

# **SS Peter and Paul RC Primary School**



## **Children Missing in Education Policy**

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**South Tyneside Council**

# **CHILDREN MISSING FROM EDUCATION**

## **Policy and Procedures**

**September 2019**

**CHILDREN MISSING FROM  
EDUCATION**



# South Tyneside Council

## CONTENTS

1. Introduction
2. The role of Schools
3. The use of School to School (S2S) and The Lost Pupil Database (LPD)
4. Excluded pupils
5. The role of the Local Authority
6. The role of Services for Young People (SYP)
7. The role of the School Admissions Team
8. The role of the Ethnic Minorities, Traveller and Refugee Achievement Service (EMTRAS)
9. The role of the Multi-Agency LAC Team including 'The PLACE'
10. The role of other agencies
11. Tracking and tracing of pupils referred to Services for Young People

## APPENDICES

- Page 13 CME Form A – Children Missing Education Checklist  
Page 14 CME Form B - Referral Form for a Child Missing Education  
Page 15 CME Guidance for completing CME form  
Page 16 DfE Children Missing Education Factsheet  
Page 17 Links to guidance



# South Tyneside Council

## CHILDREN MISSING FROM EDUCATION (CME) POLICY AND PROCEDURES

### 1. INTRODUCTION

1.0 This document is intended to inform Local Authority (LA) officers, schools, governing bodies and other agencies and professionals about the policy and procedures to be followed in order to prevent children from going 'missing from education'. It should be read in conjunction with LA advice and guidance on school attendance issues and also the statutory guidance, Children Missing Education (Sept 2016) and Keeping Children Safe in Education (Sept 2019).

1.1 **Children (a child) missing from education, in this document, refers to all children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.** Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

1.2 In the context of Working Together to Safeguard Children 2018, South Tyneside LA acknowledges that "education protects" and that it is a key responsibility of the LA and its schools to safeguard all the children resident in South Tyneside or attending South Tyneside schools. The best way for the LA and its schools to ensure the welfare of all children is to ensure they are all on a school roll and that children do not get 'lost' from school rolls and become 'missing'.

1.3 Working Together to Safeguard Children (July 2018) places a duty on all agencies to work together to safeguard and promote the welfare of children and to share information. This principle underpins this policy and there is an expectation that all agencies will work together to ensure children are safely on school rolls. This policy is based on the premise that **safeguarding is a shared responsibility** and that each agency must continue to monitor progress towards locating a child and ensuring that s/he is engaged in education even after referring the case to the next stage in the processes.



# South Tyneside Council

1.4 There is now considerable research available that identifies the reasons for children and young people being 'missing from school'. The most common reasons include that a child may:

- fail to start appropriate provision and hence never enter the system;
- cease to attend as a result of exclusion (including unofficial, illegal exclusions);
- fail to complete a transition between providers (e.g. being unable to find a suitable school place after moving to a new LA);
- undergo frequent moves of house, including periods of homelessness or periods in a refuge;
- suffer family breakdown or bereavement;
- truant persistently, leading to non-attendance (especially in Years 10 and 11);
- become disaffected resulting in pupil and/or parent dissatisfaction with the school and the parent withdrawing the pupil or 'being asked to leave';
- commit an offence;
- move with their mother to live in women's refuges;
- become homeless; perhaps living in temporary accommodation, house of multiple occupancy or Bed and Breakfast;
- run away from home;
- suffer from long-term medical or emotional problems;
- be unaccompanied asylum seekers and refugees, or children of asylum seeking families;
- be Looked After Children;
- be children with a Roma / Traveler background;
- be young carers;
- be children from transient families;
- be teenage parents.

In addition children and young people at risk of Forced Marriage and Child Sexual Exploitation (CSE) may go missing from education and must be considered within this procedure.

Pupils' personal circumstances, or those of their families, may also contribute to the withdrawal process and the failure to make a transition between schools/placements.

1.5 It will be recognized that the factors listed above make children and young people 'vulnerable' in every sense and it is therefore particularly important they are not allowed to 'go missing' from education.

1.6 Research indicates certain groups of children are more likely to be affected by the factors listed above and include:



# South Tyneside Council

- a) Looked After Children (LAC);
- b) refugee and asylum seeking children;
- c) travellers;
- d) children who have suffered bereavement, trauma, domestic violence or other adverse family circumstances;
- e) children with Special Educational Needs and Disabilities (SEND).

