, can be found in the Welsh Government's guidance document, *Keeping Learners Safe*.

<http://wales.gov.uk/docs/dcells/publications/150114-keeping-learners-safe.pdf>

## 11.2 Local Responsibilities

### 11.2.1 Schools

Schools have a vital role to play when children and young people go missing from the education system. Head Teachers/school attendance officers/clerks must take immediate action in order to attempt to identify the whereabouts of a child or young person by utilising existing contact information for the family, siblings or extended family. If initial enquiries fail to establish the whereabouts of the child or young person, a referral must be made to the EWS who will undertake further enquiries; Appendix 2 contains a CME toolkit outlining schools' responsibilities and actions that they need to undertake.

For most families, moves and changes of school are planned events and information could be gathered regarding the proposed move or school transfer. It may be helpful in tracking children. Parents who transfer their children into a school in this Authority must complete a School Transfer Form. This form along with other information on school admissions and appeals, can be found at:

<http://www.caerphilly.gov.uk/Services/Schools-and-learning/Admissions-and-appeals/Primary-and-secondary-school-admissions>

Schools may find it helpful to include a school leaving form in their admission pack for parents; make it available via their website as well as reminding parents in school newsletters. Form 1, 'Leaving School Form for Parents' can be found in the toolkit.

Children and young people missing education is a safeguarding issue. To ensure that schools put in place effective systems for monitoring CME, the designated senior person for child protection should be made aware of any child or young person deemed missing and in any case when absence becomes erratic, as this may indicate risk or concerns. The designated senior person for child protection should be responsible for ensuring that the procedures for making the authority aware of concerns have been followed.

## **11.3 Electronic School Data**

### **11.3.1 Common Transfer System and School to School Data Transfer (s2s)**

To minimise the chances of pupils falling into the category of being missing from education, currently, in Wales, there is a requirement under the Education (Pupil Information) Wales Regulations 2004 and the Education (School Records) Regulations 1989 for schools to maintain data on pupils who are on their roll and to pass that data to the receiving school when a child leaves.

All maintained schools in Wales have a statutory responsibility to use the Common Transfer System to transfer specific information electronically, via School to school data transfer (s2s), when a pupil joins or leaves a school. In all instances, the common transfer file (CTF) must accompany a child or young person to the new school or if their destination is unknown or they have moved outside of the maintained sector their CTF must be sent to the Lost Pupil Database (LPD).

Schools and relevant LA staff must follow these procedures when pupils leave schools with both known and unknown destinations and when pupils turn up at new schools when not expected. No pupil is to be admitted into a school without authorisation from the LA's school admissions team.

### **11.3.2 Pupils who leave school with a known destination within CTF scope**

- If a school knows which school a pupil is moving to it must ensure that a CTF is sent to the receiving school via s2s, as quickly as possible; within fifteen school days of the pupil ceasing to be registered at the previous school. Similarly, if the head teacher of the previous school receives a request from the head teacher of the receiving school where the pupil is newly registered,

the information must be sent within fifteen school days of receiving the request;

- The school must telephone the receiving school to check the child has arrived there;
- If the destination school accepts the CTF, no further action is needed. If they reject the file, checks the files was sent to the correct school, and contact that school to ask why they rejected the file. If it transpires that the pupil has failed to arrive or the destination school is now unknown, follow the procedure below;
- If the CTF had been sent to the wrong school, send a new CTF to the correct school via s2s;
- The school must take the pupil off roll in SIMS from the appropriate date, and must also enter the correct reason for leaving. The actual destination and school name should also be recorded.

### **11.3.3 Pupils who leave school with a known destination outside CTF scope**

- When a Caerphilly pupil leaves a school and it is confirmed as being in the independent sector, electively home educated or at a destination incapable of receiving a CTF then the school should place on the s2s website with the code MMMMMMMM as the destination code;
- The school must take the pupil off roll in SIMS from the appropriate date and should also enter the appropriate reason for leaving.

