



Children Missing Education Policy

SUMMARY

Identifying, maintaining contact and supporting children resident in Reading whom are missing education.

OWNER

Pupil & School Service

VERSION

V 3

DATE

March 2022

REVIEW DATE

March 2024


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Introduction

Brighter Futures for Children

Brighter Futures for Children is a new, independent, not-for-profit-company established to deliver the best possible opportunities for the children of Reading. Our responsibility is to provide excellent services for some of the most vulnerable children. Brighter Futures for Children delivers services on behalf of Reading Borough Council.

Therapeutic Thinking Principles

In 2018, Reading undertook a five-year commitment to become a trauma informed town. Brighter Futures for Children (BFfC) understands that it is a gradual process to reach the planned strategic goals. The long-term plans of becoming a trauma informed town may adapt the practices within this policy practice to take an altered form should it be considered more therapeutic to do so.

The impact of intervention should attempt to provide experiences that engender positive feelings in children and support them in their self-regulation. Interventions must not punish or victimise any children within the dynamic and should protect all children from further harm

Preface

This policy is intended for the public, schools, professionals and practitioners. It is written to assist BFfC in its implementation of effective systems for identifying, maintaining contact and supporting children resident in Reading whom are missing education. BFfC will routinely monitor how much educational provision our children & young people are receiving including the quality and appropriateness of this provision.

Data is shared with services tracking young people who become Not in Education, Employment or Training (NEET) over the age of 16 and young people who have an Education, Health & Care Plan (EHCP) up to 25 years of age. These groups are not covered in this policy. However, the transfer of information on school leavers who are children missing education (CME) is covered in the context of transition to other monitoring roles/services.

All local authorities are required to make arrangements to enable them to establish the identities of children residing in their area who are not receiving a suitable full-time education. In relation to children and young people 'suitable education' is defined as:

"[...] education suited to their age, ability and aptitude and to any special needs the child may have"

- *Children Missing Education Guidance, September 2016, DfE*

All local authorities have a statutory duty to arrange suitable full-time education for children of compulsory school age, unless:

"[...] the local authority considers that, reasons which relate to the physical or mental health of the child, it would not be in the child's best interests for full-time education to be provided for the child."

- *Children, Schools and Families Act, 2010, DfE*

CME Children and Young People (CYP) in this document refers to all Reading resident children and Children Looked After (CLA) of statutory school age* in the care of Reading Borough Council who are:

- Not registered on a school roll and not being educated at home
- On roll of a school but not attending/ receiving suitable or sufficient education
- On roll of a school but on a reduced timetable

*A child is legally required to receive education when of statutory school age (the term after their fifth birthday and up to 16 years of age)

Neighbouring authority children attending Reading schools will be managed through normal procedures of liaising with the child's home LA in addition to Reading and allowing them to support the child in accordance to their policies and procedures.

This policy describes the procedure for identifying children missing education, plus those at risk of missing education. It also describes how we help them move back into education or alternative provision and maintain contact to prevent them 'slipping through the net'.

The main focus of this document is on procedures and systems within BFfC for children missing education. However, this is within the context of the wider remit of BFfC to safeguard the welfare of all children.

Risk factors

Exclusions

Children who are excluded from schools should not miss education, and the local authority is committed to ensuring that children who are permanently excluded from day 6 of the exclusion receive full-time education. Where a pupil is given a fixed period exclusion of 5 days or more, schools have a duty to arrange suitable full-time education for the pupil from the 6th day for each period. Work should be sent home for the first 5 days.

(More information on reduced timetables can be found in DfE Guidance 'Exclusion from Maintained Schools, Academies and Pupil Referral Units Guidance' Sept 2016.)

Unofficial exclusions & off-rolling

Some pupils are unofficially excluded by schools, e.g. a school might ask a parent to take a child home instead of exclusion. This can also be called a 'cooling – off' period. An unofficial exclusion increases the risk that a child may go missing from education. The vast majority of Reading schools do report all exclusions to the local authority.

Off-rolling is the practice of removing a pupil from the roll of a school without formal permanent exclusion or encouraging the parent to remove a child from school to home educate or to move to a new school. These examples of practice are not in place to support the needs of a child but are driven primarily by the interest of the school. (Ofsted). Whilst off-rolling may not always be unlawful, Ofsted believes that it is never acceptable. Children should be only removed from roll for the 15 reasons set out in the DfE Children Missing Education guidance September 2016 (Annex A: Grounds for deleting a pupil from the school admission register). BfFC staff should query any incident where the removal of a pupil may appear unlawful.