## **2 THE ROLE OF SCHOOLS (Including Academies and Independent Schools)**

2.0 When a pupil is expected to join the school, either at a normal time of starting (e.g. Nursery, Reception or Year 7) or at any other time, and s/he does not arrive, the school must undertake reasonable enquiries to establish the whereabouts of the child jointly with the local authority **at the earliest opportunity, no more than 10 school days**. The pupil must not be removed from roll until the SYP CME Officer has ascertained the pupil's whereabouts and safety, and has confirmed that the pupil is registered at another school or is being educated otherwise. The pupil should be marked on the register as an unauthorised absence.

2.1 If a pupil has unexplained absence from school for a prolonged period, the school must follow the normal procedures for investigating pupil absence (i.e. telephone calls, home visit, letters, invitations to meetings at the school, etc). If, after **two weeks (10 school days)**, the pupil does not return to school the matter must be referred to Services for Young People where the procedures for 'missing pupils' will be followed. As above, the pupil **must not be removed from roll** until confirmation is received from the CME Officer.

2.2 If a pupil fails to return to school FOR 10 DAYS AFTER AN AUTHORISED ABSENCE; the school must follow the normal procedures for investigating pupil absence (i.e. telephone calls, home visit, letters, invitations to meetings at the school, etc). If, after **two weeks (10 school days)**, the pupil does not return to school the matter must be referred to Services for Young People CME Officer where the procedures for 'missing pupils' will be followed. As above, the pupil **must not be removed from roll** until confirmation is received from the CME Officer.

2.3 If a pupil 'disappears' without any warning and the school have been unable to locate him/her, the school must immediately refer to the CME Officer, using the appropriate referral form.



# South Tyneside Council

## **2.4 There are strict rules about when schools can delete pupils from their Admissions register. These are outlined in Regulation 8 of The Education (Pupil Registration) (England) Regulations 2006:**

### ***“Deletions from Admission Register***

8.—(1) *The following are prescribed as the grounds on which the name of a pupil of compulsory school age shall be deleted from the admission register—*

*(a) where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local education authority for that named in the order or the order is revoked by the local education authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school;*

*(b) except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school;*

*(c) where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion;*

*(d) in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school;*

*(e) except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered;*

*(f) in the case of a pupil granted leave of absence exceeding ten school days for the purpose of a holiday in accordance with regulation 7(3), that —*

*(i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;*

*(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and*

*(iii) both the proprietor and the local education authority have failed, after reasonable enquiry, to ascertain where the pupil is;*

*(g) that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age;*

*(h) that he has been continuously absent from the school for a period of not less than twenty school days and —*

*(i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);*

*(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and*

*(iii) both the proprietor of the school and the local education authority have failed, after reasonable enquiry, to ascertain where the pupil is;*

*(i) that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period;*

*(j) that the pupil has died;*

*(k) that he will cease to be of compulsory school age before the school next meets and the relevant person has indicated that he will cease to attend the school;*

*(l) in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school;*

*(m) that he has been permanently excluded from the school; or*

*(n) where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.*

(2) In a case not covered by paragraph (1)(a), (j) or (m), the name of a child who has under arrangements made by a local education authority become a registered pupil at a special school shall not be removed from the admission register of



# South Tyneside Council

that school without the consent of that authority, or if that authority refuse to give consent, without a direction of the Secretary of State.”

2.5 When a pupil’s name is deleted from the Admission register the school must clearly indicate, on the register, the date and the reason for the removal from roll. In the event of a pupil moving to another school the name of the school must be indicated and the pupil’s records must be sent to the new school within **15 days**, using the Common Transfer File (CTF) via the S2S website.

If, for any reason, a child’s name is removed from the school roll the appropriate Local Authority Information Centre Representative must be informed immediately. The school must provide the local authority with:

- a. the full name of the pupil;
- b. the full name and address of any parent with whom the pupil lives;
- c. at least one telephone number of the parent with whom the pupil lives;
- d. the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
- e. the name of pupil’s destination school and the pupil’s expected start date there, if applicable; and
- f. the ground in regulation 8 under which the pupil’s name is to be removed from the admission register (see Annex A) *Children missing education, Statutory guidance for local authorities, September 2016*.

