

# Children Missing Education Policy

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This policy will be reviewed September 2027



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## APPENDICES

**Appendix A – Reasonable Enquiries School - Flowchart**

**Appendix B – Reasonable Enquiries Local Authority – Flowchart**

**Appendix C – Professional Curiosity**

This guidance should be read alongside the statutory guidance documents on:

- [Working together to improve school attendance](#)
- [Supporting pupils at school with medical conditions](#)
- [Suspension and permanent exclusions](#)
- [Alternative provision](#)
- [Elective home education](#)
- [Keeping children safe in education](#)

This guidance refers to the following:

- section 436A of the Education Act 1996 (added by section 4 of the Education and Inspections Act 2006)
- Education Act 1996 (sections 7, 8, 14 and 19)
- School Attendance (Pupil Registration) (England) Regulations 2024
- section 175(4) of the Education Act 2002 (all chapters)
- paragraph 7 of the Schedule to the Education (Independent School Standards) Regulations 2014 (chapters 1 and 2)
- paragraph 3a of the Schedule to the Non-Maintained Special Schools (England) Regulations 2015 (chapters 1 and 2)

## WHO ARE CHILDREN MISSING EDUCATION

- 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. This may include suitable education through regular attendance at school, alternative provision or otherwise (for example, EHE).
- 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.
- CME are at significant risk of underachieving, having poorer health outcomes, being victims of harm, exploitation or radicalisation, and becoming not in education, employment, or training (NEET) later in life.

CME includes children who:

- are in the process of applying for a school place.
- have been offered a school place for a future date but have not yet started.
- are receiving elective home education (EHE) that has been assessed as unsuitable.
- have been recorded as CME for an extended period, for example where their whereabouts is unclear or unknown.

CME are **not** children who:

- are receiving suitable education otherwise than at a school (for example, pupils who are electively home educated or attending alternative provision) which is suitable to the child's age, ability, aptitude, and any special educational needs they may have.
- are EHE but the local authority has not had an opportunity to assess whether the education being provided is suitable.
- are registered at a school, even if they are persistently or severely absent from that school.

No single individual at a school, local authority or related service can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who encounters them has a role to play in identifying concerns, sharing information, and taking prompt action to help in the identification and support of CME.

Safeguarding and promoting the welfare of children is everyone's responsibility. To fulfil this responsibility effectively, all individuals involved in identifying and supporting CME should make sure their approach is child centred.

## RESPONSIBILITY OF PARENTS

- Parents have a duty under [section 7 of the Education Act 1996](#) to ensure that their children of compulsory school age are receiving suitable full-time education.
- If parents are proposing to withdraw their child from school, it is important that they supply information to the school about how their child will be continuing to receive suitable education, for example providing the name and address of the new school the child will be attending. Where this information is not yet available, parents are asked to inform the school of the location where their child will reside.
- Some parents may elect to educate their children at home and, unless registered at a special school under arrangements made by the local authority, may usually withdraw them from school at any time to do so. Home educating parents devote time, financial resources, and dedication to the education of their children and educating children at home works well when it is a positive, informed, and dedicated choice. More information on EHE can be found in the department's [elective home education guidance for parents and local authorities](#).

- As outlined in the School Attendance (Pupil Registration) (England) Regulations 2024 under regulation 9(1)(f), where a parent notifies a school in writing that their child will no longer attend the school after a certain day and will receive education otherwise than at a school (for example, EHE) and that day has passed, the school must delete the child's name from the admission register (unless a [school attendance order \(SAO\)](#) is in place) and inform the local authority. If a parent's notification to withdraw the child does not satisfy the criteria for deletion (for example, it is not provided in writing or does not specify the date), this may trigger the school to notify Sandwell MBC. Notifying the local authority will prompt them to conduct their own informal enquiries alongside the school.
- Under section 436A of the Education Act 1996, Sandwell MBC will make arrangements to identify children of compulsory school age not registered at a school or receiving suitable education otherwise. Under section 437 of that Act, Sandwell MBC will make informal enquiries with parents whose children are not registered at school (for example, electively home educating parents) to establish what education is being provided if they do not already know. Parents are strongly encouraged to co-operate with local authorities during these informal enquiries. If parents do not co-operate, usually (see [admissions](#) for circumstances where this may not apply) local authorities must begin the SAO process which begins with a formal written notice to parents under section 437(1) of the Education Act 1996.