### **11.3.4 Pupils who leave school with an unknown destination**

- When a child leaves school without notice being given by the parent or without the information which new school the child is to attend, the Head Teacher or school attendance officer should make relevant enquires. If they are unable to establish the whereabouts of the child or young person, they should then promptly notify the EWS. If the child is on the Child Protection Register, or should the school have particular child protection concerns about the child or young person, the school should immediately notify Children's Services, Information, Advice and Assistance Team. (IAA);
- The EWS will make reasonable efforts to identify the child or young person's current whereabouts/destination, which will include completion of checks with the LA's school admissions team and as detailed in the toolkit, the EWS children missing education checklist;
- After four weeks should such efforts prove unsuccessful then the school in consultation with the LA, should remove the child or young person's name from its roll and create a lost pupil CTF with XXXXXXXX as the destination code. This CTF should be immediately uploaded onto the s2s secure site where it will be held in the lost pupils' database;
- Schools should not record pupil movements as 'moved house' or 'gone out of area' as the reason for leaving on SIMS. If the destination is unknown it

should be recorded as 'unknown' and confirmation recorded that the 'LA admissions team & the EWS' have been notified. Under no circumstances should this field be left blank as this will help to ensure more efficient central tracking of pupil movement;

- It is important to note that any CTF sent to the lost pupil area of the s2s site can contain details of only one pupil;
- If the pupil has a statement of special educational needs, (SEN), the school should inform their LA, statutory team link;
- If a school has previously sent a CTF to the lost pupil area of the s2s site and is then contacted by a school where the pupil has subsequently registered, they should inform the new school to request that their LA download the original CTF from the lost pupil area of the s2s site. They should not create a new CTF and send it to the new school.

### **11.3.5 Pupils who turn up at school unexpectedly, with no CTF**

- If it is possible to determine a previous school, contact must be made with that school to locate records and request a CTF. The previous school should be asked if they had put the pupil on s2s as lost and if this should be the case, the CTF would need to be obtained via the LA's school admissions team;
- When a pupil joins a Caerphilly school without that school receiving a CTF from the child's previous school and it is not possible to determine a previous school, then the receiving school should contact the school admissions team, to request that a search is made of the lost pupil's area for a matching record using names or former names, date of birth etc. If the search is successful, they will forward a CTF to the new school and remove the pupil from the s2s lost pupils system;
- If no CTF can be located, the school should then allocate a new Unique Pupil Number (UPN) on SIMS and create a new pupil record;
- If a previous school is later determined a newly assigned UPN would need to be replaced by the original UPN, if one exists.

The LA recognises that these procedures will only function effectively if all Caerphilly schools are committed to adhering to the principle, that whenever a pupil joins or leaves a school then a CTF must accompany him/her.

The LA will therefore ensure that the school admissions team and the EWS support all Caerphilly schools, in order to meet these responsibilities.

For any other scenarios relating to s2s and the 'lost pupils' database not covered here, there is a detailed FAQ's section on the Welsh Government website that may be useful.

<http://wales.gov.uk/topics/educationandskills/schoolshome/schooldata/ims/dataexchange/school2schoolcommon/?lang=en>

Further guidance on the use of the Common Transfer System can be found in the Welsh Assembly Government's guidance circular 18/2006 on Educational Records, School Reports and the Common Transfer System.

<http://new.wales.gov.uk/publications/circular/circulars2006/1552927/?lang=en>

## 12.0 Transition Planning

From September 2007, secondary schools in Wales and their cluster primary schools have been required, jointly, to draw up a transition plan, setting out arrangements to provide continuity and progression for learners moving from Key Stage 2 to Key Stage 3.

Transition planning will inform the early identification process, as well as the action required to ensure that a young person does not remain at risk of dropping out of education at an early age.

Monitoring the transfer between Key Stages is vital. Admissions officers, Head Teachers, school attendance officers/clerks and EWOs, should have checks and systems in place to ensure that all pupils leaving a primary school are subsequently registered at a new provider and arrive safely.

If a pupil is expected at a school and fails to take up the school place, schools must not delete the pupil from their SIMS system, without following the procedures detailed above.

The Education (Pupil Registration) (Wales) Regulations 2010 state that for the purpose of this regulation a pupil is a pupil at the school from the beginning of the first day on which the school has agreed, or has been notified, that the pupil will attend the school.