2.6 In the event of a parent informing the school that s/he is removing the pupil to educate him/her at home, the Officer with responsibility for Elective Home Education, who can be contacted through the Alternative Education and Behaviour Support Service, must be informed. The pupil’s name will be logged into the tracking system and arrangements will be made by the LA to monitor the efficiency and suitability of the education.

2.7 **All schools** must also notify the local authority within **five days** of adding a pupil’s name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil’s name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made.

When adding a pupil’s name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

If the pupil has moved or transferred and is on roll at another school, the Local Authority Information Centre Representative must be informed as above paragraph 2.5.



# South Tyneside Council

2.9 Schools must monitor all deletions from school rolls by race, ethnicity, gender, SEN and disability to ensure that they are fulfilling their obligations under the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act (2001).

2.10 If a school learns of a school aged pupil without a school place (e.g. a sibling or friend of a current pupil, or a child on its waiting list) the school must inform the LA of the pupil by completing a CME forms A and B1.

2.11 If a pupil is a resident of another Local Authority it is the educating school's responsibility to notify the 'home' Authority of any of the circumstances above, in line with South Tyneside Protocols that cover cross-borough issues with pupils.

2.12 Removal from roll for any reason other than those specified above is **illegal**.

## **3. THE USE OF SCHOOL TO SCHOOL (S2S) AND THE LOST PUPIL DATABASE (LPD).**

3.0 If a school knows to which school a pupil is moving they must ensure that the Common Transfer File (CTF) is sent to the receiving school via S2S as quickly as possible. The new school may then apply for the full school record. The CTF must be sent to the new school no later than **fifteen days** after the pupil has moved (**this is a legal requirement**) but it is better to send the file as soon as the transfer has been confirmed.

3.1 If a school does not know to which school/LA the pupil has moved, then **four weeks** after the pupil has left the school, a CTF must be created using XXXXXXXX as the destination. This must then be uploaded onto the secure site – this information will be held in a secure area of S2S known as the Lost Pupil Database. **This file must hold information on one pupil only.**

3.2 If a child leaves the school to go to an independent school, or a school outside England, then the destination code MMMMMMMM must be used – this file will be held in a secure database, which can be searched by the Local Authority.

3.3 If a CTF is rejected schools should recode the file MMMMMMMM.

3.4 Schools must check S2S regularly to look for the CTFs of newly admitted pupils. If a new pupil is admitted, and the CTF is not available, schools should request the LA Data



# South Tyneside Council

Team to search the Lost Pupil Database for the pupil's CTF, which can then be forwarded to the school.

3.5 Schools can look up information on schools and colleges in England by using the DfE database <https://get-information-schools.service.gov.uk/>; This will give the address and telephone number of the school as well as its DfE number.

## 4. EXCLUDED PUPILS

4.0 The Services for Young People School Attendance Monitoring Team must be informed of all exclusions from school (both permanent and fixed term). It is expected that all schools will follow the DfE statutory Guidance on Exclusion from School, updated July 2017.

<https://www.gov.uk/government/publications/school-exclusion>

## 5. THE ROLE OF THE LOCAL AUTHORITY (LA)

5.0 The Services for Young People Service Manager and School Attendance Monitoring Lead Officer have responsibility for CME.

5.1 It is the Local Authority's responsibility to ensure that all school aged children are in receipt of suitable and efficient education, appropriate to their age, aptitude and ability, whether at school or otherwise. (There are separate procedures in place to cover children who are educated at home.)

5.2 The Strategy and Performance Team Manager has the delegated responsibility for maintaining the Out of School database.

## 6. THE ROLE OF SERVICES FOR YOUNG PEOPLE (SYP), ATTENDANCE MONITORING TEAM

6.0 When a pupil is referred to the CME Officer by a school or other agency/body as being in danger of going missing from school, the case will be prioritised and case-worked until either the pupil is back in school or it is confirmed that the pupil is without a school place, in



# South Tyneside Council

which case the procedures identified in Section 11 of this document (Tracking and Tracing Pupils) will be followed.

6.1 Services for Young People (SYP) have a statutory duty to inspect school registers and to ensure that they are being kept in accordance with Department for Education (DfE) regulations. This will include the monitoring of pupils who have been removed from roll to ensure that the procedures and regulations described above are being followed and that no pupil is allowed to 'disappear' from a school roll. Schools are legally required to ensure that SYP have access to school registers and attendance data on request.

