

# St Alban's C.E Primary School



## Children Missing or Absent from Education September 2025

Renewed: Sept 2025  
Review: Sept 2026

# Our school vision



Our vision is that all our pupils should grow in:

**Faith** in God, or be inspired by faith, and in their own ability to fulfil their potential,

**Hope** to be the best of examples, to work to change themselves and the world for the better, and

**Love**, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

***FAITH, HOPE AND LOVE***

**1 Corinthians 13:13**

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## 1 Introduction

Children who are school age and who are not attending school on a regular basis are at risk of poor educational outcomes and are more likely to become NEET (not in education, employment or training) later in life. Going missing from home, care or school or being regularly absent from school can also be an indicator of abuse or harm both within the family and the community.

The Department of Education statutory guidance *Children missing education* (2016) defines children **missing** education as children of compulsory school age who are **not**:

- on a school roll
- placed in alternative provision by the local authority
- receiving a suitable education elsewhere, either at home or within the private sector.

*Keeping children safe in education* (2024) also recognises the need to safeguard all children who are **absent** from school; these are children who have a school place but are absent from school for prolonged periods or on repeat occasions. These children require an early safeguarding response from schools to avoid them becoming children missing education.

This policy relates to all children who are missing or absent from school.

## 2 Extra-familial harm and missing or absent from education

Extra-familial harm is the risk of harm young people may face from outside of their family, and arising from risks within the community or neighbourhood environment or from their peer group. Extra-familial harm includes substance misuse, anti-social and criminal behaviour, child sexual exploitation, criminal exploitation (including county lines) and violent extremism.

Young people who are out of education or who are regularly absent from school are more vulnerable to extra-familial harm, particularly exploitation, as it provides their exploiters with an opportunity for grooming. Where children are already going missing or absent from school this is a key indicator that they may already be involved.

Further details can be found in the CSCP guidance *Extra-familial harm and child exploitation*. [CSCP-extra-familial-harm-and-child-exploitation-guidance.pdf](#)

### 3 Purpose and scope

Camden's Children and Learning Directorate and Camden's schools and children's centres have a joint duty to safeguard and promote the welfare of children attending school or nursery in the borough. As a result, Camden also has a duty to ensure all children in the borough are receiving a suitable full time education based on their needs and aptitudes.

This guidance has been developed by Camden Learning and Children's Safeguarding and Family Help (CSFH) in order to ensure that schools, children's centres and council staff are able to:

:

- identify those children of statutory school age who are not on roll at school or who are removed from the school roll and take appropriate steps to ensure they are receiving a suitable education;
- recognise those children who have a pattern of being persistently absent from school;
- recognise when a child is at risk of harm as a result of going missing or absent from school and make appropriate referrals to CSFH or the Pupil Attendance Service;
- work jointly and share information effectively to enable children and families to get support with their education at an early stage in order to prevent poor outcomes.

All pre-school children will be entitled to 15 hours of free early education and childcare provision from the age of 3, with young children who meet the criteria for early learning places eligible from the age of 2, but there is no statutory requirement for them to attend.

However, this policy will apply where there are concerns about a child missing **or** absent from early education and childcare in a maintained children's centre or where early years provision is part of the package of care for a child known to CSFH and there is an expectation that the child attends. Please see section 12 for further details.

Please note that this guidance does not cover the emergency response that should be taken if a child goes missing during the day or on a school trip. Actions to be taken in these situations can be found in the Camden Emergency Response Plan or within a school's or children's centres' individual safeguarding policy.

## 4 Legal framework

Camden Council, schools and children's centres have a duty under section 175 of the Education Act 2002 and section 11 of the Children Act 2004 and *Working together to safeguard children (2018)* to work together to ensure the safety and welfare of children in the borough is promoted.

Camden has a further duty under section 436A of the Education Act 1996 and related statutory guidance *Children missing education* to identify any child in the borough of statutory school age who is missing education and to take steps to provide access to appropriate education provision. School attendance is compulsory from the first term after a child's 5<sup>th</sup> birthday up to the last Friday in June after the child's 16<sup>th</sup> birthday.