Schools must therefore put pupils on roll of a school when a place is agreed. If the pupil fails to arrive as expected, schools must not delete the pupil from their SIMS system without following the procedures detailed above, including making their own enquiries and subsequent referral to the EWS, in order for further enquiries to be made. Only once the EWS has completed their enquiries and advised the school of the outcome should the school remove a pupil from the roll.

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

Schools should not remove a pupil from the school roll until all avenues have been exhausted and the LA has advised that it is appropriate to do so.

The Statutory Instrument 1995 No 2089 The Education (Pupil Registration) Regulations 1995 and The Education (Pupil Registration) (Amendment) (Wales) Regulations 2010, lists the grounds on which the name of a pupil of compulsory school age may be deleted from the admissions register. Removal from the roll for any reason other than those specified in the regulations is unlawful.

Although the regulations state that a pupil may be deleted from roll after 20 school days of continuous absence without good reason (10 school days if returning from holiday late), there is a clear responsibility to ensure that the correct procedures of

investigating this absence has been followed as any child missing from education may raise potential child protection issues.

The pupil should remain on the school register until all reasonable enquiries are completed even if this means that the pupil will amass more than 20 days absence. The outcome of the school and LA's attempts to trace the pupil will dictate the next steps and whether it is appropriate for the child to be removed from the roll of the school. If they are unable to find the pupil they must refer the case to the appropriate agencies. It is important that all of the steps outlined above are clearly documented to ensure that there is a clear audit trail of the steps that have been taken to locate the child. Only once the EWS has completed their enquiries and advised the school of the outcome should the school remove a pupil from the roll.

The table in Appendix 3 contains circumstances which allow/dictate that a pupil should be removed from the school roll, when school staff should carry out the process and what date the pupil should be shown as coming off roll.

## **14.0 Elective Home Education (EHE)**

Although children and young people with additional learning needs can be successfully home educated, the LA remains responsible for ensuring that the education the child receives is suitable. The statement must stay in force and the LA must ensure that parents provide for their child's educational needs. If the parent's arrangements are suitable, the LA is relieved of their duty to arrange the provision directly, but it still remains the LA's duty to ensure the child's needs are met. Further guidance can be found at:

<http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/elective-home-education-guidance/?lang=en>

## **15.0 The Role of the Local Authority's Schools Admission Service**

The Schools Admission Service has an important contribution to make in ensuring all pupils are on a school roll and attending school.

Children or young people may not be on a school roll where a parent has not accepted a school place at phase transfer or failed to follow up an application after moving into the LA or unable to secure a place in their preferred school and fails to take up another offer. When this occurs the school admissions team will inform the EWS, who will then follow the checking process detailed below.

The LA will work with Gwent Ethnic Minorities Achievement Service (GEMS) to ensure that advice about admissions and support with the application procedure is readily available for families recently arrived from abroad.

## 16.0 Privacy Notices

Information received by the EWS, together with any additional information received from schools, pupils, parents/cares or other organisations, will be recorded and processed by the LA in accordance with the legal obligations placed on CCBC and our duties under the Education Act 1996, Education and Inspections Act 2006 and The Children Act 1989.

Further information on how the information will be processed and used is available in the form of a full privacy notice and can be found at [www.caerphilly.gov.uk](http://www.caerphilly.gov.uk)