(More information on Off-Rolling can be found in BfFC Guidance 'Unofficial Exclusions and Off-Rolling Policy', Aug 2019.)

Children Looked After (CLA)

These young people are in the care of BfFC. The virtual school for CLA take the lead on supporting these children in their education, alongside any support required from any relevant BfFC teams. It is important that their school place is kept open until there is agreement between the school and the authority with responsibility for their care that this place is no longer necessary.

BfFC is under a statutory duty to ensure that an educational placement is secured prior to any change in care placement, including when a young person is moved from a care placement in one local authority to one in another local authority or, if placed in an emergency that an educational placement is secured within 20 school days.

All schools should have a designated teacher for CLA. These teachers are ideally placed to assist when identifying those looked after children currently in school who may be at greater risk of going missing from education. This is supported by the virtual head teacher for CLA. We have a contract with 'welfare call' who will check on attendance with schools and notify the virtual head teacher for CLA of any concerns.

Children subject to a child protection plan

Should a child who is subject to a child protection plan be at risk of going missing from education, the school must liaise with the appropriate local children's social care team in addition to the Safeguarding and CME officer. Children's social care has the lead responsibility for children subject to a child protection plan and if such a child goes missing, they will follow child protection procedures and would take steps to locate the child.

Children at risk of criminal, drug or sexual exploitation or known victims

EMRAC (Exploitation and Missing Risk Assessment Conference) is a multi-agency operational group, who meet regularly to consider the level of risk to victims, facilitate multi-agency discussion, sharing and mapping of information and intelligence and considers disruption activity. The safeguarding & CME officer is a representative and shares information with the school's safeguarding lead if required to do so.

Children supervised on statutory orders in the youth justice system

Any young person supervised by Reading Youth Offending Service (YOS), serving either a community or custodial sentence and at risk of going missing from education or already out of mainstream education, will have their case identified by the worker (Education, Employment and Training) within the YOS and a relevant education placement will be sought in conjunction with children's social care.

It is essential that a school place is kept open if a child goes into custody or secure setting until there is agreement, between the school in consultation with the Pupil and Schools Service Manager, the Education Welfare Service and the YOS that this place is no longer appropriate (i.e. the child stays on the school roll). Children stay on roll whilst in custody and only come off roll if they are still in custody after 4 months or at date beyond statutory school age.

Elective Home Education (EHE)

Parents have a duty to ensure that their children receive a suitable full-time education either by regular attendance at school or otherwise (under Section 7 of the Education Act 1996). Although children and young people with an EHCP can be home educated, permission needs to be granted by BfFC if they attend a special school. BfFC must ensure that parents can make suitable provision, including providing for their child's special educational needs. If the parent's arrangements are suitable, BfFC is relieved of its duty to arrange the provision directly but is responsible for ensuring the child's needs are met through an annual review.

It is within the parents' rights not to have to inform BfFC if they take the responsibility to home educate if the child has never been registered at a school, however if the child's name comes to the attention of BfFC as someone who may be missing education, then BfFC has a duty to investigate this and contact the parents to find out if the child is receiving a suitable education with a view to providing further monitoring and support as appropriate.

Special Educational Needs and Disabilities (SEND)

Children with an EHCP or a disability are supported by an allocated case officer or worker from the SEND team. The SEND team take the lead on supporting these children in their education, due to having a more comprehensive understanding of their needs within school. Any further support required from any relevant BfFC teams will work in conjunction with them.

More information on the teams and services within BFfC can be found on the website:

<https://brighterfuturesforchildren.org/>

Reduced timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.

A part-time timetable must not be treated as a long-term solution and must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as an 'authorised absence'.

BFfC requests information on pupils attending part-time from head teachers, it is the responsibility of the head teacher or representative to provide this information. This information will allow BFfC the opportunity to investigate what additional support the school may require.

Arranging a reduced timetable

- Reduced timetables **should only** be negotiated through pastoral support programmes, annual reviews or attendance panels with a BFfC officer in attendance or through re-integration panels and must have an agreed date for the return to full time education.
- Reduced attendance must be a formal agreement between the school, parents, the child (as appropriate) or young person and BFfC
- Arrangements must be kept under regular review, be time-limited and should include: -

a detailed assessment of the child's needs

clearly documented provision map, pastoral support programmes and Personal Education Plan (PEP) reviews (as appropriate) showing interventions and outcomes – there may be multi-agency working by the children's action teams

a detailed action plan which informs BFfC of the timetable and demonstrates clear planned progression from part-time to full time provision that specifies additional help and support required

details of how the school will ensure that the child's education is maintained, through sending work home, and what arrangements are needed for it to be returned and marked

a date when full time provision in school will be achieved, usually no more than thirty school days from commencement

