

**Members are reminded that they must declare all relevant pecuniary and non-pecuniary interests relating to any items of business to be discussed at this meeting**

**BIRMINGHAM CITY COUNCIL**

**EDUCATION AND VULNERABLE CHILDREN OVERVIEW AND SCRUTINY COMMITTEE**

**WEDNESDAY, 20 JANUARY 2016 AT 14:00 HOURS**  
**IN COMMITTEE ROOMS 3 & 4, COUNCIL HOUSE, VICTORIA**  
**SQUARE, BIRMINGHAM, B1 1BB**

**A G E N D A**

**1 NOTICE OF RECORDING/WEBCAST**

The Chairman to advise the meeting to note that this meeting will be webcast for live and subsequent broadcast via the Council's Internet site ([www.birminghamnewsroom.com](http://www.birminghamnewsroom.com)) and that members of the press/public may record and take photographs. The whole of the meeting will be filmed except where there are confidential or exempt items.

**3 - 10**

**2 MINUTES OF THE LAST MEETING - EVC O & S**

To confirm and sign the minutes of the last meeting on 9 December, 2016.

**3 APOLOGIES**

To receive any apologies.

**11 - 20**

**4 TRACKING: WORK EXPERIENCE FOR SCHOOL AGE CHILDREN – THE ROLE OF THE CITY COUNCIL INQUIRY (2.00)**

**21 - 34**

**5 PUPILS WHO LEAVE SCHOOL WITHOUT TRACE - CHILDREN MISSING FROM EDUCATION (CME) - (2.30PM)**

**35 - 50**

**6 ELECTIVE HOME EDUCATION (HOME SCHOOLED) – (3.45PM – 4.30PM)**

7 **CABINET MEMBER FOR CHILDREN SERVICES UPDATE (4.30PM – 5.00PM)**

**51 - 60**

8 **WORK PROGRAMME**

To discuss the work programme

9 **DATE AND TIME OF NEXT MEETING**

To agree a date and time.

10 **OTHER URGENT BUSINESS**

To consider any items of business by reason of special circumstances (to be specified) that in the opinion of the Chairman are matters of urgency.

11 **AUTHORITY TO CHAIRMAN AND OFFICERS**

Chairman to move:-

'In an urgent situation between meetings, the Chair jointly with the relevant Chief Officer has authority to act on behalf of the Committee'.

**BIRMINGHAM CITY COUNCIL**

<p><b>EDUCATION AND VULNERABLE CHILDREN OVERVIEW AND SCRUTINY COMMITTEE 9 DECEMBER, 2015</b></p>
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**MINUTES OF A MEETING OF THE EDUCATION AND VULNERABLE  
CHILDREN OVERVIEW AND SCRUTINY COMMITTEE HELD ON  
WEDNESDAY 9 DECEMBER, 2015 AT 1400 HOURS IN COMMITTEE  
ROOMS 3 AND 4, COUNCIL HOUSE, BIRMINGHAM**

**PRESENT:** - Councillor Susan Barnett in the Chair;

Councillors Sue Anderson, Matt Bennett, Councillor Barry Bowles, Debbie Clancy, Barbara Dring, Martin Straker-Welds, Chauhdry Rashid and Alex Yip.

Samera Ali – Parent Governor  
Sarah Smith – Church Representative

**IN ATTENDANCE:-**

Tim Boyes, Chief Executive Officer, BEP  
Colin Diamond, Interim Executive Director for Education  
Seamus Gaynor – Link Officer  
Councillor Brigid Jones – Cabinet Member  
Steve Howell - COBS  
Louisa Nisbett – Committee Manager  
Amanda Simcox – Scrutiny Research and Policy Officer  
Fiona Wallace - COBS  
Benita Wishart – Overview and Scrutiny Manager  
Andrew Wright – Head Teacher, Virtual School for Looked after Children

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**NOTICE OF RECORDING**

320 It was noted that the meeting was being webcast for live or subsequent broadcast via the Council's Internet site ([www.birminghamnewsroom.com](http://www.birminghamnewsroom.com)) and that members of the press/public may record and take photographs. The whole of the meeting would be filmed except where there were confidential or exempt items.

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**APOLOGIES**

321 Apologies were submitted on behalf of Councillors Uzma Ahmed, Valerie Seabright and Richard Potter for their inability to attend the meeting.

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**MINUTES OF THE LAST MEETING**

322 The Chairman thanked the Committee and officers for their contributions whilst she had been away sick.

- Delete Councillor Penny Holbrook from attendance
- Add apologies Councillor Matt Bennett
- Page 234 Seabright not Seabrook
- 313 – Peter Hay and not Alastair Gibbons presented the report.

The Minutes of the meeting held on 25 November, 2015, having been previously circulated, were confirmed and signed by the Chairman.

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**DECLARATION OF INTEREST**

323 Councillor Barry Bowles declared an interest as the Vice Chair of COBs.

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**PERMANENT SCHOOL EXCLUSIONS**

The following report and presentation was submitted:-

(See document no. 1)

Andrew Wright presented the report and presentation. During the discussion that ensued the following points were made:-

1. Andy Wright informed that following the last scrutiny report a number of queries had been made about exclusions.
2. In reply to comments from Councillor Matt Bennett, the DFE project had been evaluated at national level. They were looking at data for exclusions in order to target schools. There would be an evaluation at the end and a reduction was expected although the level had not been agreed. Councillor Debbie Clancy noted that it was difficult to measure if there were no figures to compare with.
3. The Whoosh Training was personalised to meet needs. An inclusive approach for all staff was taken whether they were teaching or non-teaching.
4. Support was given to Head Teachers in vulnerable schools.
5. In reply to Councillor Martin Straker-Welds permanent exclusions were supported by the Exclusions Tem and referred to COBS. With regard to special needs 8.4% of statemented pupils were excluded.
6. Samera Ali commented about the amount of information and lack of a method to measure the benefits. It was felt that there were difficulties gaining a place in a new school once excluded and lack of support in mainstream schools for special needs. The Committee was informed that the issue of autism had been raised in a number of schools. The issue

was on the agenda and some training was being looked at to raise awareness and ensure there was appropriate support provided.

7. Sarah Smith sought clarification for the figures on page 6. She felt it was important to acknowledge the reasons for the exclusions. Andy Wright explained that the model had been made as simple as possible. A fair access protocol was also included. It was noted there were individual schools where there were concerns.
8. Councillor Dring had concerns about autistic children some of which were on permanent exclusions owing to the failure to recognise the condition. Colin Diamond was confident in the initiatives and partnership as a way to resolve the problems.
9. Councillor Sue Anderson asked about the capacity to carry out the initiatives. It was reported that schools had a team of staff and were recruiting for the first time in a number of years. The CAMS team were recruiting to ensure the job was done properly.
10. Councillor Yip declared an interest as a Governor and Chair of Exclusions at Kingsbury College. He said a more forceful approach was needed to reverse the trend and have an impact on the levels of challenges in schools. Andrew Wright's role was to guide and facilitate the partnerships and bring people together.
11. Councillor Barry Bowles requested some information about partnerships in the area.

324

**RESOLVED:-**

That the report be noted.

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**CITY OF BIRMINGHAM COBS**

The following report was submitted:-

(See document no. 2)

Fiona Wallace and Steve Howell attended for this item. During the discussion the following points were made:-

1. COBS was on 10 sites in the City. A rise in exclusions put pressure on COBS. Exclusions were rising with Primary Exclusions being the highest. Further information was set out in the report. Re-integration figures were on page 50 of 88. Reference was made to budget constraints and increasing demands.
2. In reply to a query from Councillor Susan Barnett about the barriers to pupils attending school, a place could have been offered to a family however they could decide to wait for the exclusion appeal, also some parents wait for taxi transport to be arranged or decide to keep a pupil at home. Support was offered to families.

3. Councillor Bowles referred to the available resources. He felt that the issue of available transport was important. The Committee was informed that transport would be considered as part of the refiguration of buildings.
4. Councillor Matt Bennett spoke about individual support for children with special educational needs. He referred to page 42 of 88 appendix related to additional places. Councillor Matt Bennett felt that the policy of inclusion had failed.
5. The Committee was informed that the best use of the budget was made. There was a limit to the amount of challenging youngsters that could be in a building at one time. COBS provided an outreach service. The children with autism at the school did not have full blown autism. Colin Diamond added that 1/3<sup>rd</sup> or 1% of children was involved in COBS.
6. Councillor Dring noted that no targets were included to compare figures against. Fiona Wallace advised that the national target was no longer used. In Birmingham it was less than 2 per thousand. Page 7 showed comparisons to different parts of the Country. The information regarding the numbers of autistic children was available through the pupil census.
7. In answer to Councillor Debbie Clancy's comments about the School Structure on page 37 and school attendance, it was reported that the deadline to appeal against a permanent exclusion was 15 days. Attendance figures were up from the previous year. Councillor Debbie Clancy felt that the appeals system was failing children also that a lot of families did not appeal as they were frightened of the system. There was work to be done to ensure families were given a fair chance.
8. The range for the Sports premium would be widened to enrich the P E curriculum.
9. Councillor Martin Straker-Welds asked whether there was a particular group/cohort of children who tended to return and was informed that those who hit other children or staff and those with less controlled behaviour tended to return.

325

**RESOLVED:-**

That the report be noted.

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**SCHOOL ATTAINMENT HEADLINE STATISTICS**

The following report and copies of the presentation were submitted:-

(See document no. 3)

During the discussion the following comments were made:-

1. A lot of data compared with national and core Cities. Birmingham was on par with national Cities and was outperforming its neighbours.
2. The contract was for maintained schools however BEP was engaging with all the schools in the city. Rebuilding relationships was key to exclusions and raising standards.
3. The information on Grammar Schools would be useful. Samera Ali felt that the prospects for pupils and schools should be higher than average.

326

**RESOLVED:-**

That the report be noted.

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**BIRMINGHAM EDUCATION PARTNERSHIP (BEP) AND SCHOOL IMPROVEMENT**

Tim Boyes, BEP presented the report.

(See document no. 4)

During the discussion that ensued the following points were made:-

1. The highest number of exclusions were not necessarily in areas of deprivation. There were a handful of schools not engaged with BEP.
2. In reply to a number of questions from Councillor Sue Anderson, the contract involved BEP developing a District Model and the outcomes could be measured. The District Strategy Group was encouraging people to take District ownership and build a sense of local ownership. Some schools had not engaged in the activity. Councillor Sue Anderson spoke of the importance of the link with District Councillors and the District Plan.
3. Support was given for the BEP Model however it was felt that insufficient information had been given on the important piece of work. Tim Boyes was happy to provide a copy of the summary of the contract that had been done for the Board.
4. Colin Diamond advised that no targets had been put in at this point and the DFE had moved the goalposts. It was felt that an appropriate timescale for an update was at the end of the academic year at the September Committee meeting.
5. An intranet was currently being developed to share information.
6. Ofsted Inspections were being carried out.
7. Councillor Yip felt that the Committee should report back after a 6 month period rather than a year.
8. BEP was concerned about schools that were not engaging, weak academy chains and a number of the academies. There were also concerns

about a number of isolated LA Schools. There was a plan to support the vulnerable and underperforming schools.

9. Samera Ali expressed concerns about the moving goalposts as soon as a school became stable. In response to her suggestion examples of real life case studies showing how schools had been supported to improve could be shared in September.
10. Councillor Debbie Clancy stated that 5-10% of pupils were not on the right courses and there had been a number of complaints from parents of careers advice. She asked that the matter be looked at by BEP.
11. Alistair Foulkes, Director of the Partnership had allocated one person to lead on and establish links with employers, skills and careers guidance etc.

327

**RESOLVED:-**

That the report be noted.

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**EDUCATION AND VULNERABLE CHILDREN O & S COMMITTEE WORK PROGRAMME 2015/16**

The following work programme was received and noted:-

(See document No. 5)

328

**RESOLVED:-**

That the Work Programme be noted.

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**DATES AND TIMES OF MEETINGS**

329

It was noted that future meetings were agreed for the following Wednesdays at 1400 hours in the Council House :-

20 January **2016**  
10 February  
23 March  
20 April

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**REQUEST(S) FOR CALL IN/COUNCILLOR CALL FOR ACTION/PETITIONS RECEIVED (IF ANY)**

330

None were received.

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**OTHER URGENT BUSINESS**

331

The Chairman wished those present a happy Christmas and new year.



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**AUTHORITY TO CHAIR AND OFFICERS**

332

**RESOLVED:-**

That in an urgent situation between meetings, the Chair jointly with the relevant Chief Officer has authority to act on behalf of the Committee.

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The meeting ended at 1658 hours.

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CHAIRPERSON



# **Report to the Education and Vulnerable Children Overview and Scrutiny Committee**

**20 January 2016**

## **Progress Report on Implementation: Work Experience for School-Age Children – the role of the City Council**

### **Purpose of the Report**

To brief the Committee on progress made since last report dated 21<sup>st</sup> October 2015.

### **Recommendations**

1. Members note the information contained in this report
2. Members to encourage the provision of work experience placements in discussions with Officers
3. Members to encourage colleagues to participate in the provision of work experience
4. Members to show support for their local schools by attending Careers and other developmental Events

### **Contact Officer Details**

Kathryn Cook  
Interim Head of OD  
303 2120  
[Kathryn.cook@birmingham.gov.uk](mailto:Kathryn.cook@birmingham.gov.uk)

## Background

We have an established programme to develop and support young people in their career choices through the provision of work experience placements and other supportive initiatives. The success of the programme is leading to other opportunities to engage with more disadvantaged groups – see further information below.

The following report tracks progress since the last meeting, 21st October 2015.

## Key Issues

### Progress on Actions

- ✓ Work experience dashboard with work experience placements undertaken from Q3 2015
  - ✓ Members to provide opportunities for work experience. A template letter for Members to use has been loaded on the Members portal. This outlines how work experience can be supported together with the application form that students are required to complete
  - ✓ A process to ensure any work experience offered by members can be tracked onto the dashboard.
- A. Dashboard: The dashboard reports on work experience placements from the 1<sup>st</sup> September to 31 December 2015. (The placements for this period are 'light' as most work placements take place between April and August).
- B. Members Letter: Attached at Appendix 1 is the letter for Members to use in discussions/meeting with Schools/College/Universities to help promote the wider work experience opportunities in the Council.
- C. Members Process: Appendix 2 describes the process that Members will need to follow to ensure that all work experience placements can be recorded and reported.

### Other Progress

Information on the full range of work experience opportunities together with application process has been developed and uploaded to Birmingham.Gov. This is the same for our apprenticeships.

All participating schools, colleges and universities have been sent a letter to inform them of the launch of this site. Details at [www.birmingham.gov.uk/workexperience](http://www.birmingham.gov.uk/workexperience).

### New Activity

**Work Placements - SEND:** We have been working with the Head of Disabled Children's Social Care (Chris Bush) and his team to offer placements for up to 50

young people (aged 14-25), who have Special Educational Needs and Disabilities.