## Appendix 1 – Useful Links

### Useful links

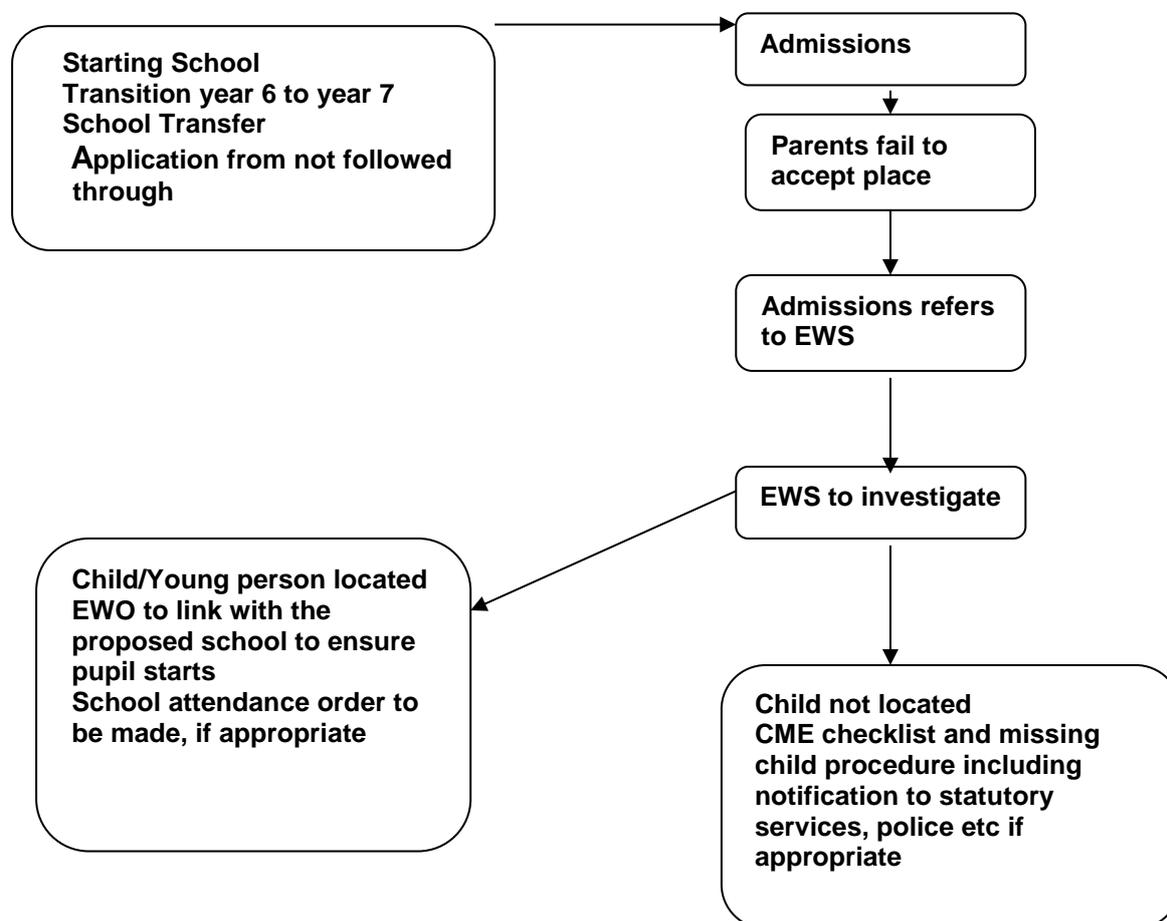
All documents referred to throughout this policy can be found via the below links:

- All Wales Attendance Framework  
<http://wales.gov.uk/topics/educationandskills/publications/guidance/allwalesattendanceframework/?lang=en>
- Guidance relating to Children Missing Education (CME); Welsh Government circular 002/2017  
<http://new.wales.gov.uk/topics/educationandskills/publications/guidance/missingeducation/?lang=en>
- Safeguarding Children: Working together under the Children Act 2004 circular no 12/2007 (2007)  
<http://gov.wales/pubs/circulars/2007/nafwc1207en.pdf?lang=en>
- All Wales protocol missing children
- Safeguarding children from sexual exploitation
- Safeguarding children who may have been trafficked
- South East Wales Safeguarding Children's Board  
<http://www.sewsc.org.uk/>
- Keeping Learners safe  
<http://wales.gov.uk/docs/dcells/publications/150114-keeping-learners-safe.pdf>
- The Education (Pupil Registration) (Wales) Regulations 2010  
[http://www.legislation.gov.uk/wsi/2010/1954/pdfs/wsi\\_20101954\\_mi.pdf](http://www.legislation.gov.uk/wsi/2010/1954/pdfs/wsi_20101954_mi.pdf)
- Inclusion and Pupil Support document, Welsh Government Circular No: 203/2016;  
<http://new.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance/?lang=en>
- Common Transfer System  
<http://gov.wales/about/foi/publications-catalogue/circular/circulars2006/1552927/?lang=en>  
[http://gov.wales/topics/educationandskills/publications/guidance/educational\\_records/?lang=en](http://gov.wales/topics/educationandskills/publications/guidance/educational_records/?lang=en)