Consultation with professionals

- The pupil should be managed within the context of the SEND Code of Practice, including support provided from school for pupils who do not have an EHCP. Advice should be sought from the SEND team

- For EHCP pupils, reduced timetables should be agreed through an annual review and their EHCP amended to reflect the new arrangement with regular monitoring reviews
- For CLA, a reduced timetable should be discussed and agreed through a PEP meeting or PSP meeting. This should involve the school's designated teacher for children looked after, social worker, virtual school, foster carer and parent where appropriate
- A social care representative needs to be involved if the child or family have an allocated social worker
- Pupils re-integrating to school after a period of exclusion or permanent exclusion may benefit from gradual, supported re-integration to prevent further exclusion. The Safeguarding and CME officer can offer advice in these circumstances through consultation
- Pupils who are only be able to attend school part-time due to serious illness will be monitored by a Cranbury College admission panel as the college provides education in such circumstance and by the children missing education panel
- BFFC staff are available to discuss issues related to reduced timetables or exclusion with head teachers and senior managers including Cranbury College (behaviour services), education welfare staff, the SEN assessment team and the safeguarding & CME officer. The Local Authority Designated Officer (LADO) can also offer advice on child protection and safeguarding issues.

Reporting & monitoring

Reduced timetable data is requested from all schools on a termly basis. This is requested in the form of a returnable spreadsheet or online webform (see appendices). The safeguarding and CME officer collates this information and will continue to follow up with schools if the data is not provided in a timely manner.

The safeguarding and CME officer shares this with the attendees of the CME meeting panel on a termly basis.

- The education welfare service regularly monitors school attendance registers
- The children missing education and children in care and education panels (both multi-agency) have an overview and strategic responsibility to monitor and to initiate action plans for pupils not in full time education

Identification and prevention

Early identification and prevention is key to minimising the impact of missing education.

Publicity and promotion of the route to notify BFFC of children who may be missing education is provided to agencies on a regular basis. It may be the case that another agency is aware of the arrival or existence of a child living in the local authority but not in education, before the internal or internal partners are aware.

Every November the school admissions team routinely supplies an application pack to all Reading resident parents whose child attends a Reading nursery school/ nursery class within a primary school, private, voluntary & independent setting (PVI's) who are eligible for admission to a reception class in the following September. This information, available on the website, is sent to GP surgeries, community centres, all EY settings (including PVIs), libraries etc. Secondary transfer application packs are sent to all Reading primary schools and Reading resident parents of year 6 pupils.

BFFC website is currently being updated and will include refreshed and updated information on how to notify the BFFC of children missing education, as well as targeted and routine promotion to external agencies and internal departments.

The identification of CME cases relies on effective communication from internal and external partners of BFFC. A concern can be raised by a range of individuals, including the public. These concerns should be passed onto BFFC and be 'triaged' by the education welfare service, safeguarding & CME officer or school admissions team.

Information gathering

All BFFC teams that support the education of children have access to a database that holds information on where Reading children are placed (i.e. on roll) including academies, free schools, those children at a school outside the borough and those electively home educated. Therefore, they can quickly identify if a named child is not on a school roll.

However, the local authority does not have access to registers held by academies or independent schools unless they have bought into the service offer from the local authority for the education welfare service. If there is minimum information it may be necessary to check the child's name and other details, if available, against all educational provider rolls in the local area. The database that holds this information (EMS) is frequently updated and can be checked by the staff members whose role requires access.

The school2school (s2s) site, has a secure messaging system to exchange information.

We have access to status information including through partner agencies, across local authority boundaries and multi-disciplinary teams, all shared via information sharing protocols.

Additional methods of identification

- We have access to registers (attendance records) for all maintained schools/ providers that use compatible databases with our internal systems
- The local authority does not have access to the registers of academies, free schools, independent schools (unless they have bought into our EWS) but all schools have a

safeguarding duty to report CME

- We request information on children receiving part time education on a termly basis. An online form is also available to provide another avenue of reporting in addition to the existing spreadsheet format
- Regular screening of registers provides backup to the service offer between education welfare/education social work services concerning improving attendance. EWO's check registers on their school visits – at least once a term for primary schools and at least once every other week for secondary schools.