The offer will include placements of 10 days duration and 2 day work taster sessions.

A successful 'meeting was held on 8<sup>th</sup> December 2015 with invited leads from specialist Schools, Colleges and the NHS. An 'Expression of Interest' form to collate nominations has been circulated to specialist establishments involved in the Pilot with a closing date of 8<sup>th</sup> January 2016. Placements will be completed in the period 25 January – 31 March 2016, following which a review will be undertaken to evaluate the effectiveness of the Pilot.

***Tomorrow's Talent Today:*** We are hosting an event in Partnership with ManpowerGroup and the Local Government Association in the Library of Birmingham on **20<sup>th</sup> January 2016**. This aims to support the recruitment of young people (aged 16-18). The purpose of the event is to bring students together with hiring managers from BCC to:

- Understand expectations, perceptions and opinions of young people about access to employment
- Develop networking skills and improve interview capability
- Provide one-to-one pre and post interview coaching
- Create an opportunity to stay in touch and build relationships

Invitations to 'network' with the young people during lunch have been sent to Councillors/Members, the Assistant Chief Executive and Service and Assistant Directors.

## **Conclusions**

Early signs are encouraging. We are building a number of different work experience opportunities for our young people across a variety of service areas and professions to help them on their journey to employment and to enable us as an employer to spot talented individuals too. Progress will continue to be tracked and regular updates provided to this committee

## **List of Appendices**

Appendix 1 – Letter from Members, Promoting Work Experience  
Appendix 2 – Member Work Experience Process  
Appendix 3 – Work Experience Dashboard, Quarter 3

## Appendix 1 – Letter from Members, Promoting Work Experience



### BIRMINGHAM CITY COUNCIL

Councillor [Name]

[Title]

The Council House

Victoria Square

Birmingham B1 1BB

Tel: 0121-xxx xxx

Email: [name@birmingham.gov.uk](mailto:name@birmingham.gov.uk)

[Date]

[addressee and address]

Dear [name]

#### Work Experience Placements – Birmingham City Council

Birmingham City Council has an established programme in developing and supporting young people in their career choices through the provision of work experience placements.

We are pleased to advise that we have recently launched a new webpage detailing the process and details of the current opportunities available. Please visit [www.birmingham.gov.uk/workexperience](http://www.birmingham.gov.uk/workexperience) for further information. We pride ourselves on being 'inclusive' and therefore encourage students with Special Educational Needs/Disabilities, those in Care or students who are those who live in deprived areas of the City to apply.

We will also consider placements for students who are interested in a career in politics and would welcome an opportunity to shadow me or another Councillor at the City Council. Expressions of Interest stating why this placement is of particular interest to be sent to myself by email using the details above.

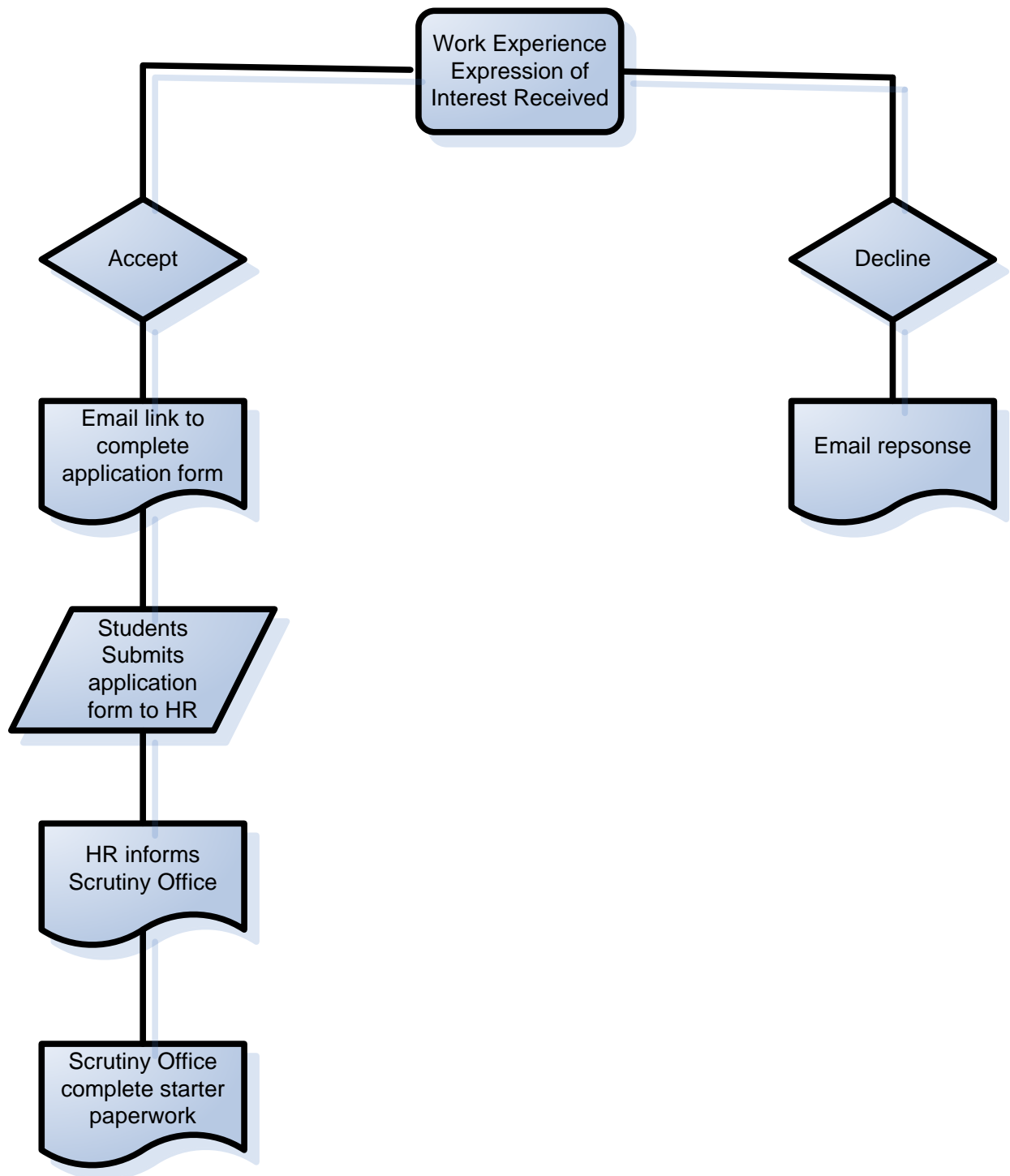
Yours sincerely

[Signature]

Councillor [Name]

[Title]

## Appendix 2 – Member Work Experience Process

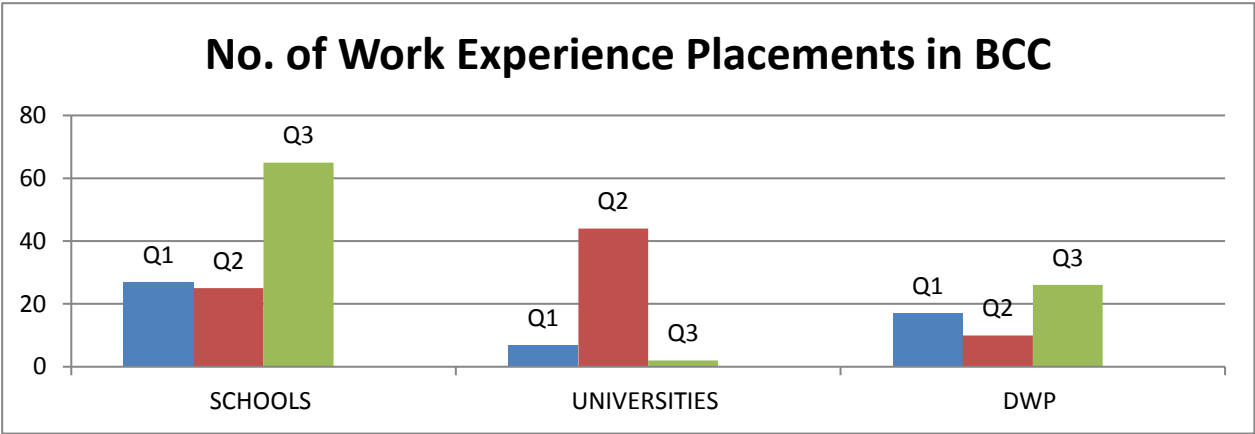


### **Appendix 3 - Work Experience Dashboard, Quarter 3**

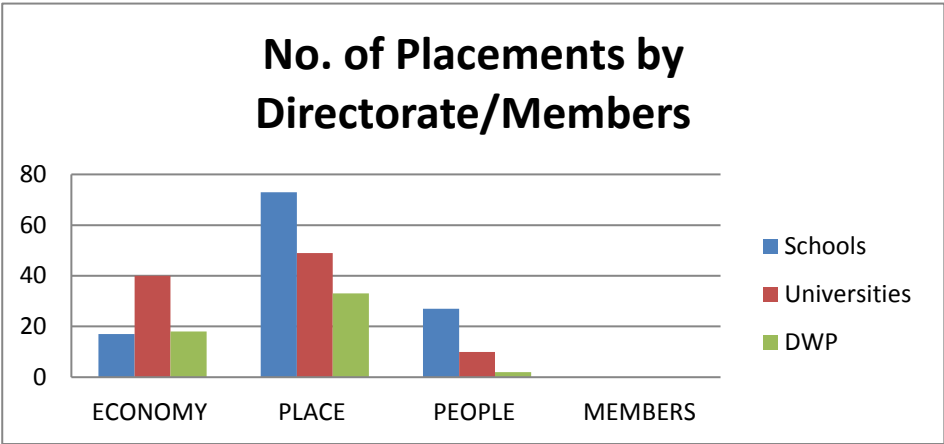
See separate document



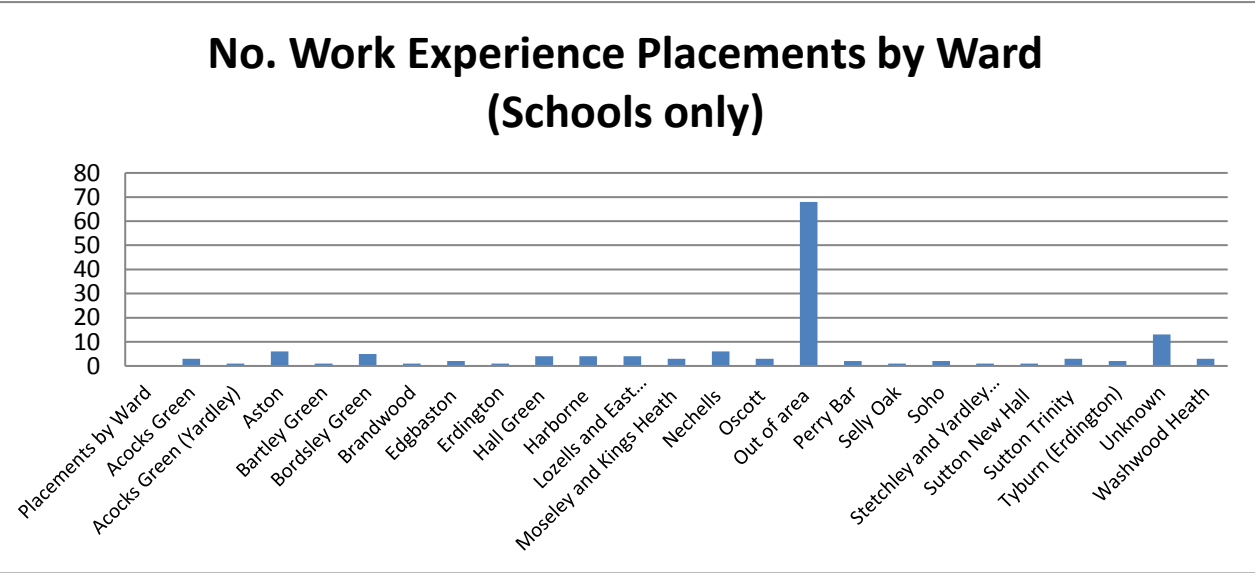
Quarters 1 - 3 (April 2015 - December 2015)



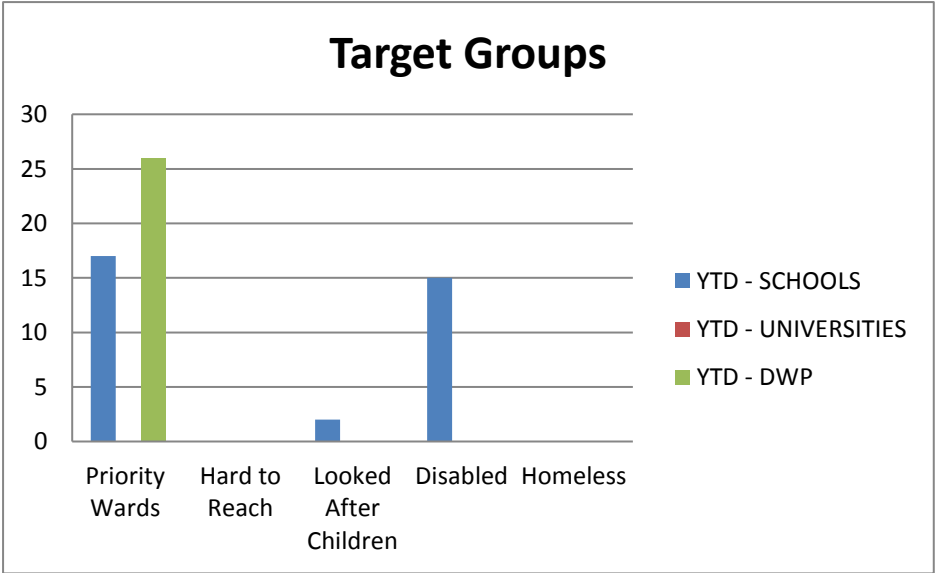
No. of Work Experience Placements for School students, University students and DWP claimants



No. of Work Experience Placements for each Directorate/Members for School students, University students and DWP

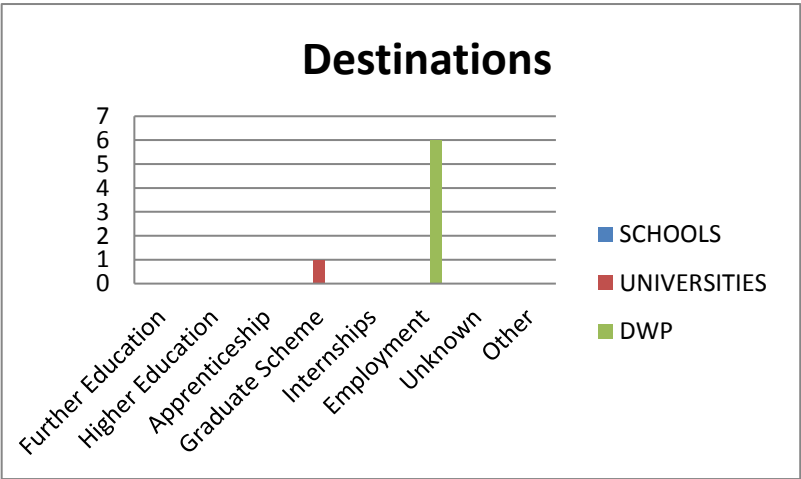


No. of students from different wards on Placements - based on their home address (School)