## RESPONSIBILITY OF SANDWELL MBC

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.

Supported by schools, Sandwell MBC is expected to ensure time spent out of suitable education is kept to an absolute minimum and work to prevent repeated instances of children becoming CME, for example by effective and supportive reintegration into school or by supporting into education otherwise than at school if this is more appropriate for the child's needs.

- SMBC has a named Children Missing Education Officer who has responsibility for performing the Local Authority duties in accordance with S436A.

The CME Officer maintains a list of Children Missing Education.

Sandwell MBC employs officers whose responsibilities include the identification and support of children missing education. These officers include:

Service Manager - Schools Attendance Support Service

CME Officers - Schools Attendance Support Service

Schools Attendance Support Officers - Schools Attendance Support Service

Pupil Tracking Officer – Admissions Service

- Sandwell MBC will work in partnership to:
  - ensure local partners such as schools (including independent schools) know and follow local processes for identification (for example, making a CME referral) and reintegration.
  - foster close working relationships between relevant services and organisations to ensure they, other local authorities and the public know where to refer suspected CME cases.
  - ensure schools conduct effective and rapid reasonable enquiries to identify the whereabouts of suspected CME and that the criteria for removal from roll are clearly understood, including when an investigation is completed by a home local authority but the child attends school in a different local authority's area.
  - ensure CME processes are embedded into other local authority functions.

- Sandwell MBC will share information by:
  - using data from a wide range of services, other local authorities, and national agencies to identify CME
  - support schools to work closely with Sandwell MBC to support early identification and tracking of CME and enable them to continue to share updates, including after they have notified the local authority of a suspected CME.
  - document action taken on individual cases.
  - regularly identify ways to improve information sharing which might include working with other local authorities to share best practice.
- Sandwell MBC will engage families by:
  - working closely with families, adapting the communication style, if necessary, to understand why a child has become CME, using this understanding to move forward and work in partnership with the family to successfully support them into full-time suitable education.
- Sandwell MBC will ensure CME cases are prevented by:
  - working closely with special educational needs and disability (SEND) and early years services, as well as targeted work ahead of school transition points and work with EHE teams.
- Sandwell MBC will:
  - have regular points where processes, procedures and outcomes for CME are reviewed and improved, ensuring feedback from wider services, organisations and families are also included.

## Legal duties

- Arrangements made under section 436A also play a significant role in fulfilling local authorities' wider safeguarding duties. This duty should therefore be viewed alongside these wider duties and local initiatives that aim to promote the safeguarding of children. The statutory guidance on [working together to safeguard children](#) provides advice on inter-agency working to safeguard and promote the welfare of children.

Local authorities have other duties, powers and expectations that further support their work to prevent, identify, and support CME. These include:

- safeguarding children's welfare, and their duty to cooperate with other agencies in improving children's wellbeing, including protection from harm and neglect ([section 10 of the Children Act 2004](#))
- arranging suitable full-time education for permanently excluded children from the sixth school day of exclusion ([The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#))
- arranging suitable education for children out of school due to exclusion, illness, or other reasons, if they would not receive it otherwise – this duty covers all compulsory school-age children in the local authority's area, regardless of school type or whether they are on a school's admissions register ([section 19\(1\) of the Education Act 1996](#))
- conducting the expectations of local authority School Attendance Support Teams set out in the statutory guidance on [working together to improve school attendance](#)
- serving notice on parents requiring them to satisfy the local authority that a child is receiving suitable education, when it comes to the local authority's attention that the child might not be receiving such education ([section 437\(1\) of the Education Act 1996](#))
- issuing 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 ([section 437\(3\) of the Education Act 1996](#))

- in cases where parents do not comply with an SAO, prosecuting parents ([section 443 of the Education Act 1996](#))
- where parents fail to ensure their school-registered child attends school regularly, prosecuting or issuing penalty notices ([section 444 of the Education Act 1996](#) and [section 23 of the Anti-social Behaviour Act 2003](#))
- applying to court for an Education Supervision Order for a child to support them to go to school ([section 447 of the Education Act 1996](#))

## **MAKING REASONABLE ENQUIRIES**

When the whereabouts and circumstances of a child are unclear or unknown, Sandwell MBC will, jointly with schools (where that child has previously been registered at a school) work together to make enquiries that enable them to, as far as reasonably possible, identify the location of suspected CME and any provision of education they are receiving. This activity is called making reasonable enquiries. Once CME have been identified, Sandwell MBC can then take steps to support them into suitable education.