Key internal teams:

Education Welfare Officers (EWO's), Children's Action Teams (CAT), Youth Offending Service (YOS), School Standards Team, Virtual School for Children Looked After (Virtual School CLA), Pupil and School Support Service, Special Educational Needs and Disabilities Team (SEND), Children's Social Care (CSC)

EWO's are part of multi-disciplinary CATs and work in partnership with schools, parents and other professionals to identify and support vulnerable children and their families where school attendance is an issue. If there is no improvement in attendance and/or where attendance remains irregular the local authority will take appropriate enforcement action and give CME 'status' to a child if appropriate.

Support to children and families from the CATs could include primary mental health workers, the youth engagement service, parenting support, and family work. Referrals will be made as appropriate to other services within the council such as social care, health, SOURCE, and YOS and to the voluntary sector.

YOS works with young offenders, schools and in liaison with other services such as the Police and education welfare officers and participates in Attendance Panels and re-integration meetings for example. They deliver the Positive Parenting Programme (Teen) Reading-wide as a rolling programme. YOS will communicate with the CME team to share concerns about school attendance & provision and are represented at the CME meeting.

The school standards team together with the virtual head teacher for children looked after, the pupil & school service manager, safeguarding & CME officer and the SEND team support the safeguarding and education of children and young people. The pupil & school service manager has the strategic lead for CME, school admissions, exclusions, elective home education and the Berkshire West Safeguarding Children Panel (BWSCP) link with schools.

Key external teams:

Early Years Settings, Nurseries, Children's centres, Primary Schools, Secondary Schools

Children's centres and a high proportion of the early year's settings complete transition into school work. One of the key purposes of the children's centres is preparation for "school readiness."

Other agencies who might pick up knowledge about children missing education in Reading include: Schools (including Academies and free/community schools and Independent schools) and Cranbury College (Pupil Referral Unit), housing associations, homeless hostels, women's refuges, Accident and Emergency, NHS Walk-in services, health visitors, school governors, parent partnerships, police, probation service, as well as members of the public.



Additional methods of preventative practice

- Reducing the likelihood that children fall out of or have reduced engagement with the education system, by e.g. audits of the rolls and registers of schools and sharing information across local authority boundaries in a timely way
- Cross-matching data reports from systems to identify children who may be missing education
- Identifying and locating children missing out on education, by e.g. notification of exclusions and the provision of named points of contact to receive notification of children from other agencies
- Re-engaging the child(ren) with appropriate educational provision, by e.g. multi-disciplinary panels, admissions and re-admissions meetings, TAC/F (Team Around the Child/Family) meetings and pastoral support
- Checking the sufficiency and quality of part-time education
- Monitoring the length of time re-integration of CYP into full-time education and supporting school staff with re-integration where applicable
- Monthly review meetings of exclusion data
- Termly CME panel meetings

Notification

It is key that; internal partners, schools, NHS and other partner agencies and the general public understand who and how to notify a concern.

- We have a named role (plus back up) to whom notifications are made
- Clear responsibilities on the named person(s) for appropriate action

Named Role

The school admissions manager is the role/person to whom referrals are made should there be a concern about a child who may be missing from education. This person is able to take notifications from within the local authority boundaries, from colleagues within the council and other agencies. Other local authorities around the country can also make enquiries through the admissions manager.

If the concern is in regard to a pupil within the Reading borough, school admissions manager will pass this to the safeguarding and CME officer for action.

Formal notification of CME cases/concerns from schools should be shared to BFFC by completing the 'Missing Pupil Form' and sending this to CME@brighterfuturesforchildren.org

Admissions Manager – 0118 937 3666 CME@brighterfuturesforchildren.org	Safeguarding & CME Officer – 0118 937 4336 fiona.hostler@brighterfuturesforchildren.org
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Responsibilities of external partners

- Where a child is on a school roll and but is absent from school and the whereabouts are unknown, the school must do an S2S alert if they believe the child to have moved area and seek advice from school admissions team
- Where a child's whereabouts is known but they are missing due to truancy – the school must contact the EWS
- Where a child has had a continual absence for 10 school days or more – school must notify the safeguarding & CME officer/ EWS
- If a child is permanently excluded or fixed term excluded the school must follow exclusion procedures and notify the relevant BFFC partners
- If a child has been potentially involved in a crime and is e.g. bailed or remanded, the police and YOS contact the school and YOS alert the relevant BFFC partners
- If a child is withdrawn from school to be educated at home, when the parents inform the school of their intentions in writing - the school must inform the advisory teacher for elective home education immediately
- Traveller Families - are notified via the ASB officer or by word of mouth via a member of the public. If the family are "roadside" or in a property, then BFFC visit and take details. The families are often known to us from a previous visit
- Any member of the public phoning in with concerns should come through to the admissions team/safeguarding & CME officer.