6.2 For monitoring and quality assurance purposes full attendance audits may be carried out by SYP in sample schools.

## **7. THE ROLE OF THE SCHOOL ADMISSIONS TEAM**

7.0 The Admissions Service has responsibility for:

- i) The co-ordination of admissions to reception classes, ensuring, in co-operation with primary admission authorities, that no more than a single offer of a reception class place is made to applicants for South Tyneside Schools;
- ii) the co-ordination of admission arrangements for pupils transferring from primary to secondary school, ensuring, in co-operation with secondary admission authorities and other Local Authorities, that South Tyneside-resident pupils receive no more than a single offer of a secondary school place;
- iii) processing requests for in-year admissions and school transfers,
- iv) identifying, through the Authority's data systems and other agencies, those children who require the allocation of a school place for the "normal round" intakes at reception and secondary transfer but, also, in respect of other school years;

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

- i) Prioritises work on the allocation of school places for LAC;
- ii) ensures that advice about admissions and support with the application procedure is readily available for families new to the area;
- iii) carefully considers each request for a transfer of school, ensuring that parents are aware of the implications of a change of school;



# South Tyneside Council

- iv) ensures, at every opportunity, that parents are advised not to withdraw their children from school without first having secured an alternative school place;
- v) identifies pupils who are out of school and unable to readily benefit from a mainstream school placement so that consideration may be given to other appropriate placements;
- vi) contributes to the maintenance of an efficient pupil database which, following liaison with schools and parents as necessary, records the school places offered and those taken up or declined;
- vii) shares information with other LAs and admission authorities regarding individual pupil placements within their schools;
- viii) investigates, with parents and schools, as necessary, those cases where pupils fail to take up school places or where it becomes evident that a pupil is out of school;
- ix) follows-up and monitors the outcome of admission referrals made to the Authority's schools.

## **8. THE ROLE OF THE ETHNIC MINORITY TRAVELLER, REFUGEE AND ASYLUM SEEKER SERVICE (EMTRAS)**

8.0 Traveller children are frequently identified as being “missing from school”. This can be for a variety of reasons but particularly because:

- ✓ they fail to make a successful transition at Year 6-7;
- ✓ they live within families who frequently move from place to place within the borough, across borough boundaries and, sometimes, to other parts of the UK;
- ✓ they may live within families who are on the move in trailers, and who may camp illegally.

8.1 Pupils with no school place usually come to the attention of EMTRAS through:

- a. referrals from MEARS (previously contract G4S / JOMAST);
- b. home visits made with regard to older or younger siblings who are in school;
- c. referrals received from other boroughs with information about families that are known to have moved to South Tyneside;
- d. referrals from school admissions;
- e. referrals from school if a parent has approached directly or if status is unclear;
- f. referrals from outreach workers at Children's Centre if child is approaching nursery/school age; and
- g. anonymous complaints/information from members of the public.



# South Tyneside Council

## 8.2 EMTRAS' response to finding a pupil who is not on a school roll:

- i) discuss with parents and facilitate an application for admission;
- ii) follow up applications for admission and support parents during appeals process;
- iii) inform the Attendance Monitoring Team when parents oppose school placement;
- iv) support parents with school visits and paperwork and support with information between school and home;
- v) make home visits accompanied by the Attendance Monitoring Officer (AMO) when relevant; and
- vi) when parents opt for Education Otherwise, refer the case to the AMO who will inform the officer responsible for supporting Elective Home Educated pupils.

## **9. THE ROLE OF THE MULTI-AGENCY LAC TEAM INCLUDING 'THE PLACE'**

9.0 The team, which includes a SEWO, promotes the educational attainment and progress of looked after children who are the responsibility of South Tyneside. As part of the Virtual School, the team also offer advice and guidance regarding looked after children living in South Tyneside but placed here by other Local Authorities, as well as children who have been adopted or are placed on Special Guardianship Orders and Child Arrangement Orders. South Tyneside Looked After Children are regularly tracked and monitored by the team, with school attendance being a focus of this work. The Project for Looked After Children's Education (the PLACE), in the context of CME, is able to help and advise social workers, designated teachers and foster carers with regard to school attendance, and ensure that looked after young people are engaged with education. The PLACE will facilitate the interface between Children's Services, schools and other agencies involved with the pupil, and in particular Social Care.