### **Conducting enquiries**

If a child who is on a school roll is absent from school and this absence is unexplained, the school should immediately make enquiries to establish the child's whereabouts. The school should ensure that they have in place arrangements whereby all unexpected and unexplained absences are promptly enquired about. 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).

If enquiries lead the school to reasonably believe that the child will no longer be attending the school and the parent has not provided the school with written notice that the child will be attending another school or that education provision otherwise than at a school will be provided, they should make a referral to the child's home local authority CME team as soon as possible. Schools should continue to undertake reasonable enquiries to identify the whereabouts of the child during this time, and regular communication between the school and Sandwell MBC carrying out these enquiries should continue until it is mutually agreed that enquiries have concluded or that there are no further actions the school can take.

Sandwell MBC and schools should jointly conduct reasonable enquiries immediately upon identifying a CME. These enquiries must be thorough and collaborative where possible, ensuring that decisions regarding necessary, relevant, and appropriate actions are made based on the specifics of each case and the evidence available. Sandwell MBC and schools are expected to exercise careful judgement in determining the sequence and nature of actions, considering all pertinent facts. With the child's welfare as the paramount concern, it is imperative that actions are taken without delay. These actions may include, but are not limited to:

- contacting the parent using known contact details
- checking with agencies known to be involved with the family
- checking with siblings' schools whether they have contact with the parents (if applicable)
- where the child had previously moved or changed school, check with the local authority and school from which the child moved originally, if known
- checking with the local authority or school to which a child may have moved.
- checking with the local authority for the area where the child lives, if different from where the school is
- speaking to landlords if appropriate (private, social, or temporary housing providers)
- referring to databases within the local authority where possible (for example, admissions or children's social care)

- establishing and following local information sharing arrangements (where needed) to access and check databases of external agencies (housing providers, health services, police, refuge, youth justice services, and council tax)
- checking Get Information About a Pupil (GIAP)
- [checking with national databases](#) (such as Department for Work and Pensions (DWP), Border Force, UK Visas and Immigration (UKVI), Ministry of Defence (MoD), Health)
- home visits made by the appropriate team, following local guidance concerning risk assessment.
- contacting relatives and neighbours, if appropriate, using known contact details

This list is not an exhaustive or prescriptive list of actions. The type of reasonable enquiries required to try to locate a child and establish their circumstances will differ from case to case and additional enquiries to those suggested in this section may be necessary.

Making reasonable enquiries may not always lead to establishing the location or circumstances of a child but will provide a steer on what action should be taken next, for example contacting 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, Commonwealth and Development Office.

## **COHORTS OF CHILDREN WHO MAY BE AT GREATER RISK OF BECOMING CME**

### **Children at risk of harm**

Education is essential for children's progress, wellbeing, and wider development, and being in school is a protective factor against wider harms, including exploitation. Where children are not receiving suitable education, such as in the case of CME, this could be an indicator of neglect, abuse or exploitation (including sexual and criminal exploitation) or could constitute neglect in severe and sustained cases.

Where there is a concern that a child's safety or wellbeing is at risk, it is essential to act without delay. Where designated safeguarding leads or any staff within local authorities have concerns about a child's welfare, they should immediately consider whether a referral needs to be made to children's social care, and if appropriate, contact the police, particularly if there is a concern that the child is suffering or is likely to suffer significant harm.

Children may be missing education due to abuse, neglect, and exploitation. Where this is suspected, schools should follow local child protection procedures. If a child is in immediate danger or at risk of harm, an immediate referral should be made to children's social care, and the police should also be contacted if appropriate.

Where harm or neglect is suspected in relation to a CME, 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 on [working together to safeguard children](#) provides further safeguarding advice.