The Department for Education statutory guidance *Keeping children safe in education (2024)* places a duty on schools to identify children who are persistently absent from school and emphasises the vulnerability of children who are missing or absent from education to harm and abuse, and that being missing or absent from education is a key indicator of extra-familial harm and exploitation.

The guidance stresses the importance of schools being aware of children and young people who are frequently missing or absent from school or who are removed from the school roll. Under this guidance, governing bodies of schools have a duty to put in place appropriate safeguarding procedures in response to children going missing from education.

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/131111/keeping-children-safe-in-education-2024.pdf)

The *early years foundation stage statutory framework (2023)* places a duty on children's centres and other early years education and childcare providers to maintain certain standards of safeguarding. [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/131111/early-years-foundation-stage-2023.pdf)

## 5 Roles and responsibilities

### 5.1 Parents

Parents have a duty to ensure that children of compulsory school age are receiving a suitable full time education. This may be at home or at a school and parents have a right to withdraw their child for home schooling at any time provided the child is not subject to a School Attendance Order.

Where parents wish to remove the child for elective home education (EHE), they should give written notification to the school and the school must take the child's name off the school roll and notify the local authority. Pupils receiving EHE are monitored by Camden's Pupil Attendance Service.

Camden may use a School Attendance Order to ensure parents have applied to schools. Legal action may also be taken by the Pupil Attendance Service will take action against parents where there is an issue of non-attendance for a child who is registered on a school roll. Legal action such as a fixed penalty notice will be issued by the Pupil Attendance Service (PAS) in line with the policy set out in the Penalty Notice and Enforcement Protocol.

## **5.2 Schools**

Schools have a statutory duty to:

- ensure details of the pupil are on the admission register when the child first registers at the school;
- monitor pupil attendance through daily attendance records;
- carry out reasonable enquiries about the child's whereabouts if the child fails to attend;
- notify Camden's Education services where:
  - a pupil's name is added to the school roll outside of the normal transition points (notification to be sent to the Admissions team)
  - a pupil does not attend for 10 school days or more without permission (notification to be sent to the Pupil Attendance Service)
  - the school is about to remove the pupil's name from the roll on any of the grounds listed in Appendix 1 (notification to be sent to the Monitoring and Inclusion Officer at Camden Learning).

Further details about making notifications can be found in section 8.

As part of their safeguarding duty schools are also responsible for identifying when a pupil may need extra help from an early help service or be at risk of harm due to their absence or frequent missing episodes. Schools can refer to Camden's Early Help service or CSFH on behalf of the pupil. Children who are persistently absent from education are amongst those children identified as requiring an early help service.

Where a pupil is not attending, there is an expectation that schools will work in partnership with parents and carers to try to engage them in a dialogue in order to resolve any issues and ensure the pupil's attendance.

Schools also have a duty to ensure that the information held on the register is up to date, particularly where and with whom the child currently lives, and should regularly request parents to check and update information. Where the school is notified that the child will be changing schools, the name of the destination school should be recorded.

### **5.3 Camden Learning**

Camden Learning through the School Inclusion Team and the Pupil Attendance Service is responsible for:

- identifying any child who is CME in order to ensure all children in the borough are in receipt of a suitable education;
- providing robust systems to oversee the monitoring of school attendance, absenteeism and the movement of pupils within education provision;
- making reasonable enquiries (jointly with schools) where a child goes missing from school or is persistently absent;
- taking action on notifications from schools, including the use of School Attendance Orders and Education Supervision Orders;
- supporting vulnerable children to access education;
- supporting schools to facilitate pupils to reintegrate to education following disruption;
- Elective Home Education.

A full list of the services available from education services are set out in Appendix 2 of this document.

### **5.4 CSFH**

CSFH is responsible for dealing with safeguarding and child protection referrals where there are concerns that a child who is missing or absent from education may be at risk of harm, including extra-familial harm, and for providing a social work service and intervention in order to promote the child's welfare.

### **5.5 Early Help services**

Early Help services are responsible for providing support for families whose children are frequently going missing or absent from school in order to meet any extra needs and to support the young person's attendance and access to education.

## 6 Children who are at risk of missing education

Children may be missing from education for a number of reasons and may go missing at certain key points in their education, for example:

- a child may not have yet entered the education system in Camden having moved here from another area;
- a child may fail to obtain a school place either at primary or secondary transition;
- a child may cease to attend school due to withdrawal or exclusion;
- a child may be removed from the school roll.