## Appendix 2 – CME Toolkit

### Children Missing Education Toolkit

Children Missing Education at Start of Education/ School Transfer/Transition KS2 TO KS3



### Voluntary aided schools

As voluntary aided schools are their own admissions authority, they must advise the LA's school admissions team of all casual/in-year admissions and transfers that are unsuccessful, so that the child or young person can be tracked. This is because some parents may not pursue other options for their child's education and such children or young people may become missing. The EWS can then follow up all such cases.

The school admissions team monitors removals from a school roll through the LA's Tribal database on a regular basis. Schools are also required to notify the School admissions team of all start and end dates for pupils. Where pupils have been removed from a school roll without an indication or a CME referral received as to future provision, the department will contact the school to establish the facts and where necessary carry out their own tracking processes. This will also identify any training issues for staff groups from schools and other agencies.

## **Education Welfare Service (EWS)**

When a child or young person is referred to the EWS, officers should utilise the checklist as in Form 3. Checking should include home visiting, approaching neighbours and contacting other agencies to try to establish the whereabouts of the child or young person.

If information is received that establishes where the child or young person have moved to, but there is no clear information about whether they have registered at new schools, the Movement of Children advice form should be completed, Form 4 and forwarded to the receiving LA, in order that contact can be made to ensure a swift and smooth transition into a local school. A copy of the advice should be placed on the pupil's file and copied to the LA's school admissions team.

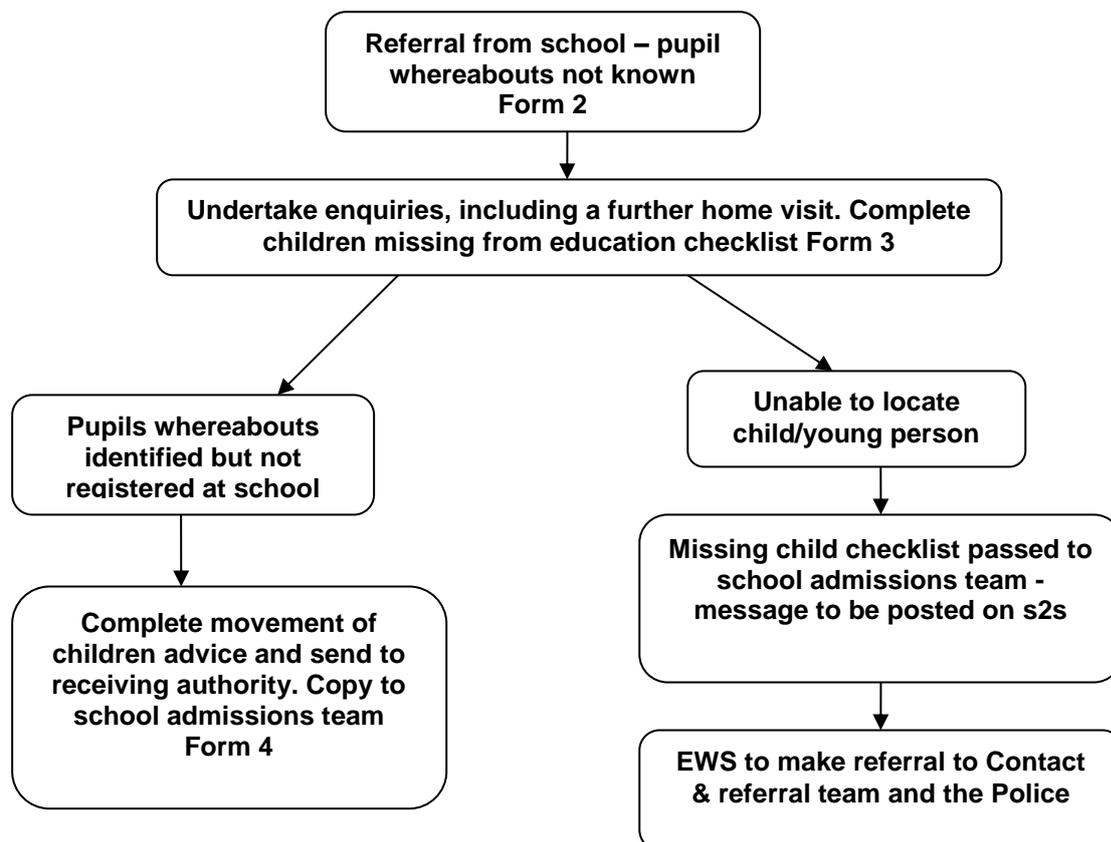
If all attempts to trace a child or young person fail, the relevant checklist should be completed and passed to the school admissions team. School will be advised to remove the pupil from roll and send a CTF to the LPD, with the destination as XXXXXXX. The schools admissions team will post a message on the lost pupil database (s2s).