### **Children of Gypsy, Roma, and Traveller families**

Although many Gypsy, Roma and Traveller (GRT) families are settled, some move regularly, and their children can be at increased risk of becoming CME. For GRT families who want their children to attend school, effective communication between local authorities and schools is essential to minimise this risk.

Local authority and school engagement with GRT families should include appropriate assessment of the cultural background of each of these communities to ensure communication is tailored to address the individual needs of GRT families.

Traveller Education Services, or a named CME officer within the local authority, can advise schools on the best strategies to reduce disruption to GRT pupils' education, for example agreeing to dual

registration arrangements when parents enrol their child at another school, or electronic or distance learning packages if these are available.

Schools should also inform the local authority when a GRT pupil leaves without identifying a new destination school, especially during transitions between primary and secondary school, to help maintain educational continuity. For GRT families who want to electively home educate their children, effective communication between the family and the local authority's EHE team is essential to minimise the risk of CME.

### **Unaccompanied asylum-seeking children and children of new migrant families**

Unaccompanied asylum-seeking children (UASC) are likely to have faced significant difficulties and will need to be cared for while in the UK. Local authorities have a duty to safeguard and promote the welfare of all children in need, ensuring that there are enough schools available for their areas and offering additional support for looked after migrant children and UASC. There can be additional challenges and complex barriers for local authorities to overcome to carry out their CME duty, which can include unsettled, often temporary housing situations, unreported arrivals, or sudden moves between authorities' areas. Looked after migrant children, including UASC who need to be offered support, will be accommodated by the local authority.

Local authorities should work with the housing providers of temporary accommodation to strengthen information sharing that can bolster support for children of new migrant families and UASC.

### **Children who go missing from home or care**

Children who go missing or run away from home or care are vulnerable to serious dangers and harm outside the home, including sexual and criminal exploitation and abduction, as well as missing education. Multi-agency working is essential for assessing cases of children missing from home or care, and for analysing data for patterns that indicate concerns and risks. Authorities should consider whether CME may also be unreported missing children.

Local authorities and the police should take proactive steps to support these children, particularly in communities where underreporting is more likely due to mistrust of statutory services. Local authorities should refer to the statutory guidance on [children who run away or go missing from home or care](#) for more information and support on prevention and protection of this vulnerable cohort of children.

### **Children with SEND whose needs are not being adequately supported**

Where parents are not satisfied that the needs of a pupil with SEND are being met adequately in school, this may lead to lower attendance and parents taking their child out of school. Schools should work closely with the pupil and their parents to put appropriate support in place and to keep this under regular review. If a child with an EHC plan has significant levels of unmet need, the school should also consult with the local authority about whether an early review of the plan is needed.

### **Children who are excluded from school**

It is important for schools to help minimise the disruption that a suspension or permanent exclusion can cause to a pupil's education. All maintained schools, academy schools (including free schools), alternative provision academies (including alternative provision free schools), and pupil referral units must inform a local authority when a pupil has been suspended or permanently excluded regardless of length, without delay.

Local authorities have a statutory duty to arrange suitable full-time education starting from the sixth day (or earlier) of a permanent exclusion. Informal or unofficial suspensions and permanent exclusions are unlawful, regardless of whether they occur with the agreement of parents or carers. This is also defined by Ofsted as a form of off rolling. Department guidance on [school suspensions and permanent exclusions](#) details the legal responsibilities for those who suspend (fixed period exclusion) and permanently exclude pupils.

## **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. [Youth offending teams](#) (YOTs) are responsible for supervising those young people (aged 10 to 18) and should collaborate with the local authority CME officer and schools to ensure that children are receiving, or return to, appropriate full-time education.

[Working together to improve school attendance](#) sets out how schools and local authorities should work together with YOTs regarding the relevant regulations.

## **Children of service personnel**

Families of service personnel are likely to move frequently, both in the UK and overseas, and often at short notice. Schools and local authorities should contact the Ministry of Defence (MoD) [Children's Education Advisory Service \(CEAS\)](#) by email [RC-DCS-HQ-CEAS@mod.gov.uk](mailto:RC-DCS-HQ-CEAS@mod.gov.uk) for advice on making arrangements to ensure continuity of education for service children when their family moves, including guidance and support relating to service children with a SEND.