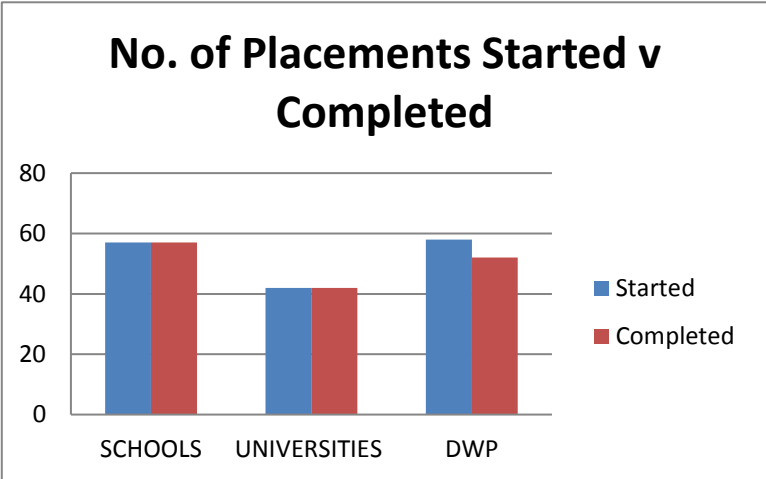


No. of individuals on placements from each of the target areas

- Priority Wards**
- Aston
  - Bordesley
  - Lozells and East Handsworth
  - Nechells
  - Soho
  - Sparkbrook
  - Washwood Heath



Destination of students following completion of Work Experience Placements



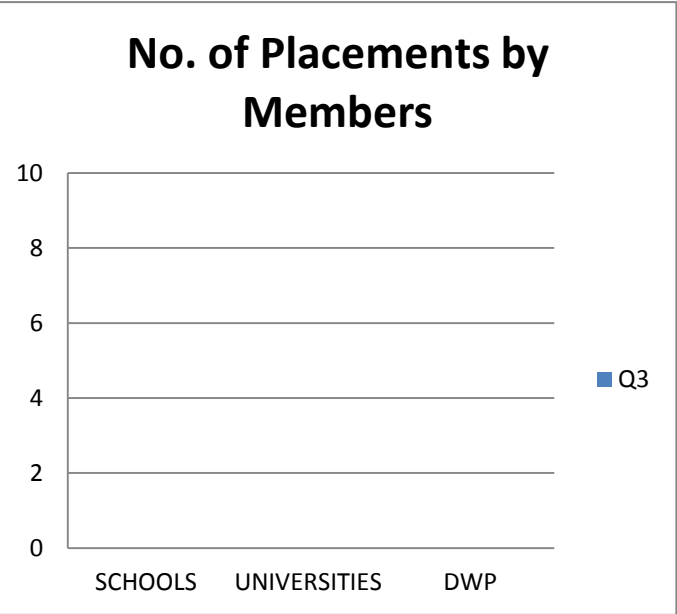
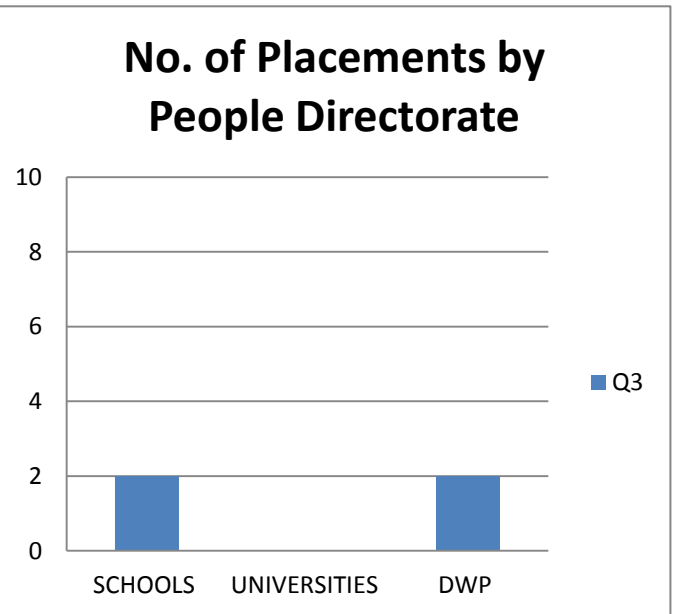
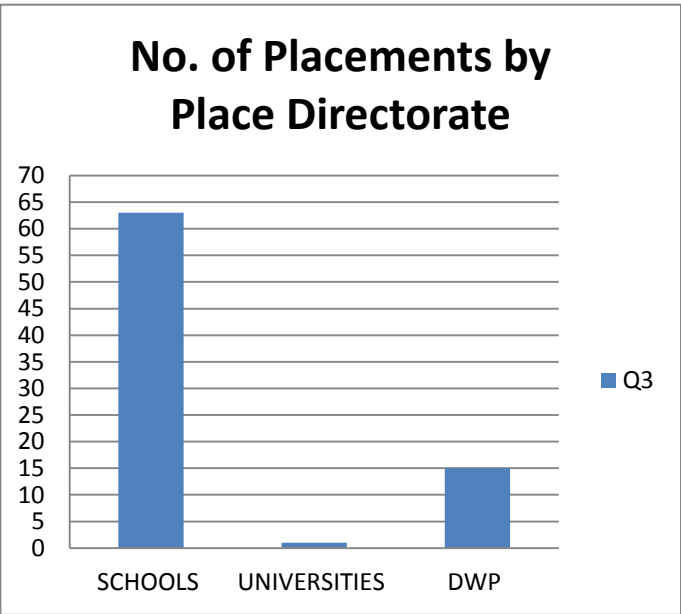
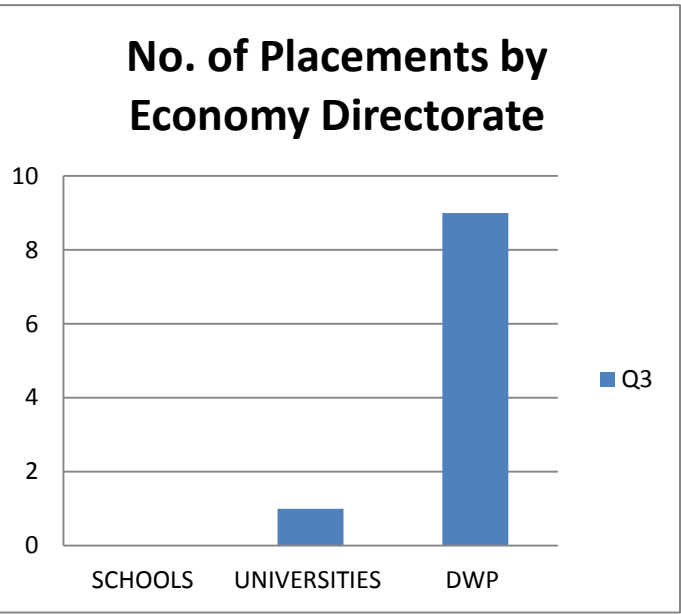
Overview of placements completed compared to the placements started

RAG Status - Focus for next year

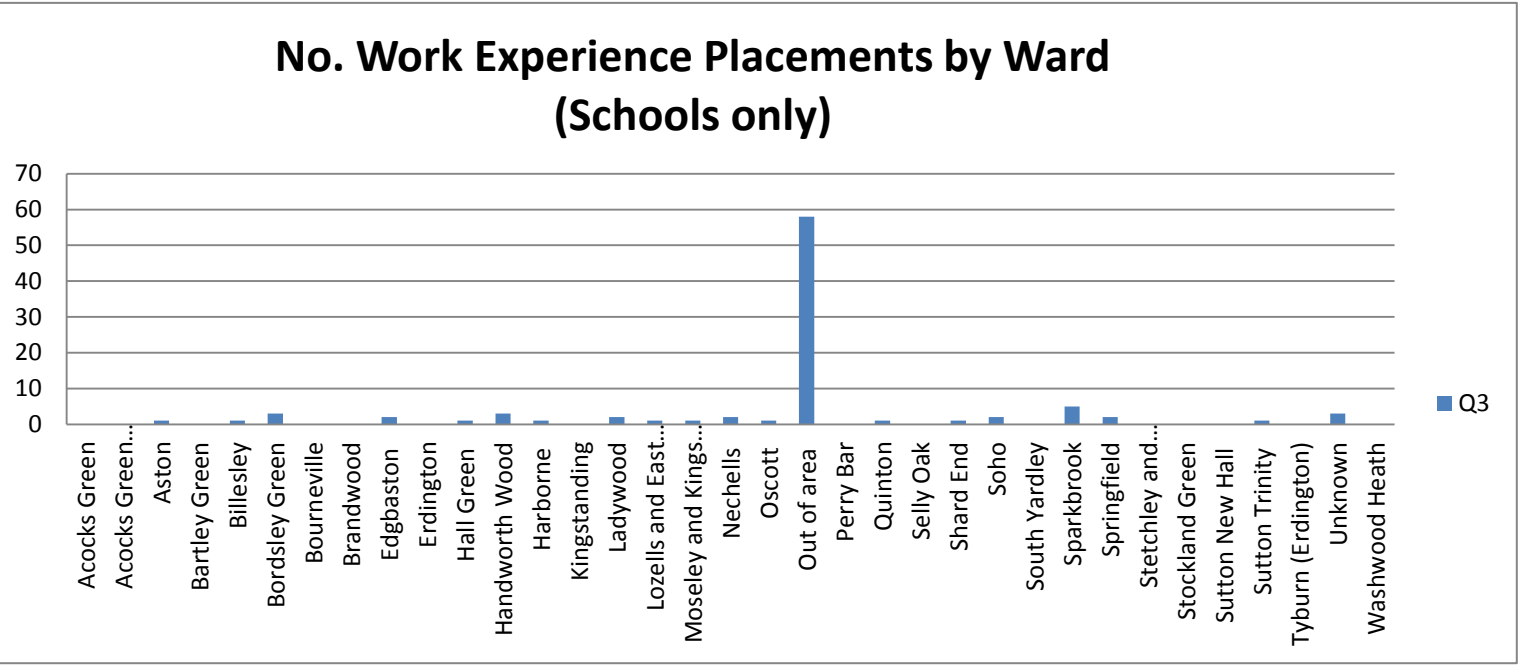
Placements:	
Economy	Orange
Place	Orange
People Directorate	Orange
Members	Red
Wards - out of area	
Target Groups	Red
Placements Started v Completed	Orange
Destinatons	Red

**Commentry on statistics:** This period is notoriously quite for work experience placements. The majority of placements are within Parks and these have been targeted at students studying Horticulture and most will continue for the remainder of the academic year.

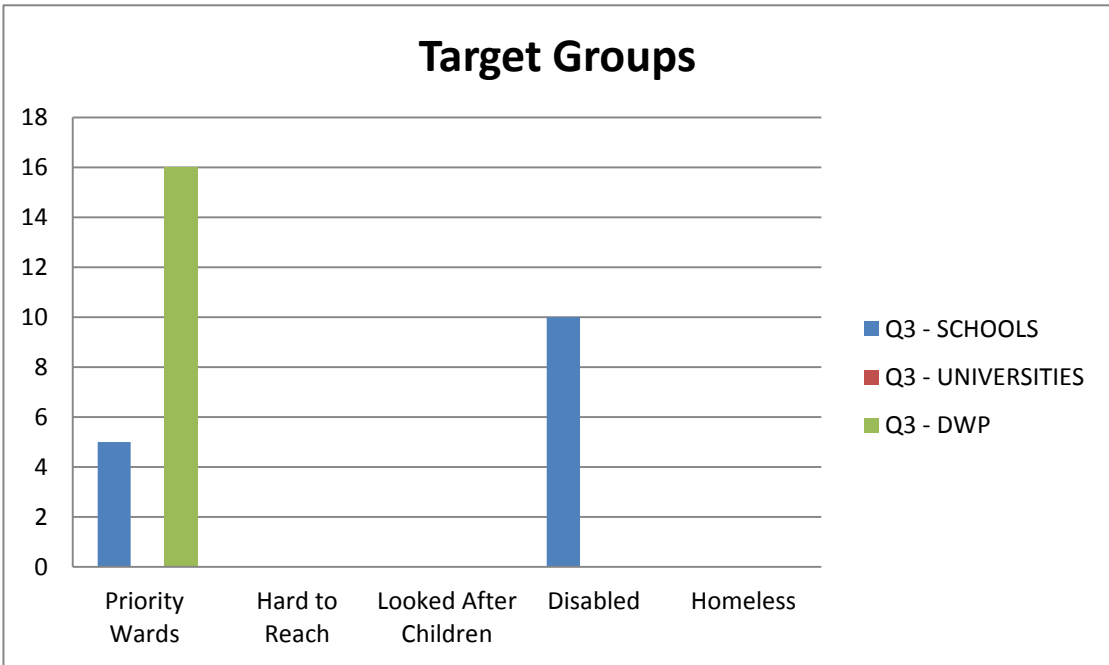
**Highlights from this Quarter:** One former Unviersity student on work placement Summer 2015 has secured a Graduate Placement with Planning & Regneration. A former DWP placee in Procurement has secured a FTC for 12 months following a successful period as an Intern



No. of placements (School, University & DWP) by each Directorate. Figures shown from Quarter 3 and Year to Date.



No. of students from different wards on Placements - based on their home address (School). Figures shown from Quarter 3 and Year to Date.

