Department for Education

Children missing education

Statutory guidance for local authorities

September 2016

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Summary

About this guidance

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.

This guidance replaces the January 2015 version.

Review date

This guidance will next be reviewed by September 2019.

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.

This guidance also contains information about schools' other statutory duties.

What are the main changes from 1 September 2016?

- **All schools** (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations[1] (Annex A). This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.
- When removing a pupil's name, the notification to the local authority must include: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A).
- Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii) (see Annex A).
- **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.

[1] Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006

Introduction - overview

1. All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

2. Children missing education are 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.

3. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

Local authorities' responsibilities

4. Local authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish the identities of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise. This duty only relates to children of compulsory school age[2].

5. The local authority should consult the parents of the child when establishing whether the child is receiving suitable education. Those children identified as not receiving suitable education should be returned to full time education either at a school or in alternative provision. Prompt action and early intervention are crucial to discharging this duty effectively and in ensuring that children are safe and receiving suitable education.

6. Local authorities should have **robust policies and procedures** in place to enable them to meet their duty in relation to these children, including ensuring that there

[2] A child reaches compulsory school age on or after their fifth birthday. If they turn 5 between 1 January and 31 March, then they are of compulsory school age on 31 March; if they turn 5 between 1 April and 31 August, then they are of compulsory school age on 31 August. If they turn 5 between 1 September and 31 December, then they are of compulsory school age on 31 December. A child continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen.

are effective tracking and enquiry systems in place, and appointing a named person to whom schools and other agencies can make referrals about children who are missing education.

7. Some children who are missing from education can be identified and supported back into education quickly; other children who have experienced more complex problems face tougher obstacles to getting back into suitable education. When developing policies and procedures for children not receiving a suitable education, local authorities should consider the reasons why children go missing from education and the circumstances that can lead to this happening.

8. Arrangements made under section 436A also play an important role in fulfilling the local authority's wider safeguarding duties. This duty should therefore be viewed alongside these wider duties and local initiatives that aim to promote the safeguarding of children.

9. Local authorities should have in place arrangements for joint working and information sharing with other local authorities and agencies. Individual local authorities can determine the specific detailed arrangements that work best in their area that not only meet this statutory duty but also enable them to contribute to a range of work aimed at improving outcomes for children. The *Working together to safeguard children* statutory guidance provides advice on inter-agency working to safeguard and promote the welfare of children.

10. Local authorities should **undertake regular reviews and evaluate their policies and procedures** to ensure that these continue to be fit for purpose in identifying children missing education in their area. We have set out a checklist at Annex B that local authorities may wish to use to satisfy themselves that they have effective systems in place.

11. Where there is concern for a child's welfare, this should be referred to local authority children's social care. If there is reason to suspect a crime has been committed, the police should also be involved. Where there is a concern that a child's safety or well-being is at risk, it is essential to take action without delay.

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

a. Arranging suitable full-time education for permanently excluded pupils from the sixth school day of exclusion[3];
b. Safeguarding children's welfare, and their duty[4] to cooperate with other agencies in improving children's well-being, including protection from harm and neglect;
c. Serving notice on parents requiring them to satisfy the local authority that the child is receiving suitable education, when it comes to the local authority's attention that a child might not be receiving such education[5];
d. Issuing School Attendance Orders (SAOs) to parents who fail to satisfy the local authority that their child is receiving suitable education, if the local authority deems it is appropriate that the child should attend school[6];
e. Prosecuting parents who do not comply with an SAO[7];
f. Prosecuting or issuing penalty notices to parents who fail to ensure their school-registered child attends school regularly[8]; and
g. Applying to court for an Education Supervision Order[9] for a child[10] to support them to go to school.

Parents' responsibilities

13. Parents have a duty[11] to ensure that their children of compulsory school age are receiving suitable full-time education. Some parents may elect to educate their children at home[12] and may withdraw them from school at any time to do so, unless they are subject to a School Attendance Order.