Post - Notification

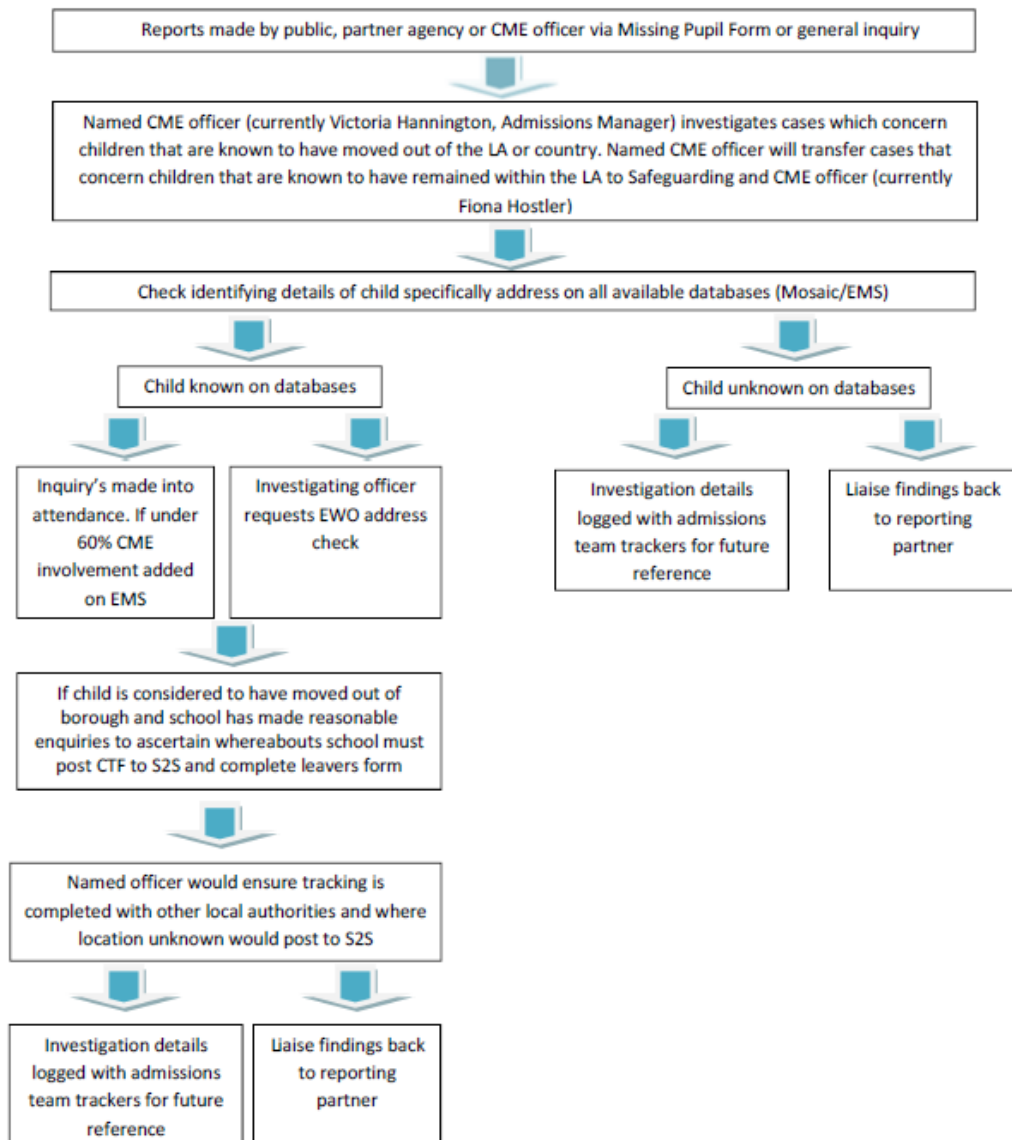
We aim to ensure that every child is on roll of a school, regardless of circumstances, unless parents have elected to educate their child at home.