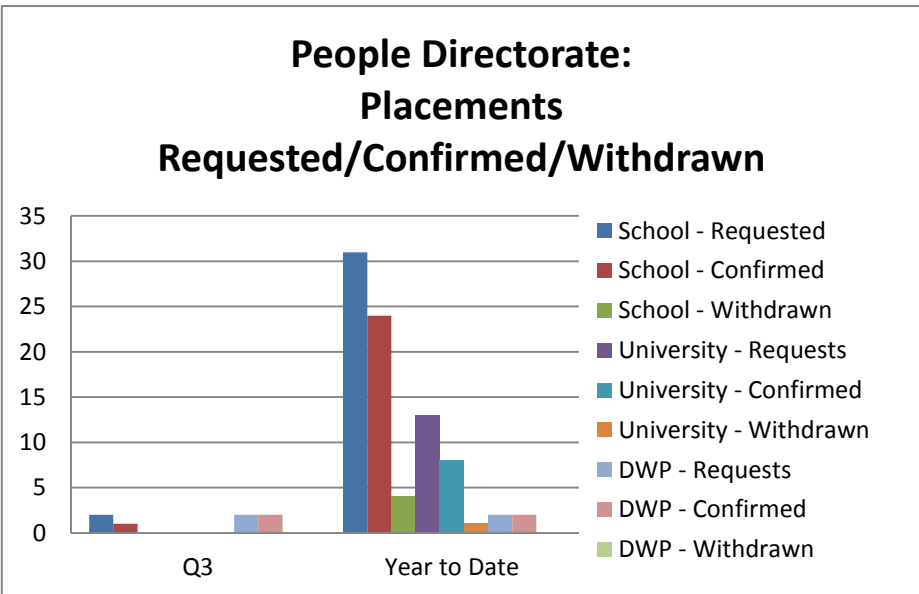
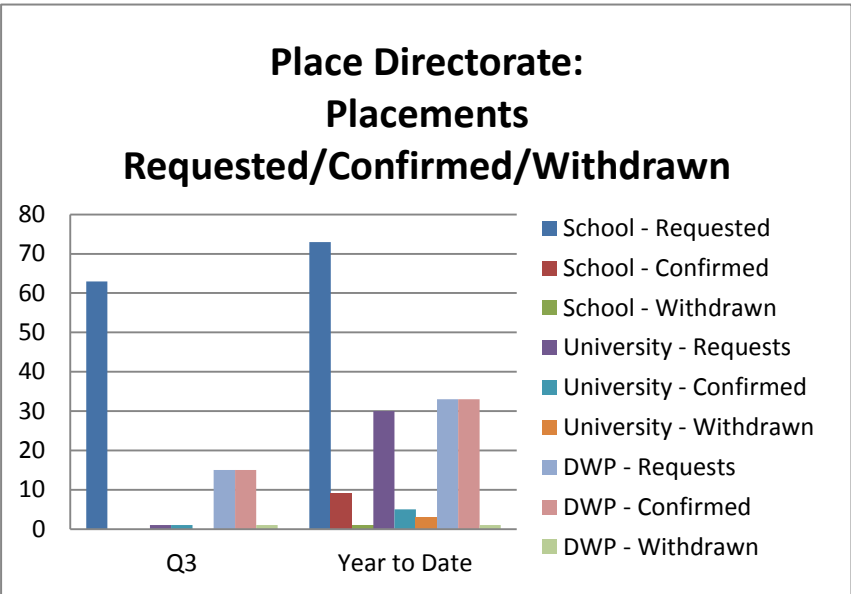
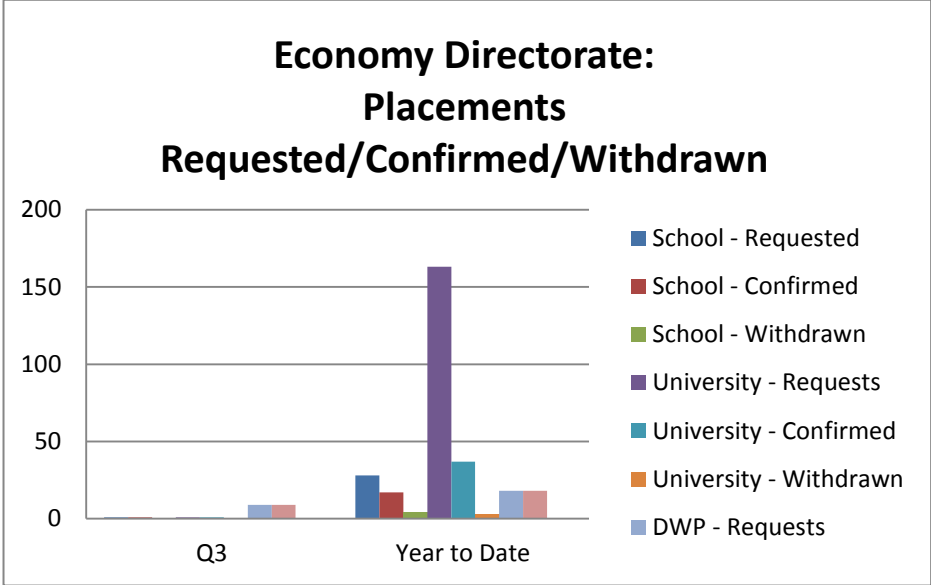


No. of individuals on placements from each of the target areas. Figures shown from Quarter 3 and Year to Date.

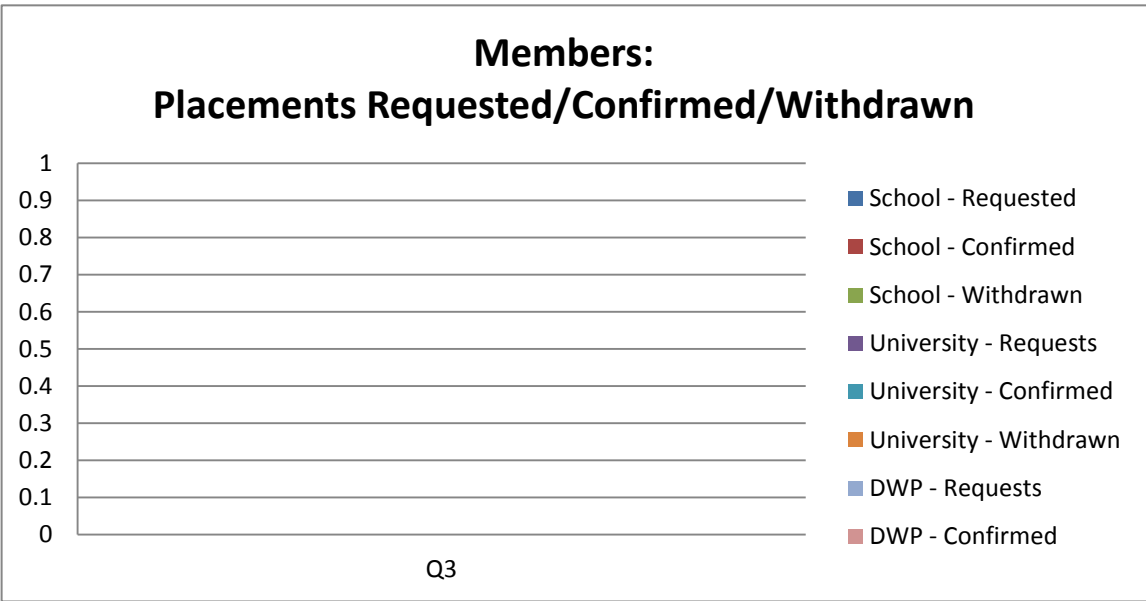
Commentry on statistics: Many placement offerings for University Students were withdrawn by departments for operaitonal reasons (YTD Figures). Q3 is notoriously quiet for placement requests. Most activity for takes place between April and September.

Placements Started v Completed - high proportion of on-going placements for the academic year

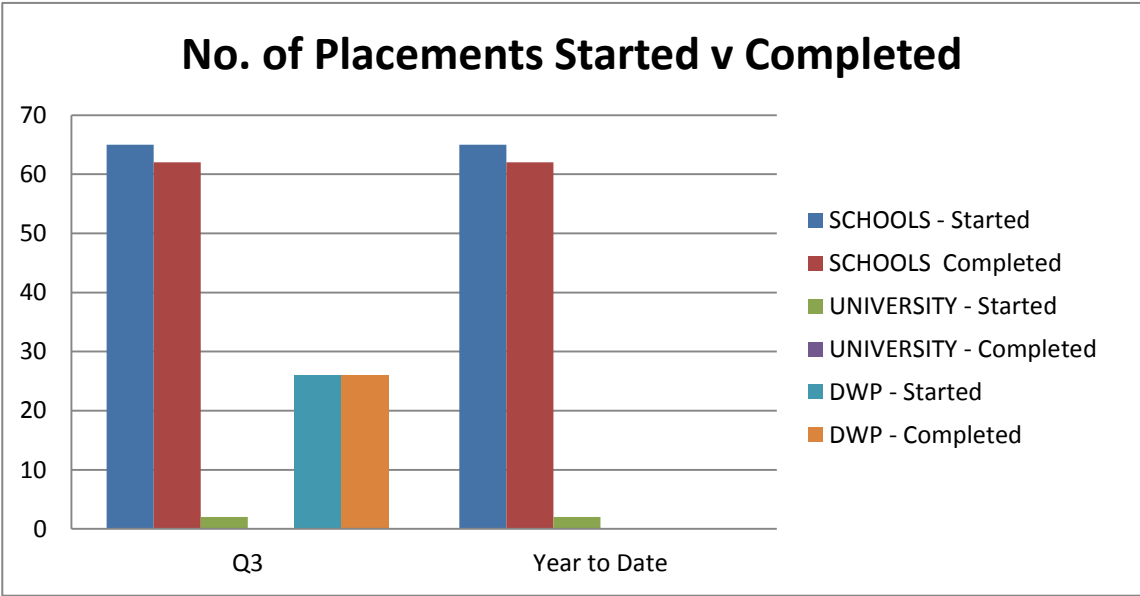
Highlights from this Quarter:



No. of placements (School, University & DWP) which are requested, confirmed or withdrawn by each Directorate. Figures shown from Quarter 3 and Year to Date.



No. of placements (School, University & DWP) which are requested, confirmed or withdrawn by Members. Figures shown from Quarter 3 and Year to Date.



Overview of placements completed compared to the placements started. Figures shown in Quarter 3 and Year to Date



## Children Missing from Education (CME) – Birmingham Safeguarding Children Board (BSCB) Procedures

### Definition of Children Missing Education

For the purpose of the Statutory Guidance on Children Missing Education (2015), children missing education are defined as those who are not on a school roll or receiving suitable education otherwise than at school. Those who are regularly absent or have missed 10 school days or more without permission may be at risk of becoming 'children missing education'.

### Recognition and Response

Enquiries into the circumstances surrounding a child who is missing from school can be effectively supported by schools adopting an admissions procedure which requires a parent/carer to provide documentary evidence of their own and the child's identity and status in the UK, and the address that they are residing at. These checks should not become delaying factors in the admissions process.

If a member of school/educational establishment/college staff becomes aware that a child may have run away or gone missing, they should try to establish with the parents/ carers, what has happened. If this is not possible, or the child is missing, the designated safeguarding teacher/advisor should, together with the class teacher, assess the child's vulnerability.

From the first day that a child does not attend school and there is no explanation or authorisation of the absence, the following steps should be taken:

- A trained staff member will make contact with the parents/carers (person with parental responsibility for the child) to seek reassurance that the child is safe at home;
- The outcome of the contact should be assessed and if there are any concerns a consultation with the school/establishment/colleges designated safeguarding adviser should take place to consider the child's vulnerability.

In the following circumstances a referral to children's social care and /or the police should always be made promptly:

- The child may be the victim of a crime;
- The child is subject of a Child Protection plan;
- The child is subject of s47 enquiries;
- The child is looked after;
- There is a known person posing a risk to children in the household or in contact with the household;
- There is a history of the family moving frequently;
- There are serious issues of attendance.

The answers to further questions could assist a judgement whether or not to inform LA children's social care and the police:

- In which age range is the child?
- Is this very sudden and unexpected behaviour?
- Have there been any past concerns about the child associating with significantly older young people or adults?
- Was there any significant incident prior to the child's unexplained absence?
- Has the child been a victim of bullying?
- Are there health reasons to believe that the child is at risk? e.g.
- Does the child need essential medication or health care?
- Was the child noted to be depressed prior to the absence?
- 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?
- Has the child got a disability and/or special educational needs?
- Have there been past concerns about this child and family which together with the sudden disappearance are worrying? e.g.
  - Is there any known history of drug or alcohol dependency within the family?
  - Is there any known history of domestic violence?
  - Is there concern about the parent/carer's ability to protect the child from harm?

The length of time that a child remains out of school could, of itself, be an alerting factor of risk of harm to the child. Accordingly if a situation is not resolved within 3 days the Education Welfare Service should be contacted, then referrals should be made to the police and LA children's social care, as appropriate over the next two weeks.

Extended leave of absence can be authorised by the head teacher, at which point a return date is set. In these cases the time line for enquiries starts from when the child does not attend school on the expected return date, not from the day the extended leave started.

## **Notifications and Actions**

### **Day one**

If the answers to any of the points set out in the previous section indicates that there are concerns about the child's safety then a referral should be made to the police and children's social care on day one. The education welfare service should be informed and requested to assist in locating the child.

#### **Step one:**

- Contact the local police station (24 hour response);
- Any suspicion/evidence of crime must be clearly stated;
- The circumstances and all available information regarding the child and family will be required.

#### **Step two:**

- The missing person report will be risk assessed and the local police response team will carry out immediate actions;
- The investigation will be progressed by the police response team, in conjunction with either the local Missing Persons Unit and/or the CID.

#### **Step three:**

- The missing person report will generate a notification to the police;
- The police will work with, and refer information to Birmingham City Council children's social care;
- LA children's social care, who must be contacted as soon as possible in these circumstances, will also liaise with the the Police Public Protection Unit in order to identify, and act upon, any suspicion of child abuse or child related crime.

#### **Step four:**

The school / educational establishment / college should work in collaboration with children's social care and the police and a safeguarding education representative should participate in any strategy discussions, s47 enquiries and Child Protection Conferences which may arise.

#### **Reasonable enquiry:**

If the judgement reached on day one is that there is no reason to believe that the child is suffering, or likely to suffer, significant harm, then the school may delay making a referral. The process of 'reasonable enquiry' has not been identified in regulations, however this includes school staff checking with all members of staff whom the child may have had contact with, and with the pupil's friends and their parents, siblings and known relatives at this school and others.

School staff should also make telephone calls to any numbers held on record or identified, sending a letter to the last known address, home visits by some school based staff and consultation with local authority staff.

#### **Days two to twenty-eight**

If the above response was unsuccessful, the school should contact the local authority Children Missing in Education (CME) Team, Tel: 0121 303 4983. The local authority should make enquiries by visiting the child's home and asking for information from the family's neighbours and their local community, as appropriate.

The CME Team should also check databases within the local authority, use agreed protocols to check local databases, e.g. LA housing, health and the police; check with agencies known to be involved with the family, with the local authority the child moved from originally, and with any local authority to which the child may have moved.

The child's circumstances and vulnerability should be reviewed and reassessed regularly jointly by the school's nominated safeguarding advisor and the CME Officer in consultation with children's social care and the police as appropriate.

### **Child missing from school for more than four weeks**

A child may not be removed from the school roll before the end of four weeks. After 4 weeks the child's Common Transfer file should be uploaded to the Department for Education secure site for the transfer of pupil information when a pupil moves between schools. The Local Authority Children Missing in Education Team must also be informed.

## Transfer of information when a pupil changes school

[The Education \(Pupil Information\) \(England\) Regulations 2000 \(SI 2000/297\)](#) (as amended by SI 2001/1212 and SI 2002/1680) governs the transfer of information between schools.

- Regulation 10(3) states that 'The head teacher of the pupil's old school shall send the information within fifteen school days of the pupil's ceasing to be registered at the school'.

*However:*

- Regulation 10 (4) states that 'This regulation does not apply where it is not reasonably practicable for the head teacher of the old school to ascertain the pupil's new school or where the pupil was registered at his old school for less than four weeks'.