Information sharing protocol require that Children Services and the Police are made aware that attempts to trace the child or young person have been unsuccessful and they are considered missing from education.

## **Privacy Notices**

Information received by the EWS, together with any additional information received from schools, pupils, parents/cares or other organisations, will be recorded and processed by the LA in accordance with the legal obligations placed on CCBC and our duties under the Education Act 1996, Education and Inspections Act 2006 and The Children Act 1989.

Further information on how the information will be processed and used is available in the form of a full privacy notice and can be found at [www.caerphilly.gov.uk](http://www.caerphilly.gov.uk)



### Role of Other Agencies

In the Victoria Climbié Inquiry Report, (paragraph 17.97) 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, and 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.”* Please note, the relevant department within CCBC is the School admissions team.

A key factor in the successful implementation of the duty to identify children and young people not registered at school and not receiving a suitable education is the need to work closely with colleagues across the LA area. In order to prevent children and young people from going missing from education, or to find and re-engage them if they have gone missing, it is essential that a wide variety of agencies acknowledge a safeguarding responsibility in this area. It is imperative that all professionals who have contact with children and young people know how to inform the LA and employ this route consistently where they believe a child or young person appears not to be on roll at a school, is not attending school regularly or where there are any concerns about provision (or lack of it) being offered to, or accessed by any statutory school age pupil.

In these instances a member of staff should make a CME referral and complete the Notification to the Local Authority of a Child Missing Education Form and forward to

The LA admissions team, Penallta House, Tredomen Park, Ystrad Mynach, Hengoed CF82 7PG.

**Partner agencies and services involved in the identification and referral of children missing from education include:**

- Social care - children's and adult services, refugee and asylum seekers team, foster carers;
- Health - strategic health authorities, local health boards, GP's, CAMHS, health visitors, LAC nurses;
- Police and community support officers, community safety partnerships;
- Careers Wales;
- Library Service;
- Youth offending service (YOS), secure children's homes;
- Housing departments, homeless hostels and women's refuges;
- Statutory and voluntary youth service;
- Immigration Service;
- Voluntary and community organisations, including faith groups;
- Elected members and members of the public.

The LA will work with partners to raise awareness about how to inform the LA about children deemed missing from education, in order to ensure that agencies employ this route consistently and whenever necessary, which includes:

- Circulating information to schools and senior managers of other agencies annually to ensure protocols are understood;
- Circulating information on the notification route to all schools and agencies;
- Raise awareness through CSCB practitioner forums;
- Annually and posting this information on the authority's Intra and Internet sites.

**Once a referral is received**

Checks will be made on the Central Pupil Database for any details held about the child or evidence of siblings at other schools. Checks will also be made on the school appeals list and the EHE register. If there is no evidence of education being provided, the parents will then be contacted by letter requesting that they contact the school admissions team.

If there is no response within 10 working days, an Education Welfare Officer (EWO) will undertake a home visit to check circumstances and assess need if required. The EWO will be able to support the parents to make an application to the school admissions team. Where a child has additional learning needs, the case will be referred to the LA's Statutory Team.

The LA can intervene if they have reason to believe that parents are not providing a suitable education and may apply to Magistrates Court to issue a School Attendance Order (SAO) (under section 437(1) of the Education Act 1996).