14. Where a parent notifies the school in writing that they are home educating, the school must delete the child's name from the admission register and inform the local authority. However, where parents orally indicate that they intend to withdraw

[3] The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
[4] Section 10 of the Children Act 2004
[5] Section 437(1) of the Education Act 1996
[6] Section 437(3) of the Education Act 1996
[7] Section 443 of the Education Act 1996
[8] Prosecution under section 444 of the Education Act 1996 and penalty notices under section 444A (as amended by section 23 of the Anti-social Behaviour Act 2003)
[9] Section 447 of the Education Act 1996
[10] Section 47 of the Children Act 1989
[11] Section 7 of the Education Act 1996
[12] See 'Elective home education: guidelines for local authorities'.

their child to be home educated, the school should consider notifying the local authority at the earliest opportunity.

15. Children with Education, Health and Care (EHC) plans or statements of special educational needs (SEN) can be home educated[13]. Where the EHC plan or statement sets out SEN provision that the child should receive at home, the local authority is under a duty to arrange that provision. Where the EHC plan or statement names a school or type of school as the place where the child should receive his or her education but the parent chooses to home educate their child, the local authority must assure itself that the provision being made by the parent is suitable. In such cases, the local authority must review the plan or statement annually to assure itself that the provision set out in it continues to be appropriate and that the child's SEN continue to be met.

Schools' responsibilities

16. Schools must enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

17. Schools must monitor pupils' attendance through their daily register. Schools should agree with their local authority the intervals at which they will inform local authorities of the details of pupils who fail to attend regularly, or have missed ten school days or more without permission[14]. Schools should monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority.

18. Where a pupil has not returned to school for ten days after an authorised absence[15] or is absent from school without authorisation for twenty consecutive school days[16], the pupil can be removed from the admission register when the

[13] See the SEN Code of Practice 2001 in relation to statements of SEN and the SEND Code of Practice 2015 in relation to EHC plans for detail of the expectations of local authorities in these circumstances.
[14] or because of illness, unavoidable cause, religious holiday, or the local authority's failure to make the required transport arrangements.
[15] Under regulation 8(1), paragraph (f)(iii) of the Education (Pupil Registration) (England) Regulations 2006
[16] Under regulation 8(1), paragraph (h)(iii) of the Education (Pupil Registration) (England) Regulations 2006

school and the local authority have failed, after jointly[17] making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

19. Schools must also arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. This information can be found in the *Exclusion from maintained schools, academies and pupil referral units in England* statutory guidance.

20. Maintained schools have a safeguarding duty[18] in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty[19] for their pupils. Further information about schools' safeguarding responsibilities can be found in the *Keeping children safe in education* statutory guidance.

Recording information in the school's admission register

21. It is important that the school's admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur, through using existing communication channels such as regular emails and newsletters. This will assist both the school and local authority when making enquiries to locate children missing education.

22. Where a parent notifies a school that a pupil will live at another address, all schools are required[20] to record in the admission register[21]:

    a. the full name of the parent with whom the pupil will live;

    b. the new address; and

    c. the date from when it is expected the pupil will live at this address.

23. Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record[22] in the admission register[23]:

[17] Under regulation 4 of the Education (Pupil Registration) (England) (Amendment) Regulations 2016
[18] Under section 175 of the Education Act 2002
[19] Part 3 of the Schedule to the Education (Independent School Standards) Regulations 2014
[20] Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended
[21] Where schools can reasonably obtain this information.

a. the name of the new school; and

b. the date when the pupil first attended or is due to start attending that school.

Sharing information with the local authority

24. Schools must notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point **under any of the fifteen grounds set out in the regulations**[24], as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. This duty does not apply at standard transition points – where the pupil has completed the school's final year – unless the local authority requests for such information to be provided.

25. Where a school notifies a local authority that a pupil's name is to be removed from the admission register**,** the school must provide[25] 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).

26. All schools are required[26] to notify the local authority **within five days** when a pupil's name is added to the admission register at a non-standard transition point. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the

[22] Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended
[23] Where schools can reasonably obtain this information.
[24] Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006
[25] Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended
[26] Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended

start of the first year of education normally provided by that school – unless the local authority requests for such information to be provided.

Providing information on standard transitions

27. As set out in paragraph 24, schools are under an automatic duty to provide information to the local authority for non-standard transitions. This relates to pupils removed from the admission register before completing the final year of education normally provided by the school, or pupils added to the admission register after the start of the first year of education normally provided by that school.