Post-notification practice:

- Supporting the timely placement of unplaced children
- Escalation policy for schools not admitting children within legal timeframes
- Termly CME meetings to review progress & intervention of long-term and high need CME cases
- Liaison between services on updates or developments with CME issues for collaborative working
- Allocated lead professional who works with CME child to provide monitoring and support
- BFFC intervention if reason to believe that parents are not providing a suitable education when home educating children e.g. School Attendance Order (SAO) (under section 437(1) of the Education Act 1996).
- Regular collation and monitoring of reduced timetables and consultation with schools to support full-time re-integration
- Regular collation and analysis of exclusion data to inform strategic actions to reduce days lost from school
- Regular consultation and advice sharing with schools on CME cases
- Education Welfare Service intervention for schools whom buy into the service, basic support for those who do not
- Tracking of various categories of CME by safeguarding and CME officer and school admissions

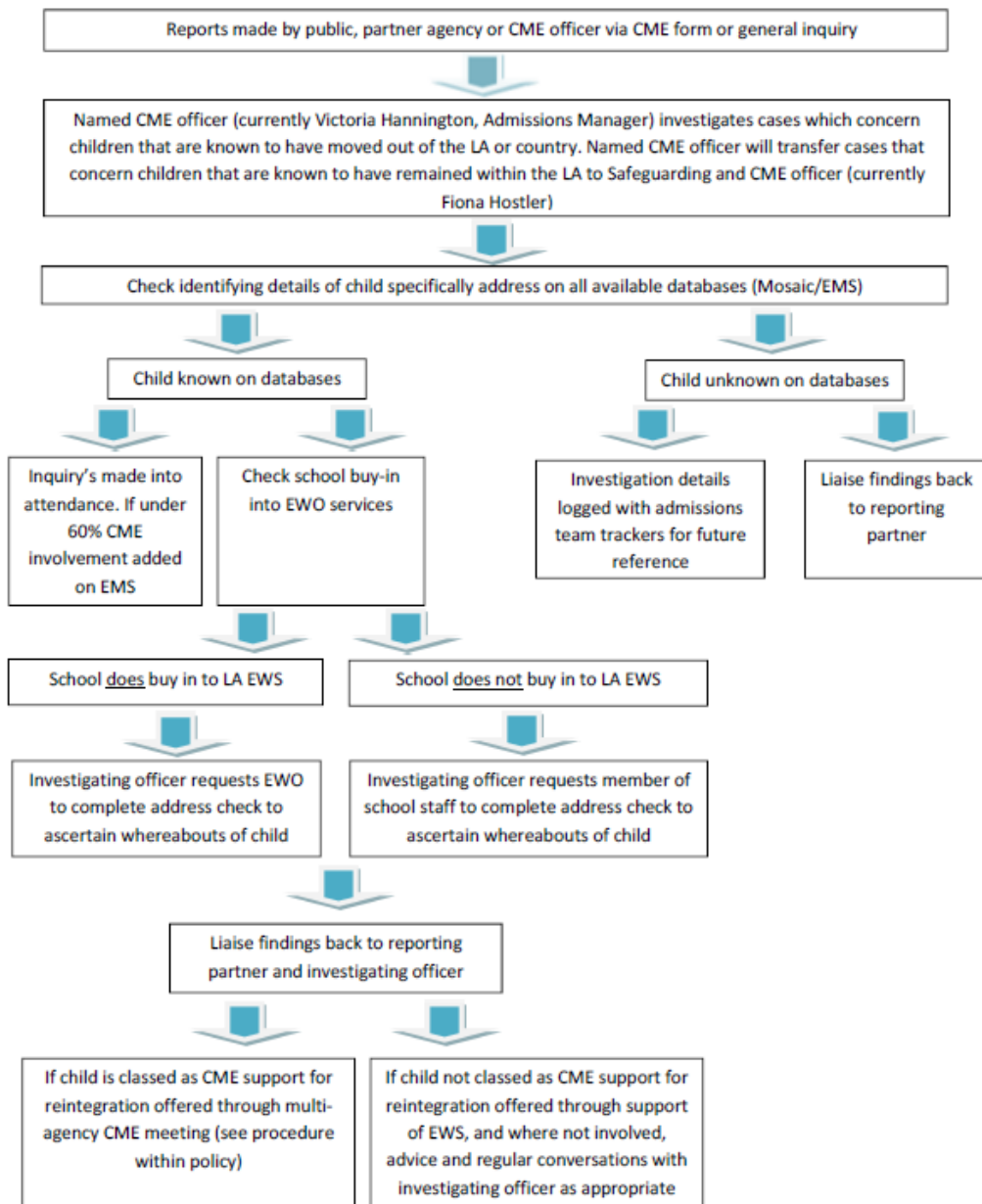
Out-borough/ country responsibilities

Standard Operating Procedures Children Missing Education (Out of borough/ country)



Within borough responsibilities

Standard Operating Procedures Children Missing Education (Within borough)



Appendix 1 Common transfer file procedures in reading

Appendix 1 Common transfer file procedures in reading

1) Should a child leave a Reading school without notice being given by the parent or without the school being advised by the parent which new school the child is to attend - that is, should the child go “missing” or become “lost” - the school should follow the procedures for notifying these children to the EWS service and the admissions manager. Should the child be subject to a Child protection plan or should the school have particular child protection concerns about the child the school should first immediately notify the relevant children’s social care team.