<p><b>LEAVING SCHOOL FORM FOR PARENTS</b>                  If your child is leaving, please can you fill in this form as fully as you can even if you do not know all the details yet</p>	
---	---

<b>Name:</b>	<b>Date of Birth:</b>	<b>Class:</b>
--------------	-----------------------	---------------

My child will be leaving school on: (date)

Because we are: (please tick)	a.	Moving House	
	b.	Returning to country of origin/emigrating	
	c.	Other – please give details	

New address if known:

New school if known:

If not yet known, the town or at least the country you are moving to:

Will you keep the same mobile telephone numbers? Yes  No   
 Please confirm your numbers or list new numbers:  
*Mother's mobile* ..... *Father's mobile*.....

If possible please give the name, address and telephone number of a friend or relative in the UK who is not moving and who you will be staying in touch with. *We will only contact them if we need information about your child's new school and we cannot contact you. In most cases this will not be necessary because the new school will contact us to transfer your child's information.*  
*Name:*  
*Address:*  
*Phone Number:*

Full Name(s) of Parent(s)/Carer(s). Please print names and sign.  
 Mother.....  
 Father.....  
 ...  
 Other (state relationship).....

**Attached to this form is a school compliments slip.**  
 Please can you give it to your new school and ask them to contact us.

For school use only. Date returned:	Date returned to EWS:
-------------------------------------	-----------------------

The school is expected to transfer information as quickly as possible to your child's new school. Both the school and the Local Authority have a legal duty to try to locate

your child is if he or she stops attending and we do not know the details of the new school or other educational provision. This may include contacting Social Services or the Police if you have not given us the information and we are unable to contact you. By filling in this form and enabling us to keep in contact with you, you are ensuring we do not need to refer to other agencies and that their time is not wasted, nor are you contacted unnecessarily.

Please give details of the involvement of the Education Welfare Service


**Please confirm the date the pupil was taken off the school roll How we will use your information**

Information received by the EWS, together with any additional information received from schools, pupils, parents/cares or other organisations, will be recorded and processed by the LA in accordance with the legal obligations placed on CCBC and our duties under the Education Act 1996, Education and Inspections Act 2006 and The Children Act 1989.

Further information on how the information will be processed and used is available in the form of a full privacy notice and can be found at [www.caerphilly.gov.uk](http://www.caerphilly.gov.uk)

<b>Children and Young People Missing from Education Checklist</b> Actions to be taken by The Head Teacher/School Attendance Officer to locate the child/young person	<b>School logo</b>
--	--------------------

***If the school has any Safeguarding concerns, the matter must be immediately referred to the Information Advice and Assistance (IAA) Team within Social Services.***

***You must still proceed with the referral to the Education Welfare Officer, even if a Referral to the IAA has been made.***

Name:	M/F	Date of Birth	NCY
<b>Name of Parents/primary carer:</b>			
<b>Address:</b>		<b>Telephone:</b>	

**SCHOOL ACTIONS - this section MUST be completed**

Actions	Date	Outcome
Carry out first day calling/contact		
Attempt telephone contact with all emergency numbers		
Write to Last known address and address of emergency contacts if known		
Speak to appropriate agencies i.e. Careers Wales, youth workers, school health nurse		
Check with wider school community e.g. staff, other pupils, carers, friends & any known relatives		
If siblings attend different schools has contact been made to share information?		
Home visit undertaken?		
Any other contact/relevant information		
<b>Referral Details</b>		

Date referred to Education Welfare Service	
Name of School	
Name of Attendance Officer/Pastoral Lead for attendance/safeguarding	
Contact Number	

**NB: The child or young person cannot be removed from the school roll until the EWS has concluded investigations and you have received confirmation of this.**

**Children and Young People Missing from Education Checklist**

 Actions for **Education Welfare Service**

**Name of Pupil(s):**
**D.O.B:**
**UPN:**
**Address:**
**Name of Parents:**
**Forwarding Address:**
**Checklist of actions to be taken to locate the pupil(s)**