28. Schools are also **only** under a duty to provide information to the local authority for standard transitions **if** a local authority requests that schools make such returns. This relates to pupils removed from the school's admission register after the pupil has completed the final year of education normally provided by the school, or pupils added to the admission register at the start of the first year of education normally provided by the school. For the majority of pupils, a standard transition occurs when a pupil moves between a primary and secondary school, but this can also include other types of schools including where pupils move between infant and junior schools and in local areas with three-tier education systems with first, middle and high schools.

29. In a small number of cases, pupils removed from the admission register in one school would be a standard transition but their transfer to another school would be a non-standard transition and vice-versa. For example, a pupil leaving a primary school at the end of Year 2 is a non-standard transition, but their transfer to a junior school at the beginning of Year 3 is a standard transition. In such cases, only the school where the non-standard transition occurs is under an automatic duty to notify the local authority. The local authority would need to make a request for the information from the other school, if they required information on the standard transition.

30. There is no expectation for local authorities to request information from schools on pupils for standard transitions. Local authorities should consider carefully the benefits of having this information in meeting their duties in relation to children missing education and safeguarding, and assess the likely burden on schools and the local authority before deciding to do so.

31. If local authorities decide to request information on pupils for standard transitions, it should be made clear to schools that they are therefore under a duty to make such notifications. Local authorities should also establish a clear and efficient procedure for this, and communicate the procedure to schools in their area.

Making reasonable enquiries

32. The term 'reasonable enquiries' grants schools and local authorities a degree of flexibility in decision-making, particularly as the steps that need to be taken in a given case will vary. The term 'reasonable' also makes clear that there is a limit to what the school and local authority is expected to do.

33. In line with the duty under section 10 of the Children Act 2004, the expectation is that the school and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate).

34. A pupil's name can only be removed from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after **jointly**[27] making reasonable enquiries. Local authorities and schools should agree roles and responsibilities locally in relation to making joint enquiries.

35. As set out in *Working Together to Safeguard Children* statutory guidance, the Local Safeguarding Children Board should agree with the local authority and its partners a threshold document, which includes the criteria for when a case should be referred to local authority children's social care for assessment and for statutory services. In addition, local authorities, with their partners, should develop and publish local protocols for assessment, which set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

[27] Under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended

36. If there is evidence to suggest the child has moved to a different local authority area, contact should be made with the named person in the new authority using secure communication methods. The local authority should maintain a record of the child's details until they are located or attain school leaving age.

37. When the whereabouts of a child is unclear or unknown, it is reasonable to expect that the local authority and the school will complete and record one or more of the following actions:

    a. make contact with the parent, relatives and neighbours using known contact details;

    b. check local databases within the local authority;

    c. check Key to Success or school2school (s2s) systems;

    d. follow local information sharing arrangements and where possible make enquiries via other local databases and agencies e.g. those of housing providers, school admissions, health services, police, refuge, Youth Justice Services, children's social care, and HMRC;

    e. check with UK Visas and Immigration (UKVI) and/or the Border Force;

    f. check with agencies known to be involved with family;

    g. check with local authority and school from which child moved originally, if known;

    h. check with any local authority and school to which a child may have moved;

    i. check with the local authority where the child lives, if different from where the school is;

    j. in the case of children of Service Personnel, check with the Ministry of Defence (MoD) Children's Education Advisory Service (CEAS); and

    k. home visit(s) made by appropriate team, following local guidance concerning risk assessment and if appropriate make enquiries with neighbour(s) and relatives.

38. This list is not exhaustive or prescriptive, and so local authorities and schools should treat each case on its individual merits and use their judgement, ensuring they have taken into account all of the facts of the case. It should be recognised

that the type of reasonable enquiries required to try to locate a child will differ from case to case and additional enquiries to those suggested in this section may be necessary.

39. Making these enquiries may not always lead to establishing the location of the child, but will provide a steer on what action should be taken next, for example, to contact the police, children's social care and, in cases where there may be concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office.

Using Common Transfer Files to transfer pupil information

40. The Department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves[28]. If the school the child is leaving agrees, the local authority may do this on the school's behalf.

41. The *Common Transfer File (CTF) guidance* makes clear that all schools maintained by a local authority in England are required when a pupil ceases to be registered at their school, and becomes a registered pupil at another school in England or Wales, to send a CTF to the new school.

42. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the Department. Many independent schools also have Management Information Systems that are compatible with those used in the maintained sector and so would be able to download CTFs. Where a pupil transfers to a new school in Scotland or Northern Ireland the previous school in England is still required to send a CTF.

43. The school2school system also contains a searchable area, where schools can upload CTFs of pupils who have left but their destination, next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil

[28] In line with The Education (Pupil Information) (England) Regulations 2012.

arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

44. There may be exceptional circumstances when standard rules for sending and receiving a CTF for a pupil might not apply. Each case would need to be judged on its merits in consultation with relevant parties. Circumstances when it is not considered appropriate to pass on details via a CTF might include a family escaping a violent partner; if the family is in a witness protection programme; or where there are concerns that the child is at risk of forced marriage. Guidance on how to share information in these circumstances is included in the CTF guidance.

Sharing information with others

45. Families moving between local authority areas can sometimes lead to a child who is unknown to any local authority and consequently missing education. Where a child has moved or where the destination of a child is unknown, local authorities should identify relevant local authorities – either regionally or nationally – and check with them in order to ascertain where the child has moved.

46. Once the location of the child is established, the named person in the local authority where the child lives should satisfy themselves that that the child is receiving suitable education.

47. Secure systems should be used to share and transfer personal information. Local authorities should not make blanket enquiries, as contacting all local authorities with a list of children is poor practice. This is also not a secure method of sharing personal information. Best practice is for local authorities to carry out thorough local checks in their own authority area before contacting specific local authorities that they believe to be linked to the child.

48. Local authorities may wish to have a dedicated CME email address to where enquiries can be sent from other local authorities and agencies. Any sharing of information by email or other means must comply with the law relating to data protection and should be done in line with local arrangements for recording and sharing information. Further advice is available in the *Information sharing advice for safeguarding practitioner's* guidance.

49. Local authorities should regularly **raise awareness of their policies and**

procedures and notification routes with all schools in their area, and with local partners and agencies working with children and families, such as GPs, other health professionals, clinical commission groups, police and other emergency services, housing agencies, children's homes, statutory and voluntary youth services, voluntary and community organisations, and Youth Offending Teams.

50. These partners and agencies may become aware of the arrival or existence of a child living in the area, who is not receiving suitable education, before the local authority does (for example children of migrant worker families). They may also hold crucial safeguarding information about a child, and local authorities should identify all likely routes of information and consider involving them when making enquiries about children missing education.

51. It may also be helpful for local authorities to have local contacts with the Department for Work and Pensions, the Border Force, and HMRC to assist them in tracing children missing education. There may be others depending on local circumstances.

Children at particular risk of missing education

52. There are many circumstances where a child may become missing from education so it is vital that local authorities make judgements on a case by case basis. Although not exhaustive, the list below presents some of the circumstances that local authorities should consider when establishing their CME policies and procedures:

    a. **Pupils at risk of harm/neglect** – Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected schools should follow local child protection procedures. However, if a child as in immediate danger or at risk of harm, a referral should be made immediately to children's social care (and the police if appropriate). Local authority officers responsible for CME should check that a referral has been made and, if not, they should alert children's social care. The Department's statutory guidance *Keeping children safe in education* provides further advice for schools and colleges on safeguarding children.

b. **Children of Gypsy, Roma and Traveller (GRT) families** – Research[29] has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education. Local authority Traveller Education Support Services (TESS), where these exist, or the named CME officer within the local authority, can advise schools on the best strategies for ensuring the minimum disruption to GRT pupils' education, for example dual registration with other schools or the provision of electronic or distance learning packages where these are available.

c. **Children of Service Personnel** – Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice. Schools and local authorities should contact the MoD Children's Education Advisory Service (CEAS) on 01980 618244 for advice on making arrangements to ensure continuity of education for those children when the family moves.

d. **Missing children and runaways**[30] – Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education. Further sources of information about missing children are listed at the back of this document.

e. **Children and young people supervised by the Youth Justice System** – Children who have offended or are at risk of doing so are also at risk of disengaging from education. Local authority Youth Offending Teams (YOTs) are responsible for supervising those young people (aged 8 to 18). YOTs should work with the local authority CME officer to ensure that

[29] Wilkins, A et al (2010) Improving the outcomes for Gypsy, Roma and Traveler pupils: final report DFE-RR043 pp54-60
[30] See 'Children who run away or go missing from home or care' statutory guidance.

children are receiving, or return to, appropriate full-time education. Where a young person was registered at a school prior to custody, the school may be able to keep the place open for their return.[31]

f. **Children who cease to attend a school** – there are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority should investigate the case and satisfy itself that the child is receiving suitable education.

g. **Children of new migrant families –** children of new migrant families may not have yet settled into a fixed address or may have arrived into a local authority area without the authority becoming aware, therefore increasing the risk of the child missing education.