Some children are more vulnerable to going missing from education because of their circumstances, for example:

- children who have committed criminal offences
- children in families fleeing domestic abuse and living in women's refuges
- children of homeless families living in temporary accommodation, hostels or bed and breakfast
- young runaways
- children with long term medical or emotional problems
- children affected by substance misuse
- unaccompanied asylum seekers
- children of refugee and asylum seeking families
- children in new immigrant families who are not yet established in the UK and may not have a fixed address
- children who are in public care
- children who are privately fostered
- young carers
- teenage parents
- children from military service families
- Gypsy, Roma and Traveller children
- children experiencing extra-familial harm such as child sexual and criminal exploitation.

## 7 Children who are vulnerable to harm whilst missing or absent from education

Some children are more vulnerable to going missing from education or being frequently absent and consequently may be at risk from harm whilst out of school because of their circumstances, and staff should be aware of the following:

- Children who are at risk of harm may be kept from school in order to cover up abuse or may not be attending school due to neglect. If a child is missing or absent school and there are concerns about their safety or welfare, staff must follow child protection procedures and make a referral to CSFH as appropriate. Staff can seek advice from the MASH team on a “no names” basis if they are unsure about what action to take.
- Children from overseas may have been trafficked into the UK for the purposes of exploitation and modern slavery, for example for domestic servitude, forced labour or benefit fraud. In these cases, the child will be enrolled at the school for a short time before disappearing, having been moved on for exploitation. Camden’s schools and Camden’s Schools Admissions team should be aware of any adult who is seeking a school place for a child for whom they are not a close relative. For further guidance, please see the CSCP guidance on safeguarding trafficked children. [Child Trafficking and Modern Slavery - Camden Safeguarding Children Partnership CSCP](#)
- Schools should also be aware that young girls may be taken out of school for the purposes of Female Genital Mutilation (FGM) or forced marriage. Schools should be vigilant to families taking extended holidays abroad, or failing to return from holiday, especially where an older sibling is thought to have experienced FGM or forced marriage. For further details, please see government guidance for schools. [PDF FGM Schools Guidance 18.06.2019 \(cscp.org.uk\)](#)
- Young people who go missing or are regularly absent from school are vulnerable to extra-familial harm and exploitation. Pupil absence may also be an indicator that a young person is already at risk or being exploited. Schools should be aware of young people who regularly do not attend and also those who go missing from school during the course of the school day. Schools should also be vigilant to exploiters targeting schools and collate and report any evidence of young people getting into cars with older teens or unknown adults.
- Children may be absent from school because they have run away from home or care and may be at risk whilst away. It is important that schools are aware of pupils who may have run away, particularly children who may have run away from home but not been reported missing by parents. For further information on the role of schools, children’s centres and education staff, please see the CSCP *Missing children protocol*. [CSCB missing protocol \(cscp.org.uk\)](#)

- Some children may be taken out of school because parents wish to home educate. Parents have a right to home educate but where schools have concerns about the safety and welfare of a child who is about to be removed for home schooling, a referral should be made to the MASH team and a discussion held with the PAS to ensure contact is made with the family.
- Although in many schools it is difficult for pupils to leave the school building during the school day, schools need to be aware of instances where pupils are regularly absenting themselves from schooling during this time and take appropriate action to monitor post-registration truancy. Cases should be discussed with a key member of staff in school such as the Pastoral Support Lead, Head of Year or designated safeguarding lead. An action plan put in place to ensure that staff report any absence and these are followed up by an agreed lead professional.

## 8 Tracking and monitoring systems

To minimise the possibility of children to go missing or falling out of the education system, Camden Learning and Camden schools will use the following systems and processes to continually track CME and children who are persistently absent from school. This is defined as: 90% or less attendance (persistent absence) and 50% or less attendance (severe persistent absence).