If the CME team or any other agency becomes aware the child has moved to another school the service should ensure all relevant agencies are informed so that arrangements can be made to forward records from the previous school.





## **Report to the Education and Vulnerable Children Overview and Scrutiny Committee**

**20 January 2016**

### **Pupils who leave school without trace – children missing education (CME)**

**Purpose of the Report:** To inform Members of the procedures in place to safeguard and identify the whereabouts of pupils who leave Birmingham schools and academies and the whereabouts of the pupil/family is unknown.

### **Recommendation**

That Members note the information contained in this report.

### **Contact Officer Details**

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## Background

### The Legal and City context

#### Education Act 1996

All children regardless of their circumstances are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing from education (CME) are at significant risk of underachieving, being victims of abuse and becoming NEET (not in education, employment or training) later on in life.

All local authorities have a statutory duty, under section 436A of the Education Act 1996 to ensure there are arrangements in place to establish the identities of children in their area who are not registered at a school or receiving suitable education otherwise, such as elective home education. Local authorities should have procedures in place to prevent children becoming CME.

#### Education (Pupil Registration) (England) Regulations 2006

Under Section 8h of the Education (Pupil Registration) (England) Regulations 2006, schools can delete a pupil from the admission register when a pupil *has been continuously absent from the school for a period of not less than twenty school days and*

- (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);*
- (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and*
- (ii) both the proprietor of the school and the local education authority have failed, after reasonable enquiry, to ascertain where the pupil is.*

### Birmingham Local Authority

The Left School No Trace Team (LSNT), within the School Admissions and Pupil Placements Service, is responsible for receiving referrals from schools and academies in respect of pupils who may be at risk of becoming CME.

CME is different to children missing or absent from home or care. Any such referrals are made to the Multi-Agency Safeguarding Hub (MASH) or directly to the Police. Process and procedures are included with the **“Missing from Home or Care – Practice Guidance for Children’s Service January 2016”**.

Birmingham Local Authority is aware, along with all local authorities, that from time to time a pupil (and the family) may leave their school without explanation. This can be for a number of reasons:-

- a) The family move within the city but the parents fail to inform the school of the house move/transfer to a new school
- b) The family move out of the city and relocate to a new area within the UK but parents fail to inform the school.
- c) The family relocate abroad and fail to advise the school. .
- d) The family are displaced as a result of 'crisis' e.g. domestic violence, homelessness.
- e) Parent/school disagreement and parents withdraw the child from school.
- f) Due to family separation

This report aims to advise Members about the process and procedures in place to ensure the local authority is notified and what actions are taken to ensure the child is receiving a suitable education.

- Following receipt of the referral, if LSNT or the Pupil Placements Manager believes there are any safeguarding concerns, the school is advised that a referral must be made to MASH.
- Advice and guidance in respect of children who leave schools without trace is circulated and updated annually to all Birmingham schools and academies (Appendix 1)
- The LSNT team receives between 40 and 50 referrals each month from Birmingham schools and academies with peaks experienced each September which coincide with end of academic year family movements. For example, the average number of referrals received in September 2013, 2014 and 2015 numbered 166.
- Success in locating pupils who leave schools with their families without trace was 86.79% in academic year 2013/14 and 85.5% in 2014/15. All children not located were referred to the Hard to Find Panel where a collective decision, based on information available, was made to either close the case (where information was received to suggest a family has re-located abroad and where there were no safeguarding concerns) or to initiate further actions as appropriate.

#### Procedure

- **Any child who goes missing from school, where there are safeguarding concerns, must be referred with immediate effect by the school to the MASH and/or the Police. Because there are safeguarding concerns, such cases are not referred to the CME/Left School No Place Team (LSNT Team.)**
- The Left School No Trace Team in accordance with statutory regulations receive referrals from schools in respect of pupils who have been absent from school for a period of **20 days or more**, the absence has not been authorised by the Head Teacher, the school have failed to locate the pupil and the school has no significant safeguarding concerns for the pupil

- Upon receipt, all LSNT/CME referrals received from schools are appraised by the Head of Pupil Placements or, in his absence, the LSNT Team Manager.
- All referrals are cross referenced with CareFirst (Children's Social Care data) to ascertain if the family are known to CSC. If the family is known to CSC, a notification is sent to the named Social Worker and discussions are held with the Head Teacher.
- If the Pupil Placements Manager or LSNT Team Manager believes there are any safeguarding concerns, the school is advised that a referral must be made to MASH. However, schools are expected and advised to carry out a full risk assessment prior to submitting a referral to the LSNT Team.
- For each referral an individual named LSNT Officer is allocated the case. The LSNT Officer works to ascertain the whereabouts of the pupil and his/her family and remains in contact with the referring school.
- If the pupil is located, the LSNT Officer will ensure the child is in receipt of suitable education and/or a notification of child out of school is made to the appropriate agency.
- LSNT Team aim to locate the family by a variety of means and currently has access to a number of data sources including; NHS Child Health (local & national NHS database) BCC Housing & Council Tax Benefit, Leisure Service membership (libraries & gyms), Electoral Roll, Children's' Social Care, Housing Rents and Homelessness. The LSNT Team have recently secured access to Birmingham City Council's Data Warehouse which has assisted greatly with locating pupils who have moved within the city.
- All LSNT Officers have regular contact with Regional local authorities, as it is fairly common for families to move to neighbouring authorities.
- LSNT Officers exchange data within the Data Protection Remit (safeguarding vulnerable children) with other LA's both nationally and locally.
- The vast majority of pupils and their families are found by the Left School No Trace Team. Once located, the LSNT Team either ensures that the child is in receipt of a suitable education or, in the case of a move to another LA, the LSNT ensure the appropriate bodies are informed of the family now residing in the area.
- For those cases where the LSNT has exhausted all of its reasonable enquiries and has failed to ascertain where a pupil is living, a *Hard to Find Panel* has been established. The Panel completes a Risk Assessment for all pupils that cannot be located.
- The Panel is comprised of the Assistant Director Education and Skills, Head of School Admissions and Pupil Placements Service, Pupil Placements Manager, LSNT Team Manager and a representative from MASH.
- A comprehensive report is provided by the LSNT Team Manager detailing all actions taken by both the LA and the school to try and ascertain where the pupil is

living. If there is no risk evident the case is closed. If there is any element of risk, the case is referred to Children's Social Care.

- The majority of cases referred to the Hard to Find Panel are in respect of pupils who have left the UK with their families (*believed to be abroad*). The LSNT Team currently cannot access data to evidence travel, but does make referrals to the UK Borders Agency for follow up if required.
- A clear audit trail exists for all referrals.

## Key Issues

- Following a change in Government legislation and Birmingham City Council Cabinet approval, all in-year applications for school places are made directly to schools and academies. This can create difficulty if a child leaves the current school and the parent/carers do not inform the existing school of a move. Often schools make a referral to the LSNT Team and the family are found to be residing in another area of the city, or have moved to a neighbouring authority.
- The LSNT Team maintain sound information sharing and collaborative relationships in respect of pupil movements, with all of our neighbouring local authorities.
- The UK Border Agency is able to provide information in relation to cases of children/families deported, on linked time visas, where a crime has been committed, or where voluntary repatriation has taken place but is not able to confirm any 'routine' movements abroad.
- Guidance issued to schools advises of the LA's expectations in respect of robust 'reasonable enquiry' and, critically, on the necessity of taking prompt actions to escalate safeguarding concerns via a prompt referral to the MASH Team. Where our data analysis indicates that the number of children missing from an individual school, or a network of schools is particularly disproportionate, contact is made with the school and advice and training sessions are given to school staff.
- Revised schools guidance to be issued in January 2016 will ask schools to include information in their regular parental newsletters and school prospectus, reminding parents of the importance of informing the school of any intention to move out of the locality and withdraw their child from the school, and to include details of their new address/location.

The governance of children missing from school is incorporated within the Directorate's Missing Children Strategy/Procedure via the Missing (children) Operational Group which, in turn, reports to the Birmingham Safeguarding Children Board.

## List of Appendices

### 1. Schools Advice and Guidance.

#### Appendix 1.



25 January 2015

TO: Head teachers, designated school attendance staff and designated school admissions staff of all Birmingham primary, secondary, special schools, academies, free schools.

RE: Procedure for safeguarding pupils who have 20 continuous days unauthorised absence whose whereabouts are unknown (pupils who leave school without trace).

ACTION REQUIRED: Note the advice for reporting pupils who have left school without trace and of schools' duty to carry out reasonable enquires to try and establish the whereabouts of these pupils. Please destroy any advisory briefings relating to these pupils which pre-date this updated advice.

REPLY: N/A.

CONTACT OFFICERS: **Karen Prosser**, Left School No Trace Team (Formerly the CME Team) Tel: 0121 303 4983.

Left School No Trace Team (for referrals): [cme@birmingham.gcsx.gov.uk](mailto:cme@birmingham.gcsx.gov.uk)

**Michael Innocenti**, Pupil Placements Manager Tel: 0121 464 7215, email: [michael.innocenti@birmingham.gov.uk](mailto:michael.innocenti@birmingham.gov.uk)

SCOPE: This advice relates to pupils who have 20 school days continuous unauthorised absence whose whereabouts, following reasonable enquiries, are unknown. This is prescribed in The Education (Pupil Registration)(England) Regulations 2006, as amended 2013, Sections 8.1.f. and 8.1.h.)

Children missing from school without trace may be at significant risk. Schools not only play a pivotal role in reducing the risk of children going missing from school but, along with the local authority, have a statutory duty under the Education Pupil Registration Regulations to carry out reasonable enquiries for pupils who cannot be located following 20 days continuous unauthorised absence.

Fortunately, most of the pupils referred to the 'Left School No Trace (LSNT) team (formerly known as the CME Team) are quickly located and are found to have either moved address with their families or have relocated to an address in another local authority area. However, your school's prompt and thorough enquiry remains a critical requirement to ensure, as far as you are able to do so, that these missing pupils are effectively safeguarded. The outcome of your enquiry *must* be recorded on the attached, revised 'Pupil Left School No Trace' referral form (appendix 1).

Given the above, it would be good practice to regularly remind parents, either via the school's regular news letter to parents, or via the school prospectus, that they should inform the school of their decision to withdraw their child from school in advance of their leaving, confirming their new address and the name of the next school their child will be attending.

**SCHOOL'S RISK ASSESSMENT:** Critically, where you have concerns for a pupil, enquiries into her/his absence and whereabouts should proceed well before 20 days unauthorised absence has elapsed. Any safeguarding concerns you have for the pupil should be reported, without delay to the MASH team, – (Multi-Agency Safeguarding Hub) on 0121 303 1888.

Please note that for matters of urgency, where you suspect that a child may be at risk of harm, you are required to select option one for MASH or, if you think a crime has been or may be committed against the child, you must refer to the Police.

Schools should only remove a pupil from the school roll after such enquiries have failed to locate the pupil, but please be mindful that school proprietors risk prosecution if pupils with 20 days unauthorised absence are removed from the school roll and their location, i.e. their address of habitation, is known.

**REFERRAL PROCEDURE TO THE LSNT TEAM:** Please continue to refer all pupils who fall within the scope of the above sections of the Pupil Registration Regulations (where your reasonable enquiries fail to identify the pupil's new address or location) to the LSNT Team using the revised 'Pupil Left School No Trace' referral form (appendix 1).

In circumstances where parents verbally advise schools of relocation or emigration and documentary proof of travel abroad is not provided; *schools as a matter of practice* need to consider the following factors before referring these pupils to the LSNT Team:-

1. Is the information indicating the pupil has moved abroad from a reliable source?
2. Do you have significant concerns for the pupil, or is the pupil known to Children's Social Care or subject to a Child Protection Plan or investigation?
3. Does the pupil have a statement of special educational needs?

If the information source is reliable, and your risk assessment and knowledge of the pupil determines that there are no safeguarding concerns for the pupil, then the information should be accepted and the pupil should be deleted from your registers. School Admissions and Pupil Placements should be informed of the deletion through your completion and return of **the In Year Notification of Pupil Movement Form**, or as commonly referred to; the Pupil Movement Form (appendix 2). However, if you have any concerns for the pupil, or you are aware of Children's Social Care Service's involvement, we advise that prompt action must be taken to escalate the matter. This must be done by contacting the Social Worker known to be working with the pupil or by telephoning and reporting your concerns to 'MASH' (Multi Agency Safeguarding Hub - option one. Telephone: - 0121 303 1888).

Where you are concerned that a pupil may be in need of immediate protection, for example, where s/he is missing without her/his parents/guardians, or where you suspect that s/he may be a victim of abuse, forced marriage, female genital mutilation (FGM) or child trafficking, you should refer the matter promptly to the Police and MASH who in turn will advise you to submit a referral to the LSNT team outlining your actions..

If the pupil has a statement of special educational needs, contact should be made with SENAR (the Special Educational Needs Assessment & Review Service) by telephoning 0121 303 3525/4314. SENAR may be able to provide you with further information in respect of the pupil's movement. If you are the named school on the statement, you will be guided by SENAR officers in matters of removal from roll.

## REASONABLE ENQUIRIES:

Please be advised that your school's prompt reasonable enquiry is a statutory requirement. The outcomes of your enquiries should be recorded accurately on the attached 'Pupil Left School No Trace' referral form (appendix 1).

In carrying out a reasonable enquiry into the whereabouts of a pupil whose whereabouts cannot be traced, school staff should:-

- Check with all members of staff who the pupil may have had contact with.
- Check with the pupil's friends, siblings and known relatives at this school or other schools.
- Make telephone calls to any numbers held or identified.
- Make a visit to the last known address of the pupil.
- If possible, enquire of neighbours as to the location of the family.
- Send a letter to the last known address and record the outcome.

The timescales for these actions will depend on the perceived level of vulnerability and risk, which is a matter of professional judgement, but the following questions should be considered:

- Is there good reason to believe that a crime may have been committed? E.g. is this a very sudden, unexpected situation? Are there cultural reasons to suspect that the pupil is at risk? Have there been past suspicions concerning the pupil and family which, together with the sudden disappearance, are worrying? If so, a prompt referral to the Police should be made.
- Is the pupil subject to a Child Protection plan or investigation?
- Is the pupil looked after?
- Is there current Social Care Service involvement?

In the three instances above, MASH should be informed immediately.

Also, please note that the Common Transfer File (CTF) for any pupil removed from roll who cannot be located, or is believed to have moved abroad, must be sent within 15 school days through the School to School system (S2S) using XXXXXXXX (7X) as the destination or MMMMMMMM (7M) for confirmed destination abroad. Detailed guidance on compiling and sending the CTF is available at [www.teachernet.gov.uk/s2s](http://www.teachernet.gov.uk/s2s)



Many thanks for your cooperation in this matter and for your continuing commitment to safeguarding all our children and young people and, if you have any questions in respect of this advice, then please do not hesitate to contact us.