## **10. THE ROLE OF OTHER AGENCIES**

10.0 Other agencies, especially Childrens Services, Early Help Service, Health, Police, Housing and the Youth Offending Service frequently come into contact with school-aged pupils. It is an expectation of 'Working Together to Safeguard Children' July 2018 and 'Keeping Children Safe in Education' September 19 that any professional coming across a school aged child will ask where that child is registered at school. If a child is found to be not on the roll of a school, other professionals should complete a referral to the CME Officer.



# South Tyneside Council

## **11. TRACKING AND TRACING OF PUPILS REFERRED TO SERVICES for YOUNG PEOPLE**

11.0 On receipt of the 'Referral Form for a Child Missing Education' and 'Children Missing Education checklist', the Idear database will be checked. If the recorded school is different from the last known school then the recorded school will be asked if the pupil is on roll.

11.1 If IDEAR shows the pupil is out of school, or not recorded at a South Tyneside school, checks will be made through:

- SYP;
- Pupil Services;
- The Admissions Team;
- The PLACE;
- EMTRAS;
- ISIT / Children's Services;
- The Performance and Information Team (to check for any record on local or national databases such as recent Schools Census, S2S or National Pupil Database),

as appropriate, to see if the pupil is known and if educational provision is being made.

11.2 If the pupil is not known to any of the above, the CME Officer will investigate the circumstances of the pupil being out of school (with support from the Admissions Team) taking into consideration the pupil's and parents' wishes for provision. The pupil's details will be flagged as an alert on the Idear database.

11.3 Every effort will be made to secure an appropriate school place or the procedures outlined in the Fair Access Protocol may be followed, if necessary Court action or a School Attendance Order will be considered in order to ensure a pupil attends the allocated provision/school.

11.4 The SYP Attendance Monitoring Officer may make a referral to the Fair Access Panel in order that appropriate provision can be identified.

11.5 In the event of a pupil being 'missing' the CME Officer will liaise with all agencies including Police and Social Care and follow the Child Protection Procedures.



# South Tyneside Council

11.6 The case will not be closed until the pupil is securely on roll in a school or other appropriate educational provision is identified, all possible investigations exhausted and the referrer notified.

11.7 The CME Officer will follow any protocols established with regard to cross border issues.

## **12. THE ROLE OF THE LOCAL SAFEGUARDING CHILDREN BOARD (LSCB)**

12.1 The Local Safeguarding Children Board (LSCB) will have an overview of this policy and procedure.

12.2 Individual children missing from education and potentially subject to sexual exploitation as either cause or effect of this will be monitored through the Missing, Sexually Exploited and Trafficked sub-group (MSET).



# South Tyneside Council

CME FORM A

## Children Missing Education

It is expected that you will have attempted all reasonable efforts to locate missing children prior to referring to Services For Young People.

Action when location not known	Yes (date)	No (reason why)	Outcome
Checked with LA school admissions to see if new application has been made			
Checked with neighbouring LA to see if application has been made (if appropriate)			
Letter sent to child's home address			
Phone call to child's emergency contact numbers / emails etc			
Made contact with other schools where siblings attend			
Spoken to neighbours / family			
Spoken to parents / children living in the same locality			
Has any soft information been obtained (rumours / grapevine)			



# South Tyneside Council

Action when new location known	Yes (date)	No (reason why)	Outcome
Checked with new LA school admissions to see if application has been made			

**CME FORM B**

## **Referral Form for a Child Missing Education** (to be completed electronically)

**\*\*\*In any case where there are grounds to believe there are **urgent** risks for a pupil's safety or well-being the school should consider making an immediate referral to the relevant agency such as Children's Services or the Police\*\*\***

Name & designation of referrer	
Contact number of referrer	
Email address of referrer	
Name of school on roll	
Last date at current school	
Child's surname (If more than 1 name oldest)	
Child's first name	
Child's DoB	
Gender	
Known siblings names / DoBs	
Address while resident in ST	



# South Tyneside Council

Parents names	
Parents telephone no. /email details etc	
New address if known	
Contact details of any other relevant persons	
Any known reason a home visit should not be undertaken?	
Completed action checklist attached (FORM A)	If no, please provide reason?
Summary of concerns or information known	