[31] Regulation 8(1)(i) and 12(6) to (8) of the Education (Pupil Registration) (England) Regulations 2006

Further sources of information

Associated resources (external links)

- Child abduction
- International child abduction
- Forced marriages (FCO)
- HM Revenue and Customs (HMRC)
- Home Office
- National Crime Agency (NCA)
- Missing People
- Missing Kids
- Border Force
- Missing Children and Adults strategy
- Ofsted report 2010: Children missing from education
- Ofsted report 2013: Missing children

Additional departmental advice and guidance

- Behaviour and attendance (including exclusions, bullying and alternative provision)
- Child sexual exploitation
- Child trafficking
- Elective Home Education guidelines
- Keeping children safe in education
- School Admissions Code
- School to school service: how to transfer information
- What to do if you're worried a child is being abused: Advice for practitioners
- Working together to safeguard children
- Young runaways

Annex A: Grounds for deleting a pupil from the school admission register

	Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended
1	8(1)(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 authority for that named in the order or the order is revoked by the local 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.
2	8(1)(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.
3	8(1)(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.
4	8(1)(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.
5	8(1)(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.
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), 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) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7	8(1)(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.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and —

	Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended
	(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) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	8(1)(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.
10	8(1)(j) - that the pupil has died.
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and— (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.
12	8(1)(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.
13	8(1)(m) - that he has been permanently excluded from the school.
14	8(1)(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.
15	8(1)(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

Annex B: CME policies and procedures checklist

We have set out a checklist below that local authorities may want to use to review whether they have effective policies and procedures in place to identify children missing education.

Strategic Management and Leadership
Does the local authority have a written policy - covering objectives, procedures, roles and responsibilities - agreed with partners concerning children not receiving a suitable education?
Are there arrangements to identify and provide the full range of services for children not receiving a suitable education and are they embedded? Are they translated into effective operational arrangements?
Is there regular monitoring of the processes/numbers by senior management and lead members?
Networks and Points of Contact
Has the local authority identified the key stakeholders (both statutory and non-statutory) to provide information about children without suitable educational provision in the local authority area?
Has the local authority provided and publicised notification routes for all key stakeholders?
Does the local authority have a named contact point to receive details about children not receiving suitable education?
Are there clear responsibilities for this role or those to whom the duties are delegated?
Information Systems
Does the local authority maintain a database of children not currently in suitable education?
Does the local authority monitor the numbers of children/young people in the authority area who are not receiving suitable education, including those new to the area or the country?
Are there clear access rules and procedures to ensure fair and safe data processing?
Re-engaging children into suitable education
Does the local authority have clear processes for securing the support of other agencies where it is needed e.g. for welfare or health reasons?
Does the local authority have an agreed process for securing suitable educational provision for children once found?
Does the local authority monitor the pace at which children move into provision?
Does the local authority have the information systems in place to allow access to up to date information concerning availability of school places and availability of places with alternative providers?

Effective Child Tracking Systems
Does the local authority have systems in place to keep children engaged in the education that is suitable for them?
Does the local authority keep a record of children who have left educational providers (school, custody and alternative provision) without a known destination?
Does the local authority keep a record of children whose parents or carers, fathers as well as mothers; it considers are not providing them with a suitable education and a note of action it has taken to address these concerns?
Does the local authority follow up children at regular intervals until they are registered with a new school?
Does the local authority have an agreed system with schools concerning children leaving schools that maximises the contribution schools can make to preventing children not receiving a suitable education?
Does the local authority have in place arrangements to share information with other local authorities concerning children who move between areas?
Does the local authority support and encourage schools to transfer files via s2s?
Does the local authority have an identified officer as database administrator for s2s?
Does the local authority upload to and download from the searchable area of the s2s website?

Department for Education

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