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School Admissions and Pupil Placement Service  
0121 464 7215



# **Report to the Education and Vulnerable Children Overview and Scrutiny Committee**

**20 January 2016**

ELECTIVE HOME EDUCATION

**Purpose of the Report:** To inform Members of the law around elective home education and of the current policy and procedures for monitoring home educated children in Birmingham.

## **Recommendation**

That Members note the information contained in this report.

## **Contact Officer Details**

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## Background

### The law relating to Elective Home education

- Parents have a right to educate their children at home. Section 7 of the Education Act 1996 provides that:  
*"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable –  
(a) to his age, ability and aptitude, and  
(b) to any special educational needs he may have,  
either by regular attendance at school **or otherwise.**"*
- Parents may decide to exercise their right to home educate their child from a very early age and so the child may not have been previously enrolled at a school. They may also elect to home educate at any other stage up to the end of compulsory school age. *Parents are not required to register or seek approval from the local authority to educate their children at home.* Parents who choose to educate their children at home must be prepared to assume full financial responsibility, including bearing the cost of any public examinations.
- Current DfE guidance states that: 'Some parents may choose to engage private tutors or other adults to assist them in providing a suitable education, but there is no requirement for them to do so. Learning may take place in a variety of locations, not just in the family home'. (Home Education, Guidelines for Local Authorities, 2007)
- In law, elective home education per se is considered to be suitable education provision.
- Local authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis. However, under Section 437(1) of the Education Act 1996, local authorities shall intervene **if it appears** that parents are not providing a suitable education. This section states that: *"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 shall serve a notice in writing on the parent requiring him to satisfy them within the period specified in the notice that the child is receiving such education."*
- Local authorities have a duty under section 175(1) of the Education Act 2002 to safeguard and promote the welfare of children. This section states: "A local education authority shall make arrangements for ensuring that the functions conferred upon them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children. However, current DfE guidance confirms that, "Section 175(1) *does not extend local authorities' functions. It does not, for example, give local authorities powers to enter the homes of, or otherwise see, children for the purposes of monitoring the provision of elective home education*".

### The Birmingham procedure

- A small team of elective home education (EHE) advisers sits within the School Admissions and Pupil Placements service. The team comprises of four officers; - one team manager, one lead adviser and two EHE advisers.
- Within the context of the current law, the EHE team is responsible for offering advice and support to up to 800 children known to be home educated in the City, and for making an appropriate response where it appears that a child is not receiving a suitable education. However, there is currently no statutory definition of what a suitable education actually is.
- Although parents do not have to seek the permission of the local authority to home educate, they must inform head teachers in writing of their decision to withdraw their child from a school, whether maintained, free or academy. On receipt of such written notification, schools must delete the child from the school registers with immediate effect, as per the requirement outlined in section 8 of the Education (Pupil Registration Regulations) (England) 2006. If written notification is not received prior to withdrawal, the child must remain on the school roll and the absence from school must be treated as unauthorised in line with schools' attendance/absence procedures. (The requirement for electively home educated children registered at a special school differs in that they can only be removed from the school roll with the permission of the local authority). The majority of referrals to the EHE team therefore originate from our mainstream schools and academies.
- All schools including academies have been issued with guidance on our requirement in respect of making EHE referrals (see Appendix 1.) and they are asked to provide all parents who are considering, or who elect to home educate with a copy of our 'Guidance for Parents' document (Appendix 2.)
- Most parents who elect to home educate do so with conviction and with the best interests of their child at heart. However, a small minority of parents choose to do so without being fully aware of the huge commitment this entails and without considering the critical impact this may have on their children achieving successful future outcomes.
- In respect of the above and of the pivotal role schools including academies play in safeguarding children on their rolls, they are required to make a timely referral of all children withdrawn from school to be home educated, to the EHE team. The referral must include a clear risk assessment and details of any safeguarding concerns the school may have in relation to the child's withdrawal, as well as detailing all actions taken to ensure the Multi-Agency Safeguarding Hub (MASH) and/or Police have been notified if necessary.
- Annually updated guidance is issued to all schools including academies in Birmingham on their role and responsibility in respect of EHE. (Appendix 1.)
- Where a group of professionals, for example, teachers, children's social care workers, family support workers etc. share a view that elective home education would be inappropriate for a child, a collective decision will be taken to protect the child by either commencing the School Attendance Order process or, in a case

where immediate safeguarding actions are necessary, by initiating section 47 emergency care proceedings.

- On receipt of an EHE referral, the EHE team carries out immediate checks with Children's Social Care (CSC) staff, or of any other known professional associated with the family. The 'CareFirst' children's social care database is also interrogated to establish if there are, or have been, any safeguarding concerns or related actions in respect of the child and family.
- All referrals are appraised on receipt by the EHE team manager and any further contacts or meetings needed, for example to share information or produce an immediate multi-agency action plan to protect a child, are coordinated at this stage.
- All referrals are allocated to an EHE adviser and the adviser will write to the parents to make an appointment to discuss the child's education plan, preferably at the home address and with the child present. Initial contact is made with parents within 20 working days of our receipt of the referral.
- Whilst most home educating parents agree to meet with our advisers, local authority officers have no right to insist on this or to see the children. Accordingly, a minority of parents do exercise their right and decline to meet with officers but instead send in an education plan (often referred to as an 'education philosophy') as evidence that the education they intend to deliver is suitable. In such instances, EHE advisers make regular scrutiny of the CSC CareFirst database to ensure that CSC officers have not been alerted to, or are actively involved in any safeguarding issues.
- Of the **782** children currently known to be electively home educated in Birmingham, the parents of **48 (6.1%)** children have declined our invitation to meet with them.
- Any parents judged by EHE advisers to be failing in providing their child with suitable home education, or where other concerns emerge, are reported to a monthly 'EHE cases of concern' meeting which includes an officer from the MASH team. The MASH officer gives advice and direction on any further actions needed to be taken. However, EHE advisers are aware that they must refer all significant safeguarding concerns, where a child is at immediate risk, without delay, to the MASH and, if necessary, to the Police.
- Where home education is judged to be unsuitable, EHE advisers, in respect of current DfE guidance, are required to offer support and guidance to parents in the first instance and to allow them appropriate time to make improvement. If improvements are not made, parents are made subject to School Attendance Order proceedings under Section 437(1) of the Education Act 1996.
- Unless there are concerns for the suitability of the home education provided (in which case family is contacted more frequently depending on individual needs), home educating families are contacted on an annual basis.

- The current EHE procedure was audited by Birmingham Audit during September and October 2015. The final audit report stated: - ‘We are reasonably satisfied that the (EHE) section is fulfilling its responsibilities in relation to children who are electively home educated. The section has implemented lateral checks on all children who are subject to a new EHE referral or an annual review. The completion of lateral checks, when a child cannot be seen at home, has also been implemented so that they can be undertaken at any time where there is a cause for concern. Through monthly ‘cases of concern’ meetings, there is regular contact with the Multi Agency Safeguarding Hub (MASH) which helps to ensure safeguarding issues are identified and addressed at the earliest opportunity. The section has key performance indicators in place to measure the relevant elements of their service delivery. The backlog in the number of overdue annual reviews has been managed and the section is using School Attendance Orders where they have concerns about the quality of the education being delivered”.
- The audit report concluded that the current risk for the council and the service area is low.

## **Key Issues**

- All parents have a right to home educate; they do not have to seek anyone’s permission to do so, or to register with the Local Authority.
- In law, elective home education is considered to be a suitable education.
- Unless there are significant concerns for a child, the Local Authority has no powers to routinely monitor or see home educated children.
- All Birmingham schools including academies are issued with annually updated advice and guidance in respect of children withdrawn from school to be electively home educated, with an emphasis on safeguarding.
- Children who are home educated and who have never been registered at a school may not be known to the Local Authority or to any other universal services.
- Within the scope of current law, the business area has taken all practical steps to reasonably safeguard home educated children and to ensure they are in receipt of a suitable education. However, there remains a risk that without the guarantee of regular contact from, or formal registration with the LA and other universal services, a minority of parents may evade their duty and responsibilities to their children.

## **Conclusions**

From September 2014 to November 2015, there has been a steady increase in the numbers of children known to be home educated. **636** were known to be home educated in September 2014 and this has increased to **782** in November 2015.

Most home educating parents do so out of a conviction that they are doing the right thing. They frequently ensure good educational outcomes for their children. However, a minority of parents do not. Whilst current education law limits the powers of the Local Authority, the Birmingham procedure and EHE advisers are as vigilant as possible in respect of the need to ensure that home educated children are safe and in receipt of a suitable education.

## **List of Appendices**

1. Advice and guidance to Birmingham schools.
2. EHE Guidance for Parents document.





## **Important: Information and action in respect of pupils withdrawn from school by parent/carers to be electively home educated.**

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**To: Head teacher, SENCO, Pastoral Head, Chair of Governors, Office Manager, Heads of Year, Safeguarding Lead of all Birmingham primary and secondary maintained schools and Academies (including Free Schools and Special Schools).**

### **Information and Action Required:**

Revised procedure for referring pupils withdrawn from school to be electively home educated.

The responsibility for ensuring that a child receives a suitable education rests with their parents. In England, education is compulsory but school is not and you will be aware of parents' right to elect to home educate.

In the majority of cases, the decision to home educate is carefully informed and most home educating parents make adequate plans to ensure that the provision of suitable education for their children is maintained. Unfortunately, a minority of parents are not as informed or committed to home education as the majority are. This can result in the child's education being compromised and, at worst, to them being placed at significant risk of harm. **It is therefore vital following their withdrawal from school that you confirm and ensure the safety of these children by taking immediate steps to engage with their parents and by prompt information sharing with or by referring to appropriate agencies and colleagues.**

I would ask that you, staff in your school/academy and your governing body and aware of the current procedure that you should be followed when a parent informs the school that they intend to withdraw their child from school to home educate them:-

- If you have any concerns about the child's safety/welfare you should make a referral, without delay, to Children Information Advice Service on 303 1888 and refer to the Elective Home Education Team on 464 7215
- Although parents do not have to seek the permission of the local authority to home educate but **they must** inform Head teachers in writing of their decision to withdraw their child from school. If written notification is not received prior to withdrawal, the child's absence from school should be treated as unauthorised in line with your current attendance/absence procedure.
- Following any approach by parents seeking guidance on withdrawing their child from school to home educate, please signpost them to the Local Authority's website ([www.birmingham.gov.uk/home-education](http://www.birmingham.gov.uk/home-education)) for further information. It would be helpful if you could give them a copy of the EHE Policy and EHE Guidance for Parents documents, both can be found as pdf documents on this website and ask them to consider this information **before** withdrawing their child

from school.

- Depending on the circumstances leading to the family's enquiry about elective home education, the school should also discuss other possible alternatives with them. These may include signposting to other agencies (such as Parent Partnership), access to before / after school clubs, a managed move or alternative provision, as appropriate.
- If parents wish to pursue their right to home educate and following receipt of a letter from parents notifying you of their decision to withdraw a child from school to home educate, a referral should be made immediately to the Elective Home Education Team at School Admissions and Pupil Placements, using the referral form attached (SAPPSEHE-1 March 2013). If the child has an Education Health and Care plan (EHC plan), the school should also inform the Special Educational Needs Assessment and Review Service ("SENAR").
- The Education (Pupil Registration) (England) Regulations 2006 (regulation 8(1)(d)) state that a school must delete the child's name from its admissions register upon receipt of written notification that the child is receiving education otherwise than at school (unless the child has an EHC plan and is on roll at a special school – see below). The school should write to the family informing them of the date the child's name was removed from the register.
- Whilst we accept that schools must comply with regulations above, we would ask that the pupil's place is left open for at least 10 school days for possible reinstatement.
- In cases where parents/guardians write to inform the school of their decision to home educate a child who has an Education, Health and Care plan *and* is on roll at a special school, the child must remain on roll until SENAR give permission for the school to deregister the child.
- I would advise that you maintain a precise record of all your actions following your receipt of notification from the parents.

Thank you in anticipation of your assistance.

Michael Innocenti  
Head of Pupil Placements  
Tel: 0121 464 7215.  
Fax 0121 464 7216

## **ELECTIVE HOME EDUCATION**

### **Guidance for Parents**

**Revised August 2013**

**Elective Home Education  
School Admissions and Pupil Placements  
PO Box 16524  
Birmingham  
B2 2FP**

**0121 464 7215**

Welcome to this guidance pack, which aims to explain the Local Authority's procedures regarding elective home education and to offer advice to parents or carers who are, or who are considering, home educating their child.

The guidance includes the perspective of Birmingham Local Authority in fulfilling its duties and includes extracts from 'Elective Home Education – Guidance for Local Authorities 2007' published by the Department for Children, Schools and Families.

Further information on aspects of home education can be found on our website ([www.birmingham.gov.uk/home-education](http://www.birmingham.gov.uk/home-education)).

### **KEY CONSIDERATIONS BEFORE CHOOSING TO ELECTIVELY HOME EDUCATE**

Home educating can feel daunting at times, but many people find it works well for their children and family and that the children achieve well both academically and socially. However it is a significant decision and you may want to make sure you have considered the issues below.

**Think carefully about your decision.** It is a great responsibility, demanding a lot of commitment, energy and time.

**Consider how you will ensure your child's learning before making a decision.** Research a range of topic areas e.g. what else does mathematics involve apart from number work? Explore local sports facilities etc and consider arranging opportunities for social contact with other children. Page 43 of 60

**Look at potential costs involved.** There is no Local Authority funding available for those who wish to Electively Home Educate, even though there may well be costs for books, paper, computer, equipment, educational visits, etc. The Internet and Birmingham's Library Services are good sources of free learning resources. You will also be responsible for arranging and funding public examinations (such as GCSEs), if appropriate.

**Keep your options open.** Your child's needs change at different ages and stages. The Local Authority will always be happy to help you find a school place, should you decide not to continue home educating your child. Make the most of all support and information available.

**Consider carefully any decision to remove your child's name from their school's register.** Should you change your mind, the Local Authority is unable guarantee that your child could return to the same school. Bear in mind the pressure on school places in your area; local schools may not have places available.

**If you have a difficulty or disagreement with your child's current school, teacher or Head Teacher, you may wish to contact** the school's governing body to try and resolve the difficulties before removing your child from the school. You may decide to consider other local schools for your child and the number for the Local Authority's School Admissions and Pupil Placements Service is given in the appendix to this document.

## **FREQUENTLY ASKED QUESTIONS**

### **At what age is it compulsory for children to have to receive full time education?**

Children must receive full time education from the start date of what would be the school term following their fifth birthday. Compulsory education currently continues until the last Friday in June of 'Year 11' (any child who is sixteen years of age between September and 31 August is of compulsory school age until the last Friday of June in that year).