## **Children attending unregistered independent schools**

There are a number of settings operating unlawfully outside the regulatory regime as unregistered independent educational institutions. Those conducting these settings are committing a criminal offence and may be putting children at risk of harm, denying them a suitable education, and limiting their life chances. Children attending unregistered educational institutions should be treated in a comparable way to CME. As outlined in the Department's [unregistered independent schools and out of school settings](#) advice document, local authorities can play a significant role in identifying unsafe and unlawful education settings, while also supporting and protecting children and families using them. Additionally, to protect children that attend these unlawful settings, anybody can [make a referral to Ofsted](#).

## **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 educate their child at home or that a child can no longer attend because of physical or mental health needs that cannot be met by the school, and instead, support from wider services or alternative provision needs to be provided.

If the reason for a child's non-attendance is not known, the local authority should collaborate with the school the child most recently attended, to investigate the case, and the child should be offered support to help them attend school regularly. Where this fails and child is not on a school register, the local authority will need to provide additional support to integrate into school or otherwise ensure that the child is receiving suitable education.

## **Home educated children who are not receiving suitable full-time education**

Parents have a right to educate their children at home, and the government wants the many parents who do it well to be supported. Educating children at home works well when it is a positive, informed, and dedicated choice. However, home educated children who are not receiving a suitable, full-time education are CME.

Local authorities have a duty under section 436A of the 1996 Education Act to make arrangements to identify, as far as possible, children not registered at school in their areas who are not receiving a suitable education otherwise than at school (CME). Home educated children who are not known to the local authority, or whose parents have not responded to the local authority's enquires about the education provided to the child, could be at risk of being CME. If the local authority is unable to gather enough information on a home educated child's education to judge that the education received by the

child is suitable, then this requires action under education law as outlined in the Department's [elective home education guidance for local authorities](#).

## **School Attendance Orders**

Where potential Children Missing Education are identified, Sandwell MBC will make informal enquiries to determine whether the child is receiving a suitable education either at school or otherwise. Where informal enquiries have not led Sandwell MBC to conclude that suitable education is being provided to the potential CME, Sandwell MBC will begin the SAO process in line with sections 437 to 442 of the Education Act 1996. Sandwell MBC will serve a notice under section 437(1), requiring the parent to prove the child is receiving suitable education within a time set out in the notice (at least 15 days).

If the parent fails to prove the child is receiving suitable education within the specified time, and Sandwell MBC believe it is expedient that the child should attend school, an SAO must be served. Service is valid if:

- the parent physically receives the notice.
- the notice is delivered to the parent's usual or last known home.
- the notice is posted in a prepaid envelope addressed to the parent's usual or last known home.
- the parent has previously agreed to receive this kind of document by an electronic method, such as e-mail or text message, and has agreed a specific electronic address or number for such documents to be sent to, and the notice is sent to that address or number and they receive it.

## **SCHOOL ADMISSIONS**

Some children who are missing education can be identified and supported into education quickly. Other children who have experienced more complex problems might face increased barriers to accessing suitable education or may require alternative arrangements to be made for them under section 19 of the Education Act 1996 because of illness, exclusion from school or otherwise.

Once CME have been identified, Sandwell MBC will collaborate with the parents of the child to understand the child's needs. The parent should complete a school application at the earliest possible stage. Sandwell MBC will provide advice and assistance to parents living in Sandwell when they are deciding which schools to apply for, and to provide information about which schools in the area have places available. Where an application is made outside the normal admissions round, Sandwell MBC will also discuss admissions with the schools being considered for the child.

Sandwell MBC & schools will work together to help to minimise the time a child spends out of education by cooperating with each other to provide a school place for all children of compulsory age, where suitable. When a place is identified, the school and Sandwell MBC will work together to ensure the child begins their education at the school at the earliest opportunity.

## RESPONSIBILITY OF SCHOOLS

Where there is a concern that a child's safety or well-being is at risk, it is essential to act without delay. If school staff have safeguarding concerns about a child, they should take immediate action, follow their child protection policy, and involve their designated safeguarding lead. Where designated safeguarding leads or any staff in schools or local authorities have concerns about a child's welfare, they should immediately consider whether a referral needs to be made to local authority children's social care and, if appropriate, whether to call the police, particularly if there is a concern that the child is suffering or is likely to suffer significant harm.