2) Education Welfare Service (EWS) will work with the school and make reasonable efforts to try and identify the child’s current whereabouts/destination.

3) After four weeks should such efforts prove unsuccessful then the school should remove the child’s name from its roll and create a “lost” common transfer file (CTF) with XXXXXXXX as the destination. This lost CTF should be immediately uploaded onto the DfE’s s2s secure site where it will be held in the Lost Pupils Database.

4) Should a child join a Reading school without that school receiving a CTF from the child’s previous school then the receiving school should contact data collections officer knowledge management, Civic Centre 0118 9374206 x74206 and request that a search be made of the Lost Pupils Database for a matching record using names or former names, date of birth or gender.

5) Should a Reading school which has previously sent a lost child CTF to the lost pupils database be subsequently contacted by a school at which the lost child has subsequently registered then either:

- the school which sent the CTF to the lost pupils database should create a new CTF file and send this to the receiving school and request the LA ICT Services team to download the original CTF from the lost pupils database and delete it; or
- the receiving school should request its own LA to download the original CTF from the lost pupils database: or
- the school needs to notify the named CME officer for further action to be taken

BFfC recognises that these procedures will only function effectively if all Reading schools are committed to adhering to the principle that:

WHENEVER A CHILD JOINS OR LEAVES A SCHOOL THEN A COMMON TRANSFER FILE (CTF) MUST ACCOMPANY HIM/HER

BFfC will therefore ensure that all Reading schools, inclusive of private, voluntary or independent:

- are made fully aware of their responsibilities in relation to missing/lost pupils and
- are properly supported to meet these responsibilities.

BFfC will closely monitor the operation of its missing/lost children procedures in order to ensure best practice with regard to safeguarding children.

6) Where a Reading child accesses a neighbouring cross-border school, robust Service Offers need to be in place to identify processes and procedures to follow for those children at risk of going missing from education at the earliest opportunity.

Appendix 2

Important statutory guidance

Principal statutory duties are as follows:

Section 7 of the 1996 Education Act: the parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable to his age, ability and aptitude and to any special educational needs he may have, either by regular attendance at school or otherwise.

Section 14(1) of the 1996 Education Act: schools must be sufficient in number, character and equipment to provide all pupils with the opportunity of appropriate education (s. 14(2)).
“Appropriate education” means, broadly education which is desirable in view of the pupils’ different ages, abilities and aptitudes and the different periods for which they may be expected to remain at school (s. 14(3)).

Section 19 (1) of the 1996 Education Act requires every local education authority to make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them. For these purposes, “suitable” education is defined as “efficient education suitable to the age, ability, aptitude and to any special educational needs the child (or young person) may have.” (s. 19(6)).

Section 19(4A) of the 1996 Education Act:

“In determining what arrangements to make under subsection (1) in the case of any child or pupil, a local education authority shall have regard to guidance given from time to time by the Secretary of State.”

Section 437 (1) of the 1996 Education Act: if it appears to a local education authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they must serve a notice in writing on the parent (“a school attendance order”) requiring him to satisfy them within the period specified in the notice that the child is receiving such education.

Section 175 of the Education Act 2002 imposes a duty upon LAs and governing bodies to exercise their functions with a view to safeguarding and promoting the welfare of children. For these purposes, “functions” includes the powers and duties of LAs and governing bodies.

The Children Act 2004 includes various provisions relating to safeguarding and promotion of welfare of children, including:

- (a) a duty upon each children’s services authority to promote co-operation between it and various other bodies to improve the well-being of children so far as relating to (amongst other things) education and training;
- (b) a duty upon various bodies (including children’s services authorities) to make arrangements for ensuring that their functions are discharged having regard to the need to safeguard and promote the welfare of children; and
- (c) provision for the Secretary of State to put into place information databases for the purposes of arrangements under s.175 of the Education Act 2002 or (a) and (b) above, and a

framework for the sharing of information contained in such databases for such purposes.