	Action Taken	Who & When	Outcome
1.	Check internal school records and with member of staff i.e. form teacher, YT, HoS		
2.	Home Visit		
3.	Neighbourhood Enquiries		
4.	Check with friends, siblings, and other relatives of the child		
5.	Telephone calls made/letters sent		
6.	Enquiries made with Pupil Admissions		
7.	Enquiry made with Children's Services		
8.	Enquiry made with School Liaison Team (LAC)		
9.	Enquiries made with agencies with known involvement (inc. Child Health if there are any children in the family under the age of 4)		
10.	Enquiry made with housing		
11.	Enquiry with Council Tax/Benefits		
12.	Where appropriate, check with UK Border Agency or NAS		
<b>In cases where instances of Domestic Violence are known, the following enquiries should also be made:</b>			
1.	Women's Aid/BAWSO/Women's Safety/MARAC		

	<p>Completed checklist and discussed with school admissions team &amp; SEWO.</p> <p>Removal from school register agreed</p>		
	<p>School Informed of outcome</p>		
	<p>Date removed from register</p>		



## Appendix 3 – Deletions from the register – reference table

### Deletions from the Register – reference table

The LA has a statutory duty to identify, track and monitor children and young people missing education so **all** deletions from the register should be notified to the LA unless it follows normal transfer from KS2 to KS3 or at the end of compulsory education.

There are three connected, but very separate issues involved, namely:

1. Circumstances which allow/dictate that a pupil should be removed from the school roll.
2. When school staff carry out the process of removing a pupil from the school roll.
3. Whilst completing the action at 2 above, what date the pupil should be shown as coming off roll.

The below table is intended to provide a working tool that you may find of assistance when making the decision to delete a pupil's name from the admissions register.

<b>Reason for removing a pupil from the school roll</b>	<b>When the act of removing the pupil from roll should be carried out</b>	<b>The date from which the pupil should be shown as having left the school/college</b>
Pupil moves to another school (other than normal KS2 to KS3 transfer)	On the date the pupil is expected to start at the new school.	The date the pupil is expected to start at the new school.
Pupil has had 20 days of unauthorised absence and both the LA and the school have tried to locate the pupil (reported to the EWS after 10 days)	School admissions team/ EWS will give the school authority to remove from roll after 20 days if unable to trace the pupil or earlier if a new school is identified.	The date the admissions team /EWS gives the school authority to remove from roll.
Pupil fails to return after an extended family holiday	Pupil can be removed from roll after a two week period following the end of the approved holiday absence. The EWS should be advised before this step is taken.	At the end of the two week period of absence following the holiday. The pupil's information must be transferred to the Lost Pupil database via the s2s website and should be uploaded using the code XXX XXXX. This can only be done following investigation and in consultation with school admissions team and the EWS.

<b>Reason for removing a pupil from the school roll</b>	<b>When the act of removing the pupil from roll should be carried out</b>	<b>The date from which the pupil should be shown as having left the school/college</b>
Pupil withdrawn to be electively home educated	On receipt of written notification and after the school has informed the LA.	From the date the parent says they are accepting the responsibility for providing the education. The school should place a CTF on the s2s website with the code MMMMMMMM as the destination
Permanent exclusion.	When the outcome of any appeal is known.	Upon conclusion of the appeals process.
Pupil is in custody for more than four months.	Each pupil should be treated on a case-by-case basis following consultation with the LA and local YOS.	The date the pupil is expected to start at the new school.
Completion of compulsory school leaving age <b>and</b> the pupil is not continuing their education at the school.	Last Friday in June of the school year in which their 16 <sup>th</sup> birthday falls.	On the Last Friday in June.
Pupil has died.	When official notification of the death has been received.	Immediately.
Pupil leaving the school but future provision not known.	Once the pupil has completed their final day.	On their final day of attendance. The pupil's information must be transferred to the Lost Pupil database via the s2s website and uploaded using the code XXX XXXX. This can only be done following investigation and in consultation with school admissions team and the EWS.
Pupil has a medical condition which prevents attendance and return to the school before ending compulsory school age.	Upon receipt of medical advice. The EWS should be advised before this step is taken.	The date advice is received and sanctioned by the EWS.