Further information about schools' safeguarding responsibilities can be found in the statutory guidance on [keeping children safe in education](#).

Schools should:

- [maintain accurate admission registers](#) and take an initiative-taking approach to monitoring pupils' attendance in line with chapter 2 of [Working together to improve school attendance](#)
- do their own initial proactive work to locate a child at risk of becoming a CME, before working jointly with Sandwell MBC to conduct further reasonable enquiries to identify their whereabouts – schools should also continue to play their role in conducting joint reasonable enquiries even after they have submitted a CME referral to Sandwell MBC (refer to [making reasonable enquiries](#))
- work collaboratively with Sandwell MBC to return CME in their local area into education – this might also involve working with a child's home local authority, if different
- offer appropriate support to successfully integrate children into their school, including having efficient decision-making processes for admissions in place to prevent delays.
- carefully follow guidance on removing or adding pupils' names from or to the admission register, which in some specific cases will involve joint actions taken between the school and local authority before this decision can be made.

It is important that a school's admission register is accurate and kept up to date. Schools should regularly encourage parents, through existing communication channels such as regular emails and newsletters, to inform them of any changes to their child's personal details and education arrangements whenever they occur. Sandwell MBC may also encourage parents to inform their schools of any changes, either via the local authority website or when in direct communication with parents. This will have the benefit of assisting both the school and local authority when making enquiries to locate CME.

Where a parent notifies a school that a pupil will normally live at another address, whether in addition to or instead of their current address, all schools are required to record in the admission register:

- the address
- the full name of each parent the pupil will normally live with
- the date when the pupil will start normally living there.

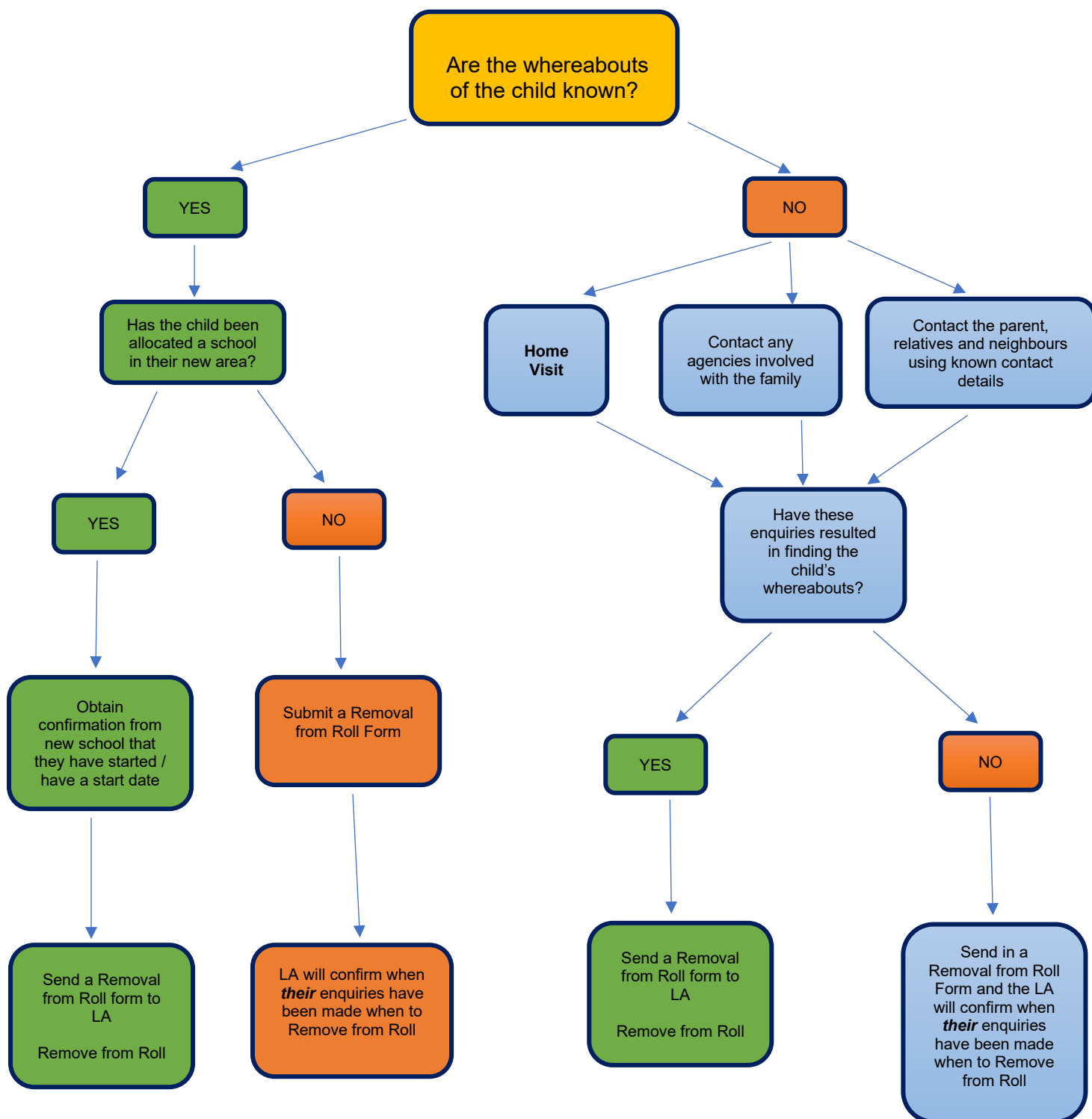
To support effective CME processes, schools have a duty to submit a Removal from Roll Referral in line with regulation thirteen of the School Attendance (Pupil Registration) (England) Regulations 2024 whenever a pupil's name is removed from the admission register outside of standard transition times. Local authorities can extend this to include standard transition times if they wish to do so. For full details, see paragraphs 211 and 219 of [Working together to improve school attendance](#).