Children, Schools and Families Act of 2010: “Local Authorities must ensure that all children who fall within the scope of section 19 receive suitable full-time education unless reasons that relate to their medical condition mean that this would not be in the best interests”

[Further important Policies](#)

DfE Research Report – A profile of pupil absence in England - 2011

Local Government Ombudsman Report – Out of School out of Mind Focus Report – September 2011

Child Centred System - Government’s response to Munro review of child protection – July 2011

DfE Children Missing Education – Sept 2016

DfE School Admissions Code 2014

Education Act - 2011

DfE Exclusion from maintained schools, Academies and pupil referral units in England – September 2017

Good practice for Gypsy/Traveller Achievement and for Supporting Asylum Seeking and Refugee children which are part of the Department's Aiming High strategy to raise Minority Ethnic Achievement: Aiming High: Guidance on Supporting the Education of Asylum Seeking and Refugee Children - A Guide to Good Practice

DfE - Keeping Children Safe in Education – September 2019

BFFC - Children Missing Education Policy, August 2019

BFFC - Unofficial Exclusions and Off-Rolling Policy, August 2019

DfE - Children who run away or go missing from home or care, January 2014

DfE - Supporting pupils at school with medical conditions Dec ember 2015

Appendix 3 Acronyms

Acronyms in this document, arranged in alphabetical order:

BWSCP	Berkshire West Safeguarding Children Panel
CAF	Common Assessment Framework
CAT	Children's Action Team
CBDS	Common Basic Data Set
CLA	Child/ren Looked After
CSS	Children's Support Service
CC	Cranbury College - Pupil Referral Unit, Home & Hospital Teaching
CME	Children Missing Education
CTF	Common Transfer File
DfE	Department for Education
EMS	Education Management System
ESO	Education Support Officer
EWO	Education Welfare Officer
EWS	Education Welfare Service
FE	Further Education
ICT	Information Communication Technology
IEP	Individual Education Plan
LA	Local Authority
LPD	Lost Pupil Database
NHS	National Health Service



PAM	Pupil Admission Meeting
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
RBC	Reading Borough Council
s2s	school2school
SAO	School Attendance Order
SEN	Special Educational Needs
SLA	Service Level Agreement
TVP	Thames Valley Police
YOS	Youth Offending Service





Appendix 4

Current named officers in-post

Admissions Manager: Victoria Hannington

Safeguarding & CME Officer: Fiona Hostler

Pupil & School Service Manager: Gill Dunlop

SEND Service Manager: Dr. Deborah Hunter

CAT & EWS Service Manager: Shirley Moneanu

Appendix 5

Missing Pupil Form

Missing Pupil Form

This form is to be used in conjunction with 'Children Missing Education Policy, Aug 2019'

School Name	
Child's Name	
Parents Name & Contact Details	
UPN No.	
Date of Birth	
Address	
Ethnicity	
Date Missing	
Date posted to S2S (If applicable)	
Subject to Pupil Premium	
First Language if not English	
Current % attendance	

Please tick (or leave blank if unknown). Please provide any further comments/concerns overleaf.

	Yes	No
1. Has the child gone missing with their family? If the answer is 'yes' to this question, then consider recording as unauthorised absence unless other risk factors are known.		
2. Is the child in care or have a child protection plan?		
3. Is there planned or current Children's Social Care involvement (e.g. an initial assessment or a section 47 assessment)?		
4. Is the child subject to a Child in Need Plan?		
5. Is this child a Young Carer?		
6. Is there good reason to believe that the child may be the victim of a crime?		
7. Have there been past concerns about this child and family which together with the sudden disappearance are worrying? e.g:		
a. Is there any known history of substance or alcohol dependency within the family?		
b. Is there any known history of domestic violence?		
c. Is there concern about the parent/carer's ability to protect the child from harm?		
8. Are there health reasons to believe that the child is at risk? e.g.:		
a. Does the child need essential medication or health care?		
b. Was the child noted to be depressed prior to their unexplained absence?		
9. Are there religious or cultural reasons to believe that the child is at risk (e.g. rites of passage or forced marriage planned for the child)?		
10. Have there been any past concerns about the child associating with significantly older young people or adults?		
11. Is the child new to the Country or recently returned to the UK?		
12. Is this child/family Asylum Seekers?		

Appendix 6

Reduced Timetable Spreadsheet & Webform

School Name																
Student Details											Reduced Timetable information					
School Name	Student Name	UPN	Date of Birth	Year Group	Does the child have SEN?	Student Ethnicity	LAC	CP	FSM	CIN	No of Hours on Timetable/ week	Are they Receiving Alternative Provision?	Are they Seen Every Day?	Date Provision Commenced	Date of Review	Planned Return to Full Time Education

To complete a webform version:

https://self.reading.gov.uk/service/Reduced_timetable_form