## **Guidance for completing CME referral form**

**Services For Young People, Attendance Monitoring team may be unable to process a form where information is missing or sections are incomplete. In this instance, the form will be passed back to school with a request for further information or a recommendation that further action be taken by school before the child can be recorded as CME.**

1. In all cases it is the school's responsibility to investigate the circumstances of the absence and make all reasonable enquiries to establish the pupil's whereabouts. Those enquiries should include telephone calls, letters and home visit enquiries made by the appropriate school staff. For example Inform the parent/carer of the child in writing that you are concerned about their unexplained absence from school and that a referral to the LA may be required if no contact is made. The letter should also advise the family that failure to satisfy the school and the LA of the whereabouts of the child with a confirmed return before the absence exceeds 20 school days is likely to result in the child losing their school place.
2. The Attendance Team is available to provide advice and guidance during those school led enquiries.
3. **In any case where there are grounds to believe there are **urgent** risks for a pupil's safety the school should consider making an immediate referral to the relevant agency such as Children's Services or the Police.**
4. During the first 10 school days of an unexplained absence the school is expected to make all the relevant and appropriate enquiries to trace the pupil and following this period submit the CME referral form. It is essential that all relevant information and action taken is described on the form to afford the maximum opportunity to continue effective enquiries to trace the pupil.
5. The Attendance Team will consider the actions taken by school and may suggest other enquiries which the school should undertake.
6. The Attendance Team will add the child's name to the CME database. It is essential that schools ensure that there is a vigilant and timely approach to securing information regarding a child's destination as tracking of destinations becomes more difficult over time after a child has departed.
7. The Attendance Team will initiate and pursue appropriate enquiries to trace the pupil and regularly review the case until the pupil is re-engaged in education. Information regarding CME pupils will be shared with partner agencies.
8. Ofsted research demonstrates that in some instances schools are deleting pupils from their registers without establishing critical information such as their new address and new school.

If you have any queries regarding completion of referral forms please contact the Attendance Monitoring Team: Tel. (0191) 42427400.

Completed forms should be e-mailed to: [CYPSPReferrals@southtyneside.gov.uk](mailto:CYPSPReferrals@southtyneside.gov.uk)



## **DfE Children Missing Education. Statutory guidance for local authorities (September 2016)**

This statutory guidance sets out key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME). Local authorities should be able to demonstrate that they have considered this statutory guidance and where it is not followed, the local authority should have reasonable grounds for not doing so. This advice is not exhaustive and local authorities will need to take into account the circumstances of individual cases.

### **What legislation does this guidance refer to?**

- Section 436A of the Education Act 1996 (added by section 4 of the Education and Inspections Act 2006)
- Education Act 1996 (section 7, 8, 14 and 19)
- Education and Inspections Act 2006 (section 4 and 38)
- Education (Pupil Registration) (England) Regulations 2006
- Education (Pupil Registration) (Amendment) (England) Regulations 2016

### **Who is this guidance for?**

This guidance is for:

- Local authorities

This guidance can be used as a non-statutory advice by:

- School leaders, school staff and governing bodies in all maintained schools and academies, independent schools
- Health professionals, Youth Offending Teams, and the police

### **Why do children go missing from education?**

There are a number of reasons, including they:

- fail to start appropriate provision and hence never enter the system
- cease to attend, due to illegal exclusion or withdrawal
- fail to complete a transition between providers (e.g. being unable to find a suitable school place after moving to a new LA; or because of
- personal factors, such as disengagement or disenchantment by parents and pupils
- transience/family mobility
- family problems.

### **Children at particular risk of CME**

- Pupils at risk of harm/neglect
- Children of Gypsy, Roma and Traveller (GRT) Families
- Children of Service Personnel
- Missing Children and runaways
- Children and young people supervised by the Youth Justice System
- Children who cease to attend a school
- Children of new migrant families

Further information on CME and links to all the documents mentioned can be found at:

- ❖ Children missing education: statutory guidance for local authorities

<https://www.gov.uk/government/publications/children-missing-education>

- ❖ Keeping children safe in education: for schools and colleges

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- ❖ Working together to safeguard children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- ❖ The Education (Pupil Registration) (England) Regulations 2006

<https://www.legislation.gov.uk/uksi/2006/1751/contents/made>

- ❖ Exclusion from maintained schools, academies and pupil referral units in England

<https://www.gov.uk/government/publications/school-exclusion>