## **Off rolling**

Off rolling is a form of gaming as defined by Ofsted, where a school prevents a pupil from attending school normally or removes a pupil's name from the school roll without a formal permanent exclusion, or by encouraging a parent to remove their child from the school to EHE. This is done in the interests of the school rather than the best interests of the pupil. The practice of off rolling is unacceptable, regardless of whether the removal from the register occurs with the agreement of parents or carers. The correct removal of names from the register supports lawful exclusions, effective monitoring of pupil movements, and reduces the risk of off rolling which puts children at further risk of missing education.

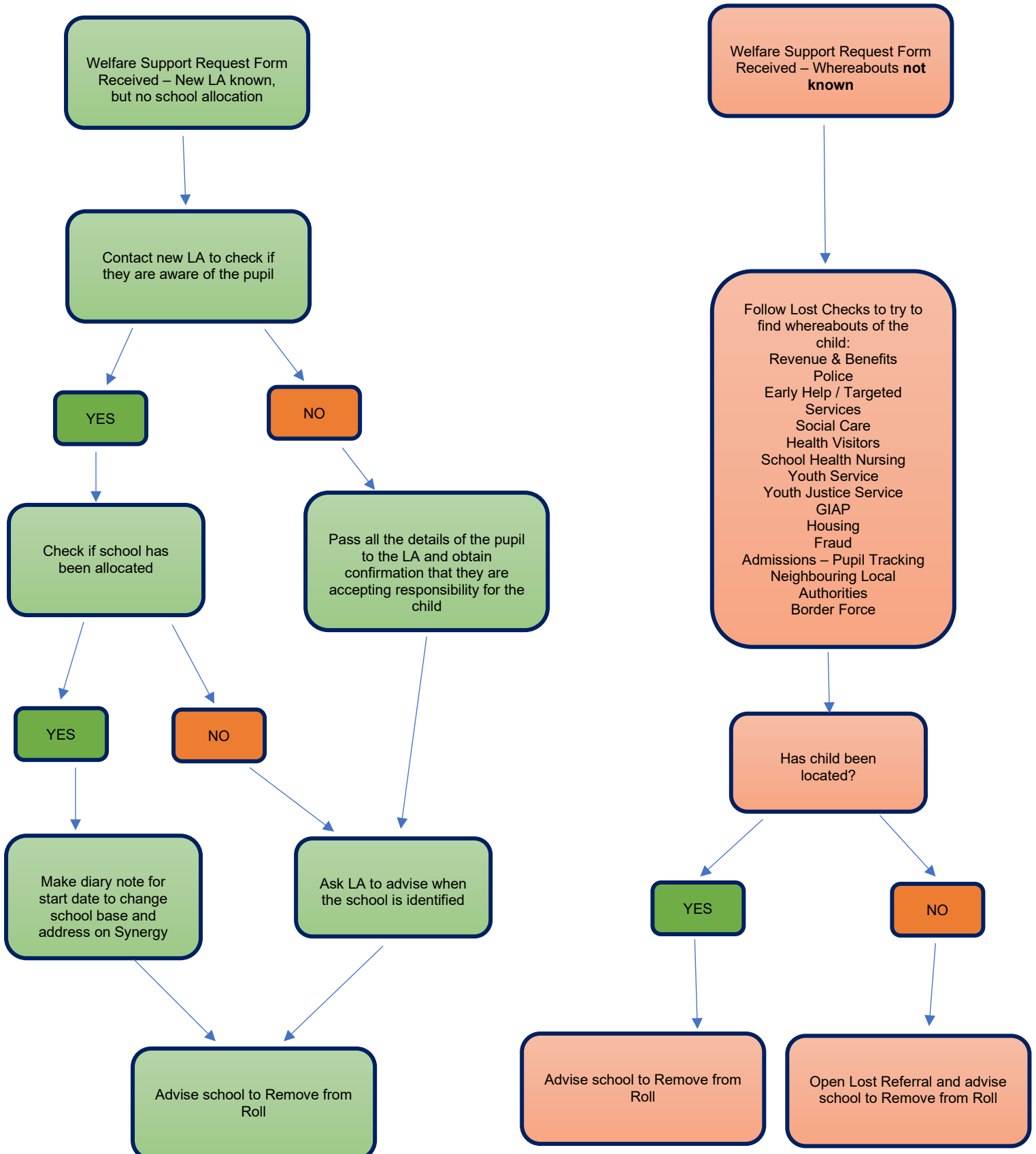
## Appendix A

### REASONABLE ENQUIRIES - School



## Appendix B

### REASONABLE ENQUIRIES – Sandwell MBC



### Professional curiosity can safeguard a child – please ask why are you not in school?"

Sandwell Children's Safeguarding Partnership requires us to remind all partners, including colleagues in Sandwell Children's Trust, to:

- be professionally curious - *Professor Eileen Munro, London School of Economics*.
- raise the profile of children missing education (CME) and children missing from education (CMfE), plus elective home education (EHE); and
- remind all local authority (LA) employees, and partner agencies engaged with families, of their shared duty and responsibility to identify and refer CME, CMfE and EHE children and young people.

#### Definitions:

- *CME (children missing education): children and young people not on a school roll and not in receipt of education at school or otherwise (electively home educated/alternative provision).*