### **Do I need anyone's permission to educate my child at home?**

No, but once you have made the decision to home educate you will need to follow one of the steps below, depending upon your child's circumstances;

- If your child is registered at a school, you should immediately inform, the Head Teacher in writing of your decision. We do request that parents also inform the Local Authority's Elective Home Education Team in writing at the contact address on the front page of this document.
- If your child has an Education, Health and Care Plan and is registered at a school, you should immediately inform in writing the Head Teacher in writing of your decision. The school will then liaise with the Local Authority's Special Educational Needs and Review Service ("SENAR") to ensure appropriate procedures are followed and suitable advice is given. We do request that parents also inform the Elective Home Education Team at the contact address on the front page of this document. If your child has an Education, Health and Care Plan and is on roll at a special school, their name will remain on the register of that special school until SENAR are satisfied that the educational provision you have made for your child meets their special educational needs, whereupon your child's Education, Health and Care Plan will be adjusted accordingly.

- If your child is not on roll at a school, you are not required to inform the Local Authority of your decision to home educate. However, we do request that you inform the Elective Home Education Team at the contact address on the front page of this document.

### **What if my child has an Education, Health and Care Plan?**

All parents, including the parents of children with special educational needs, have an equal right to educate their child at home. However, if a child has an Education, Health and Care Plan, the Local Authority continues to have a duty to ensure that the child's special educational needs are met.

The Local Authority will work in partnership with parents to ensure that suitable arrangements are available to meet the child's special educational needs. However, parents should be aware that they have a duty to provide their child with an efficient, full-time education suitable to the age, ability and aptitude and to any special educational needs the child may have, in line with section 7 of the Education Act 1996, whilst the Local Authority has a duty:

- to maintain the child's Plan;
- to review the Plan annually; and
- to decide whether its contents are appropriate or whether the Plan should remain in force.

At the annual review of a child's Education, Health and Care Plan, SENAR, on behalf of the Local Authority, will consider the child's progress and whether any changes are needed to the Plan. Parents are always invited to attend the annual review meeting to ensure that the Local Authority can develop as full a picture as possible of the child's progress and to help identify any changes that may be needed.

In addition, a parent who is educating a child at home may ask the Local Authority to carry out a statutory assessment or reassessment of their child's special educational needs and the Local Authority must consider the request within the same timescales as the requests that it receives from any other parent.

When the parents of a child with an Education, Health and Care Plan decide to withdraw them from a maintained school in order to educate them at home, the Local Authority will ask the parents how they intend to meet the child's special educational needs outside the school setting. If the Local Authority is satisfied that the educational provision is suitable, it will amend the Education, Health and Care Plan to specify the type of school the Local Authority considers appropriate for the child and add that "the parents have made their own arrangements under section 7 of the Education Act 1996".

However, if the school from which the child is being withdrawn is a special school, as the consent of the Local Authority is required before the child's name can be removed from the school's pupil roll, the parent will need to contact the Local Authority directly about their wish to educate their child at home.

In relation to all aspects of special educational needs, the Local Authority's Elective Home Education [EHE] Advisers can offer guidance to parents and will offer to meet you to discuss provision.

## **Are there organisations or groups of other home educators who may be able to offer advice and support?**

There are several organisations aimed at helping and informing Home Educating families and there are also several informal networks in the Birmingham area. Some organisations, including Education Otherwise and the Home Education Advisory Service, will be able to put you in touch with members who are happy to be contacted to give support and answer questions.

Talking to others who are already educating their children at home may well save you reinventing the wheel. A few of these organisations are given below, but this is by no means a complete list;

Education Otherwise -	<a href="http://www.education-otherwise.net">www.education-otherwise.net</a> 0845 478 6345
EO Local Contact Site -	<a href="http://www.homeeducationbirmingham.org.uk/">www.homeeducationbirmingham.org.uk/</a> EO_LC_bham@yahoo.co.uk
Home Education - Advisory Service	<a href="http://www.heas.org.uk/">www.heas.org.uk/</a> Tel: 01707 371854
Education Everywhere -	<a href="http://www.educationeverywhere.co.uk/">http://www.educationeverywhere.co.uk/</a> Helpline: 01942 897779
Home Education - in the UK	<a href="http://home-ed.info/">http://home-ed.info/</a>
Home Education UK -	<a href="http://www.home-education.org.uk/">www.home-education.org.uk/</a>
Ed Yourself -	<a href="http://edyourself.org/">http://edyourself.org/</a>

## **‘HELM’**

Another source of ideas for trips, visits, resources and activities is the Home Educators Local Magazine (HELM) and this is available by email (via the Education Otherwise Local Contact from the website, [www.homeeducationbirmingham.org.uk/](http://www.homeeducationbirmingham.org.uk/), or email EO\_LC\_bham@yahoo.co.uk if you wish to receive this).

## **Can I educate my child part-time at home and part-time at school?**

The Government has recently confirmed that, where parents have already entered into “flexi-schooling” arrangements, schools may continue to offer those arrangements. However, as schools may only mark a pupil who is receiving education off-site as attending school if the school itself is responsible for supervising the off-site education (which, in the case of a child who is educated part-time at home, would not be the case), pupils will be marked absent from school during periods when they are receiving home education.

### **Can I change my mind about elective home education?**

Yes. If at any time you wish your child to return to school full time, then you can seek a place in a school and let the Local Authority know by contacting the Elective Home Education Team, who will then seek advice from the School Admissions and Pupil Placements Service, or you may contact the Admissions Service directly. Their contact details may be found in the appendix to this document. Parents / carers need to be aware that the normal admissions procedures will apply and your child's admission to your preferred school will be subject to a place being available in the appropriate year group at the school. Waiting lists for certain schools, and in some areas of the city, are very long. In addition, it may be very difficult to find a place in year 10 or 11, as schools are part-way through GCSE courses.

### **Do I have to teach the National Curriculum?**

The National Curriculum only applies to state schools. It is up to you and your child what, how and when you study providing it is appropriate for their age, ability and aptitude.

### **Will I have to arrange for SATS testing?**

No. It is only state schools that are required to carry out SATS tests. The Local Authority will not test your child.

### **Can my child still take GCSEs and other examinations?**

It is possible for young people to take examinations, as external candidates at various examination centres. As the parent / carer, you will need to find a registered centre at which your child may take the examinations. It would be advisable for you to also contact individual examination boards (see appendix) to discuss the arrangements for private candidates. You will have to pay for any examination registration fees, examination centre fees and assessment of coursework, by an accredited person / body.

A wide range of apprenticeships and work based learning programmes are available to young people with good GCSEs. They are also required for many college courses. Alongside qualifications like 'A' levels and National Diplomas, Universities often require GCSEs, particularly in English and mathematics (Grade C and above). Once a pupil is 16 years of age, they can enrol in a wide range of adult courses including A / AS level examinations. The Open University is a good source for a range of study. Details of examination bodies are included in the Appendix.

### **Will my child be entitled to careers advice?**

Yes, careers advice is now offered through Connexions Service for all 13-19 year olds. If your child is over 13 years old, you can contact Connexions (see appendix), who will explain how they can help.

## **How will the Local Authority decide if the education I am providing is suitable?**

If you withdraw your child from a Birmingham school in order to educate them at home, an Adviser from the EHE team will contact you with a view to arranging to meet with you. The purpose of this meeting is to discuss the education you are providing, or intend to provide for your child, to offer advice if wanted and to try to answer any questions you may have.

We acknowledge that initially your educational provision may not be fully developed, but we would expect you to be able to provide information regarding your child's education within four weeks of request or, if this were to prove difficult, within an agreed timescale.

The discussion will vary depending upon the style of education you are providing, but could include:

- Your plan or philosophy for your child's education
- Resources
- How you will assess your child's progress
- Any arrangements for public examinations where appropriate
- Where applicable, how you will meet any special educational needs your child may have

Whilst the Adviser will be happy to visit you at home, you may prefer this and any future meetings to take place other than in your home. Whilst this can be arranged, it would be helpful if you would bring information concerning the education you are providing, or planning to provide for your child, to the meeting. A record of all meetings will be completed and signed by the relevant Local Authority officer and a copy sent to you.

If the Adviser for the Elective Home Education Team feels that the arrangements are appropriate, they will seek to arrange a follow up visit approximately once a year to discuss your child's progress and future educational plans.

## **What if the Adviser for Elective Home Education is not satisfied?**

If the Adviser is not satisfied with the provision, they will provide you with a written report of their findings, specifying the grounds for concern and any reasons for concluding that the provision is unsuitable. If you wish, the Adviser will make some practical suggestions as to how you might address these concerns.

The Adviser will then set a date by which further information is to be provided and will arrange another visit, giving you time to develop your provision.

If the Adviser still believes that a suitable education is not being provided, you will be advised to register your child at a school and informed of school places available in your area.

As a last resort, if you are unable to satisfy the Local Authority that suitable full-time education is being provided for your child, it may issue a School Attendance Order, which will name a school for your child to attend. Failure to register your child at that school may result in the matter being taken to court.



## **Will the Local Authority help plan lessons or provide practical / financial support?**

The Local Authority receives no funds from central government to support Elective Home Education.

The Adviser will not be able to direct the learning that is taking place nor can he / she accept any responsibility to plan your child's education and carry it out. Information and advice can be given including websites and useful contacts but the Local Authority is unable to provide any books or equipment.

## **What information can I provide to demonstrate a suitable education?**

There is no acknowledged 'correct way' to provide an education at home, but suggested below are some examples of the sort of information you may be able provide to demonstrate that your child is receiving a suitable education. These are not exhaustive and may not be relevant to the style of home education you chose to adopt and you may wish to provide other information that demonstrates a suitable education;

- The aims and objectives of the education you are planning, for instance;
    - to 'keep-up' with the National Curriculum (e.g. while you are seeking a school place)
    - to prepare your child for specific exams
    - based upon an educational belief or philosophy
  - Although the National Curriculum is optional for home educators, you may choose to cover particular subject or topic areas such as: -
    - Literacy (English)
    - Numeracy (Maths)
    - Science
    - ICT (Computers, etc.)
    - Design and Technology (including cooking, textiles, etc.)
    - Art
    - History
    - Geography
    - Religious Education
    - Personal, Social and Health Education
    - Citizenship
    - Music
    - Foreign Language
    - Any other subjects or areas of study
  - How your child might spend their day, for example: -
    - the number of hours a day / week you are available to help your child
    - the resources you will be using
    - any tutors used, or classes your child attends
    - the sorts of activities your child will be engaged in
    - how you will encourage contact with other children
  - How will you know that your child is making progress? Are your methods and resources achieving your aims?
- Page 49 of 60
- Support available to you: -

- A description of any support or advice that will be available to assist you with your programme
  - Others who may be able to help (friends, family?)
  - If you are aware of any local support groups who may be able to help you?
- During any follow up visits or discussions, there will be the opportunity to discuss the education you have been providing for your child and the progress being made.



## Education and Vulnerable Children O&S Committee: Work Programme 2015/16

**Chair:** Cllr Susan Barnett

**Committee Members:** Cllrs: Uzma Ahmed, Sue Anderson, Matt Bennett, Sir Albert Bore, Barry Bowles, Debbie Clancy, Barbara Dring, Chauhdry Rashid, Valerie Seabright, Martin Straker Welds and Alex Yip

Representatives: Samera Ali, Parent Governor; Richard Potter, Roman Catholic Diocese; and Sarah Smith, Church of England Diocese

**Officer Support:** Scrutiny Team: Benita Wishart (464 6871) & Amanda Simcox (675 8444)  
Committee Manager: Louisa Nisbett (303 9844)

### 1 Meeting Schedule

Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
10 June 2015 Committee Rooms 3 & 4 Starts at 3.30pm	<p>Cabinet Member for Children's Services to discuss:</p> <ul style="list-style-type: none"> <li>Children Social Care and Safeguarding and Education – Position May 2015</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>There will be regular updates/involvement on the single plan with the Committee (Members requested that the narrative was more user friendly).</li> <li>The single plan needs to be discussed at Districts and the data and narratives need to be District specific.</li> <li>The Committee invited the Birmingham Education Partnership (BEP) to attend December's committee meeting. Discussion to include the contract with the City Council (Members invited to the 18<sup>th</sup> June 2015 event).</li> <li>Members were offered details of the City Council's whistle blowing policy (discussed at July's meeting) and outcomes to-date &amp; details of the Education Data Dashboard.</li> </ul>	<p>Colin Diamond, Interim Executive Director for Education &amp; Alastair Gibbons, Executive Director for Children's Services</p> <p>Scrutiny office to programme</p> <p>Colin Diamond</p> <p>Scrutiny Office to programme</p> <p>Seamus Gaynor</p>
	<ul style="list-style-type: none"> <li>Early Years Review Consultation Proposal</li> </ul>	<p>Lindsey Trivett, Interim Head of Early Years, Childcare and Children's Centres</p>



Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Members were e-mailed the consultation on 3 Dec 2015.</li> <li>The Cabinet Member for Children's Services to attend a Committee meeting to discuss the outcomes of the consultation (TBC).</li> </ul>	Scrutiny Office  Cllr Brigid Jones / Pat Kilarney
15 July 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> <li>To discuss Looked After Children (LAC):               <ul style="list-style-type: none"> <li>Corporate Parenting</li> <li>Adoption and Fostering Update</li> </ul> </li> </ul> <b>Outcomes:</b> <ul style="list-style-type: none"> <li>Exploring ways in which children's voices can be heard with Cllr Jenkins.</li> <li>Training will be provided to Cllrs at District Committees and will come back and report on how Districts are fulfilling their duty.</li> </ul>	Andy Pepper, AD, Children in Care Provider Services & Nicky Hale, Fostering and Adoption Improvement Manager
	<ul style="list-style-type: none"> <li>Permanent School Exclusions</li> </ul> <b>Outcomes:</b> <ul style="list-style-type: none"> <li>To provide figures for the numbers excluded broken down for academies etc.</li> <li>To report back on School Exclusions including the level of teaching, progress made and qualifications at COBS in December.</li> </ul>	Andrew Wright & Chris Atkinson
	<ul style="list-style-type: none"> <li>Whistle Blowing Policy</li> </ul> <b>Outcomes:</b> <ul style="list-style-type: none"> <li>Members were updated on the Whistle Blowing Policy.</li> </ul>	Michael Day, Solicitor
16 September 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> <li>Educational Development Plan update: Sufficiency of school places and school admissions</li> </ul> <b>Outcomes:</b> <ul style="list-style-type: none"> <li>To provide information and data on Special Educational Needs Provision in schools.</li> <li>To provide information on LAC and whether they are placed in good or outstanding schools; and if not is this due to the locality of the school being more important for the Child etc.</li> <li>The proposed Birmingham admission arrangements will be subject to a formal consultation from 23 Nov until 8 Jan 2016. Procedures for 'summer born' children will be included in this. Members were e-mailed the links to the proposals and the survey.</li> </ul>	Emma Leaman, AD Education and Infrastructure, Education & Commissioning,  Julie Newbold, Head of School Admissions and Pupil Placements  Lucy Dumbleton, School Organisation Officer



Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
	<ul style="list-style-type: none"> <li>Cabinet Member for Children Services to discuss Curriculum Entitlement and Equality</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li><i>Members to be updated on the rollout of 'no outsiders' and the information/literature to be housed on BEPs website.</i></li> </ul>	Cllr Brigid Jones, Colin Diamond & Razia Butt
21 October 2015 Committee Rooms 3 & 4 at 9.30am	<ul style="list-style-type: none"> <li>Missing Children from Home and Care Short Inquiry – Evidence Gathering</li> </ul>	Scrutiny Office
21 October 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> <li>Chairs Update – to include: visits to the Adoption and Fostering team and two Children's homes.</li> </ul>	Cllr Susan Barnett
	<ul style="list-style-type: none"> <li>Cabinet Member for Children Services to update the Committee on the budget position for the portfolio (included progress on Children Services).</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li><i>To report back on whether there are children from parents in the armed forces who are suffering from Post Traumatic Stress (PTS) in Birmingham.</i></li> </ul>	Cllr Brigid Jones
	<ul style="list-style-type: none"> <li>Tracking: Work Experience for School Age Children – the role of the City Council Inquiry</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li><i>Cllr support for work experience: Members to be provided with a draft letter/e-mail they can use to send to schools/businesses in their area (to be added to portal).</i></li> <li><i>Scrutiny to assist with capturing what Members do in relation to work experience.</i></li> <li><i>To report back on progress of the recommendations on 20<sup>th</sup> January 2016.</i></li> </ul>	Cllr Penny Holbrook, Cabinet Member for Skills, Learning & Culture, Kathryn Cook, Interim Head of OD & Julie M Harrison, HR Project Lead
	<ul style="list-style-type: none"> <li>Special Educational Needs (SEN) and Education, Health and Care plans (EHC). To include reasons for the delay in the mobilisation of the £3 1/2m grant.</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li><i>Members to e-mail requests for information between meetings.</i></li> <li><i>Members to be updated on the work that is being done regarding the pupil premium.</i></li> <li><i>Members were e-mailed the amended New Assessments table.</i></li> </ul>	Cllr Brigid Jones, Colin Diamond, Chris Atkinson, Simon Wellman & Joan Adams
30 October 2015 Committee Room 6 at 9.30am	<ul style="list-style-type: none"> <li>Missing Children from Home and Care Short Inquiry – Evidence Gathering</li> </ul>	Scrutiny Office



Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
25 November 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> <li>Progress on the Education and Schools Strategy and Improvement Plan. Sir Mike Tomlinson, Education Commissioner in attendance</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Update on the LGA Peer Review and next steps to be discussed in February or March.</li> <li>Members were concerned about the schools who were not returning their financial returns and /or their 175 audits. How BEP can support schools and what action can be taken when schools continue to fail to complete their returns can be discussed in December.</li> </ul>	Peter Hay / Colin Diamond / Seamus Gaynor
	<ul style="list-style-type: none"> <li>Tracking: Strengthening the Birmingham Family of Schools</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>It was agreed to conclude the recommendations and pick up the recommendations in the work programme: R07 – Cllrs relationships with Schools, R08 – Traded services to Schools &amp; R09 the Council working with BEP to develop information on a range of models for school organisations for school governors / governance. A joint workshop with BEP, schools and Districts was suggested.</li> </ul>	Peter Hay / Colin Diamond / Seamus Gaynor
	<ul style="list-style-type: none"> <li>Birmingham Safeguarding Children Board (BSCB) Annual report</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>The executive summary of the Annual Report, Getting to Great 2015/16 and the most recent monitoring report was circulated to Members.</li> <li>Members requested progress reports on the work on how 'children voices' are listened to'.</li> </ul>	Jane Held, Chair of BSCB / Simon Cross, Business Manager
	<ul style="list-style-type: none"> <li>Tracking: Child Sexual Exploitation (CSE) - Delivery of training and awareness raising on CSE recommendations 1 - 7</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>All 7 recommendations assessed as 3 – not achieved (progress made). Updates to be provided in February and an impact measure to be included.</li> </ul>	Peter Hay / Alastair Gibbons & Jane Held, Chair of BSCB



Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
9 December 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> <li>Permanent School Exclusions</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li><i>The tables provided were described as North, N. West, Central, South, S. West and East. Members requested what areas were contained within these descriptions (geographical breakdown)?</i></li> <li><i>Members requested how many children were waiting over 6 days.</i></li> </ul>	Andrew Wright
	<ul style="list-style-type: none"> <li>City of Birmingham School (COBS)</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li><i>Members requested what the percentage of pupils were that had a diagnosis of autism?</i></li> </ul>	Fiona Wallace, Head Teacher & Steve Howell, Deputy Head, COBS
	<ul style="list-style-type: none"> <li>School Attainment Headline Statistics</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li><i>Members were updated and a more detailed report is due in February 2016.</i></li> </ul>	Colin Diamond
	<ul style="list-style-type: none"> <li>Birmingham Education Partnership (BEP) and School Improvement. Discussion to include R07 and R08 of the Strengthening the Birmingham Family of Schools Inquiry. Also what assistance can be given to schools who fail to provide their financial returns and / or there 175 audits.</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li><i>Members requested that BEP provide a further update to the Committee in September 2016.</i></li> </ul>	Tim Boyes, BEP
20 January 2016 Committee Rooms 3 & 4	<ul style="list-style-type: none"> <li>Tracking: Work Experience for School Age Children – the role of the City Council Inquiry</li> <li>Children Missing from Education</li> <li>Elective Home Education (Home Schooled)</li> <li>Cabinet Member for Children Services Update</li> </ul>	<p>Cllr Penny Holbrook, Cabinet Member for Skills, learning &amp; Culture, Kathryn Cook &amp; Julie M Harrison</p> <p>-Tony Stanley, Chief Social Worker &amp; Chair, Missing Operational Group -Steve Nyakatawa, AD, Education &amp; Skills -Julie Newbold, Head of School Admissions and Pupil Placements -Mike Innocenti, Head of Pupil Connect</p> <p>Cllr Brigid Jones</p>



Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
<p>10 February 2016 Committee Rooms 3 &amp; 4</p> <p><b>Deadline for reports 2pm on 1<sup>st</sup> Feb</b></p>	<ul style="list-style-type: none"> <li>• Special Educational Needs (SEN) and Education, Health and Care plans (EHC) TBC for Feb or March</li> <li>• Tracking: Child Sexual Exploitation (CSE): policies and procedures recommendations (R08 – R13) and update on R01 – R07 following November's tracking update received</li> <li>• School Attainment Statistics for Primary Schools (detail)</li> <li>• LGA Peer Review Findings for the Education and Schools Strategy and Improvement Plan and Next Steps</li> </ul>	<p>Colin Diamond and Simon Wellman (TBC)</p> <p>Jane Held, Chair of BSCB / Alastair Gibbons</p> <p>Colin Diamond</p> <p>Colin Diamond / Peter Hay</p>
<p>23 March 2016 Committee Rooms 3 &amp; 4</p> <p><b>Deadline for reports 2pm on 14<sup>th</sup> Mar</b></p>	<ul style="list-style-type: none"> <li>• Cabinet Member for Children's Services to report back on the outcomes of the Early Years Review Consultation and Next Steps</li> <li>• Special Educational Needs (SEN) and Education, Health and Care plans (EHC) TBC for Feb or March.</li> <li>• Looked After Children (LAC) &amp; Corporate Parenting Update (including the role of Districts).</li> <li>• Rights and Participation for Children in Care</li> <li>• District Chairs to discuss how their District Plans are addressing Education and Vulnerable Children – to include Corporate Parenting responsibility; progress made on 'It takes a city to raise a child'; education and safeguarding issues: <ul style="list-style-type: none"> <li>- Cllr Josh Jones, Erdington District</li> <li>- Cllr Ansar Ali khan, Hodge Hill District</li> <li>- Cllr Mahmood Hussain &amp; Neil De-Costa, Perry Barr District</li> <li>- Cllr Tony Kennedy, Hall Green District</li> <li>- Cllr Sue Anderson, Yardley District (March or April)</li> <li>- Cllr Ann Underwood, Sutton District (March or April)</li> </ul> </li> <li>• School Attainment Statistics for Secondary Schools (detail)</li> <li>• Tracking: Child Sexual Exploitation (CSE) Multi-Agency Working and Tracking (recs R14 – R19) (TBC) – <b>this may involve an extra meeting or a visit</b></li> </ul>	<p>Cllr Brigid Jones / Pat Kilarney / Pip Mayo</p> <p>Colin Diamond and Simon Wellman (TBC)</p> <p>Andy Pepper</p> <p>Lisa Carter</p> <p>Colin Diamond</p> <p>Jane Held, Chair of BSCB / Alastair Gibbons</p>





Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
20 April 2016 Committee Rooms 3 & 4  <b>Deadline for reports 2pm on 11<sup>th</sup> Apr</b>	<ul style="list-style-type: none"> <li>District Chairs to discuss how their District Plans are addressing Education and Vulnerable Children – to include Corporate Parenting responsibility; progress made on ‘It takes a city to raise a child’; education and safeguarding issues               <ul style="list-style-type: none"> <li>CLlr Ann Underwood, Sutton District (March or April)</li> <li>CLlr Sue Anderson, Yardley District (March or April)</li> </ul> </li> <li>Progress on the Children Missing from Home and Care Inquiry (to include update on the MASH)</li> <li>Radicalisation Agenda</li> </ul>	Scrutiny Office   Alastair Gibbons / Tony Stanley  Tony Stanley

## 2 Further Priorities to be Discussed and Agreed

Safeguarding	Education	Other
Early Help and children's Social Care Plan (to include workforce planning)	Education and Schools Improvement Plan 11 themes: 1) Safeguarding in Schools: Jon Needham 2) Strengthening School Governance: Steve Edmonds 3) Our Leadership in Education: John Sidebottom 4) Improving our Schools: Helen Miles 5) Local Leadership and Accountability: Chris Glynn 6) Alternative Delivery Models: Nimmi Patel 7) SEND: Chris Atkinson 8) Educational Infrastructure: Emma Leaman 9) Early Years provision: Lindsey Trivett 10) Recruitment & Retention: Samantha Hulson 11) Communication 12) Equality and Community Cohesion: Mashuq Ally	Committee agreed to address the Children and Family Services Commissioning Plan as part of the three priorities: early years, early help and targeted intervention and Looked After Children (LAC)
Home Education and Missing from School	Education outcomes for white working class boys	Not in Education, Employment or Training (NEETs)
BSCB updates on listening to children voices	Local Authority appointments to governing bodies	Trafficked children into the UK.
	Sixth Form College Review	
	Traded Services to schools (recommendation 8)	



### 3 Outstanding Tracking

Inquiry	Outstanding Recommendations	Date of Tracking
Strengthening the Birmingham Family of Schools	7 (elected Members), 8 (traded services) and 9 (governing bodies & academies)	Last tracked 25 November 2015 Recs 7, 8, 9 included in the work programme
We need to get it right: A health check into the Council's role in tackling Child Sexual Exploitation (CSE)	1 - 19	Last tracked 25 November 2015 Next tracking 10 February 2016
Work Experience for School Age Children – the role of the City Council (January 2014)	1 (action Plan), 2 (targets) and 3 (tracking)	Last tracked 21 October 2015 Next tracking 20 January 2016

### 4 Inquiry Schedule

#### Short Inquiry – Children Missing from Home, Care and School

Date	Item
October / November 2015	Evidence gathering
November 2015	Committee agree draft report
7 December 2015	Draft report to the Executive
December 2015	Committee agree final report
12 January 2016	City Council

### 5 Useful Acronyms

AD = Assistant Director APA = Annual Performance Assessment BEP = Birmingham Education Partnership BESD = Behavioural, Emotional, Social Difficulties BSCB = Birmingham Safeguarding Children Board BSWA = Birmingham and Solihull Women's Aid BSWA = Birmingham Social Work Academy CAF = Common Assessment Framework CAFCASS = Child & Family Court Advisory Support Service CAMHS = Child and Adolescent Mental Health Services CEOP = Child Exploitation and Online Protection CBB = Community Based Budget	CRB = Criminal Records Bureau CSE = Child sexual Exploitation CTB = Children's Trust Board CYPF = Children, Young People and Families DFE = Department for Education DLT = Directorate Leadership Team DCSC = Disabled Children's Social Care DSP = Designated Senior Person DV = Domestic Violence EDT = Emergency Duty Team EFA = Education Funding Agency EHC = Education, Health and Care plan (to replace SEN statements from Sept 2014) EWS = Education Welfare Service EYFS = Early Years Foundation stage FCAF = Family Common Assessment Framework F&A = Fostering and Adoption FGM = Female Genital Mutilation FNP = Family Nurse Partnership FSM = Free School Meals	LADO=Local Authority Designated Officer LSCB = Local Safeguarding Children Board MASH = Multi Agency Safeguarding Hub NASS = National Asylum Support Service NEET = Not in Education, Employment or Training NOSW = Newly Qualified Social Worker NQT= Newly qualified teacher NRPF = No Recourse to Public Funds Ofsted = Office for Standards in Education PCT = Primary Care Trust PDR = Personal Development Review PEP = Pupil Education Plan PEX = Permanent Exclusions PGCE = Post Graduate Certificate of Education PIE = Pride in Education PPS = Parent Partnership Services PRU = Pupil Referral Unit RAG = Red, Amber, Green SCR = Serious Case Review SEN = Special Educational Needs SENAR= SEN Assessment and Review
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CC = Children's Centre CHIPS = Challenging Homophobia in Primary Schools CIC = Children in Care CICC = Children in Care Council CIN = Child In Need COBS = City of Birmingham School CPD = Continuing Professional Development CPR = Child Protection Register	FSW = Family Support Worker IA = Initial Assessment IAT = Integrated Access Team IRO = Independent Reviewing Officer LAC = Looked After Children LACES = Looked After Children Education Service Key Stage 1 (Ages 5-7) Years 1 and 2 Key Stage 2 (Ages 7-11) Years 3, 4, 5 and 6 Key Stage 3 (Ages 11-14) Years 7, 8 and 9 Key Stage 4 (Ages 14-16) Years 10 and 11	SENDIASS = SEND Information, Advice and Support Service SENCO = Special Educational Needs Coordinator SEND = Special Educational Needs and Disability SEDP = Special Education Development Plan TA=Teaching Assistant TAF = Team Around the Family TM=Team Manager UASC = Unaccompanied Asylum Seeking Children YDC = Young Disabled Champions YOS = Youth Offenders Service YOT = Youth Offending Team
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## 6 Forward Plan for Cabinet Decisions

The following decisions, extracted from the Cabinet Office Forward Plan of Decisions, are likely to be relevant to the Education and Vulnerable Children remit.

ID Number	Title	Cabinet Member	Proposed Date of Decision
000219/2015	Manor Park Primary School conversion to Academy Status	Children's Services	16 Nov 2015
000234/2015	School conversion to an Academy – Wilkes Green Junior School	Children's Services	08 Dec 2015
000232/2015	School Organisation Issues which may include Closures, Amalgamations, Opening of a new School - standing item	Children's Services	26 Jan 2016

