

Children Missing Education Policy

Date	Review Date	Coordinator	Nominated Governor
01/10/2019	01/10/2021	Sean Flood – Kathy Glass	Derek Vitali

We believe this policy should be a working document that is fit for purpose, represents the school ethos and enables consistency and quality across the school.

This policy applies to all members of the school community and relates to the following legislation:

- Children Act 1989
- Education Act 1996
- Education Act 2002
- Children Act 2004
- Education and Inspections Act 2006
- Education (Pupil Registration) (England) Regulations 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Counter Terrorism and Security Act 2015
- Education (Pupil Registration) (Amendment) (England) Regulations 2016

The following documentation is also related to this policy:

- Children Missing Education: statutory guidance for local authorities (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Prevent Strategy (HM Gov)
- Teaching approaches that help build resilience to extremism among people (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe 'all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education (CME) are at significant risk of underachieving, being victims of abuse and becoming NEET (not in education, employment or training) later on in life.' (Children Missing Education: statutory guidance for local authorities (DfE))

We understand that children that are particularly at risk of missing education are:

- pupils at risk of harm/neglect
- children of Gypsy, Roma and Traveller families
- families of Armed Forces personnel

- missing children/runaways
- children and young people supervised by the Youth Justice System
- children who cease to attend a school

We have a duty to monitor pupils' attendance through daily registration and will address all poor or irregular attendance by contacting and discussing the situation with parents.

We will inform the local authority of pupils who are regularly absent from school or have missed ten days or more without permission. The local authority must have in place 'robust procedures and policies' to enable them to meet their duty in relation to CME.

We have in place a First Day Contact Supervisor who is responsible for monitoring pupil attendance and will make contact with parents if the school has not been informed of their child's absence.

We have a duty to establish the whereabouts of all absent pupils and will send a member of the school personnel to a child's home if contact cannot be made by phone with the child's parents/carers. We will inform the police if there is no answer when school personnel visit the family home.

For all pupils we have in place at least three emergency contact phone numbers for different adults associated with each pupil.

We are aware that it is a legal requirement to notify the local authority when a child is taken off roll which can lead to delays in a child being identified as missing from education and, therefore, left at greater risk for longer.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure all children are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- To monitor pupils' attendance through daily registration and to inform the local authority of pupils who are regularly absent from school.
- To investigate any unexplained absences.
- To safeguard and promote the welfare of all children and individuals.
- To identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views.
- To be vigilant against all forms of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff (First Day Contact Supervisor) to be responsible for monitoring pupil attendance and truancy;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;

- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - ☐ determining this policy with the Governing Body;
 - ☐ discussing improvements to this policy during the school year;
 - ☐ organising surveys to gauge the thoughts of all pupils;
 - ☐ reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the Headteacher and the First Day Contact Supervisor;
 - ☐ ensure this policy and other linked policies are up to date;
 - ☐ ensure that everyone connected with the school is aware of this policy;
 - ☐ attend training related to this policy;
 - ☐ report to the Governing Body every term;
 - ☐ annually report to the Governing Body on the success and development of this policy.
- responsibility for celebrating the effort, success achievements of pupils and school personnel;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- when children are added to the admissions register:
 - ☐ record the expected start of the child;
 - ☐ inform the local authority if the child does not arrive on the start date;
 - ☐ inform the local authority 'within five days when a pupil's name is added to the admission register and provide all the information held within the admission register about the pupil'.
- when a pupil leaves the school record in the admission register:
 - ☐ the name of the pupil's new school; and
 - ☐ the expected start date at the new school.

- inform the local authority when a pupil leaves the school and supply the following information:
 - ☐ the full name of the pupil;
 - ☐ the full name and address of any parents with whom the pupil lives;
 - ☐ the parent's telephone number
 - ☐ the name of the pupil's destination school
 - ☐ the pupil's expected start date there
 - ☐ the grounds under which the pupil's name is to be deleted from the admission register.
- monitor pupil attendance;
- have in place initiatives to improve poor pupil attendance;
- in the interests of pupil safeguarding will investigate any unexplained absences;
- send out data sheets every term for parents to confirm or correct pupil contact details;
- check all pupil emergency contact telephone numbers to ensure they are correct;
- inform the local authority:
 - ☐ of pupils who are regularly absent from school
 - ☐ of pupils who have missed 10 days of school or more without permission
 - ☐ of irregular attendance patterns
 - ☐ when a pupil has been added to the admissions register
 - ☐ if a pupil is to be deleted from the admission register in certain circumstances
- arrange full-time education for excluded pupils;
- ascertain the name of the receiving school when parents remove their child to attend a school another area;
- will contact the receiving school to ensure the child has been registered;
- transfer pupil information to the receiving school when the parents register their child;
- contact the local authority when a pupil leaves this school without clear indication of a receiving school;
- ensure good practice is shared throughout the school;
- work closely with the link governor and First Day Contact Supervisor;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy.

Role of the First Day Contact Supervisor

The First Day Contact Supervisor is responsible for:

- monitoring class registers;
- contacting parents if they have not reported their child's absence by 10.00a.m;
- continuing to contact the parents throughout the day until contact is made;
- sending appropriate school personnel to the family home of an absent pupil if no contact has been made with the parents by telephone;

- informing the police if no contact has been made even after visiting the family home of an absent pupil;
- contacting the key worker if a child is on the child protection register and no reason has been given for the child's absence;
- keeping up to date emergency contact details of all pupils;
- informing the Headteacher of trends in absence.

Role of the Local Authority

The Local Authority will:

- have in place robust procedures and policies;
- ensure children's welfare and safety;
- have in place a named person that schools can make referrals to;
- undertake regular reviews in order to evaluate their policies and procedures;
- contact other local authorities to ensure that children who change areas do not get lost in the system;
- serve notice on parents to establish if their child is receiving suitable education;
- issue School Attendance Orders on parents who fail to satisfy the Local Authority that their child is receiving suitable education;
- prosecute parents who do not comply with a School Attendance Order;
- prosecute or fine who fail to send their child to school regularly;
- apply to court for an Education Supervision Order for a child;
- provide full-time education for excluded pupils;
- trace children known to be missing education by having close links with:
 - ☐ the Department for Works and Pensions
 - ☐ the UK Border Agency
 - ☐ HMRC

Role of Parents

Parents are responsible for:

- complying with this policy;
- ensuring their children of compulsory school age are receiving efficient full-time education whether it is at school or at home;
- ensuring that their children are punctual and know the importance of good attendance;
- informing the school on the first day of absence;
- informing the school of any changes to their contact details;
- collecting their children on time
- taking part periodic surveys conducted by the school;
- not taking holidays in term time;
- supporting the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Role of School Personnel

School personnel will:

- comply with and implement this policy;
- set an example of punctuality and good attendance;
- ensure that registers are taken at the appropriate times and are accurate and up to date;
- be responsible for identifying trends in attendance and punctuality by monitoring class and individual attendance patterns;
- inform the school office of any concerns about attendance or suspected truancy;
- emphasise the importance of punctuality and good attendance with pupils and parents;
- discuss individual pupil attendance at parent-teacher consultations.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - ☐ All aspects of this policy
 - ☐ Attendance and Truancy
 - ☐ Exclusion
 - ☐ Equal opportunities
 - ☐ Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Attendance and Truancy
- Exclusion
- Home School Agreement
- Inclusion
- Safeguarding and Child Protection

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:	Sean Flood	Date:	09/10/2019
Chair of Governing Body:	Derek Vitali	Date:	09/10/2019