- *CMfE (children missing from education): children and young people on a school roll and not in receipt of full-time education (on part-time timetables etc.).*
- *EHE (electively home educated) by parents/carers.*

Department for Education guidance confirms that part-time provision should be temporary only and that there should be a plan of reintegration for the pupil to return to full-time learning as soon as possible (unless medical circumstances prevent this).

All LA services and partners engaged with the public must use any opportunity of family contact to gather information and challenge absence from education.

Examples of services that have opportunities to identify CME/CMfE include: The Early Help services; all partners in the Sandwell Council House one stop shop; MASH (Multi-Agency Safeguarding Hub); Youth Services and Sandwell Children's Trust etc.

This shared duty relates to all children of statutory school age, including:

- Children We Look After
- Children subject to a Child Protection/Child in Need plan
- Children receiving support from Early Help
- All statutory school age (5-16) new arrivals to the borough not in receipt of education/full-time provision
- All registered pupils categorised as persistent absentees – less than 90% attendance.
- Elective home education (not the same as CME/CMfE)

All LA employees and partners, working with families and the public, are reminded to routinely confirm education provision and regular attendance, plus **refer when necessary** [APS\\_CME@sandwell.gov.uk](mailto:APS_CME@sandwell.gov.uk) - phone 0121 569 8147.