- All Camden's Schools should make a weekly (for secondary schools) or fortnightly (for primary schools) return to the Admissions Team giving details of children who have been removed from their roll and placed on their roll (see appendix 3).
- A CME register will be used to record all statutory school age pupils not on roll at a school. This will be shared with CSFH and the Early Help service to see if any of the children are known to these services and ensure that allocated social workers and lead professionals are notified;
- There are protocols for cross-checking and sharing data between local authority services, including Schools Admissions, Early Years services, CSFH, Early Help services, Integrated Youth services, the PAS and School Inclusions team, including:
  - A single register of children missing from education, care and home held by CSFH and all those missing as a result of child criminal and sexual exploitation held by Camden Learning

- An integrated performance management system that allows information from teams and services to be analysed for patterns and trends
- A specialist analyst collating information on child exploitation in the borough for use by the Multi-agency Child Exploitation (MACE) group
- Agreed referral pathways between services to ensure an integrated response where a child is missing from education.
- CME information to be shared regularly with Camden's Primary Inclusion Forum and Fair Access Panel (Secondary).

There is a designated officer within the School Inclusion Team who receives notification of children who are missing from education and liaise with MASH social workers where there are concerns about a child who is missing from education and for whom there are safeguarding concern.

The Officer works in partnership with the following teams and agencies in order to publicise the notification system and, through multi-agency working, actively seeks to identify and locate CME. These include:

- Schools
- Schools Admissions
- Pupil Attendance Service/Elective Home Education team
- CSFH
- Housing
- Health
- CAMHS
- Integrated Youth Services
- Police
- Alternative education providers and voluntary organisations.

## 9 Working with children who are persistently absent

Schools are required to monitor the attendance of pupils and ensure plans are in place to improve attendance in line with attendance policy. The Pupil Attendance Service (PAS) will work with schools and parents where there are concerns about a pupil who is enrolled at school but is persistently absent from school.

- Schools can seek advice and guidance from the PAS on the next steps to help resolve attendance concerns.
- Schools can refer to the Camden Attendance Strategy for resources on how to improve attendance.

- Where schools have worked with families and attendance remains a concern, a referral can be made to the PAS for legal action.

## 10 Notification of CME to Camden

- All schools and professionals are required to notify Camden of a child who is being removed from the school roll for any of the reasons set out in appendix 1 using the CME form at appendix 4. This includes children who do not live in Camden but attend school in the borough.
- Schools are required to notify the School Inclusion Team of a child who has been missing from education for 10 days or more using the out of school notification form shown at appendix 3.
- Other notifications may be made in the following manner:
  - s2s (School to School) National Out of School notification system
    - admissions transfer meeting for children unplaced after secondary transfer
    - telephone call or email to the Monitoring and Inclusion Officer
    - notification of CME identified through the in-year admissions process in line with Camden's admissions arrangements
    - through data tracking of in-year admissions applications where no previous school is identified
    - parental self-referrals directly to the service
    - Notification of LAC placement under the Care Planning, Placement and Case Review Regulations 2010.
- Requests to search a school roll for a child missing from an out of borough authority are referred to and processed by the School Inclusion Team.
- Notifications that a pupil's name has been **added to the school roll** must be sent to the Admissions team **within 5 days** of adding the pupil's name to the register and should contain all the personal information contained on the school's admissions register. Notification is **not** required where children are moving schools during normal transition periods such as primary to secondary school.

## 11 Taking action when children are missing or absent from school

These procedures should be followed whenever a child is absent from school without authorisation or explanation from parents or fails to return to school at the start of term or other agreed time.

Generally when children fail to attend school, their whereabouts is usually known; however there may be occasions when a child and their family goes missing and cannot be traced. In these cases there is an expectation that the school and Camden staff (Monitoring and Inclusion Officer) will carry out reasonable enquiries in order to establish the child's whereabouts.

### 11.1 Action by schools

- Whenever a child fails to attend school, prompt action needs to be taken to ensure the child's safety and enable them to return to school as soon as possible. **On day 1** the school should contact parents to establish the reason for the absence and when the child is likely to return to school.
- A designated member of staff should try to contact the family using any contact numbers or email addresses available. Staff should try to ensure that the child is safe and at home and should record who they spoke to and what information was provided.
- If on contact the parents report that the child is also missing from home, the CSCP missing children protocol should be followed; the designated safeguarding lead for the school should be informed and a missing children risk assessment should be carried out. [Draft CSCB missing protocol \(cscp.org.uk\)](https://www.cscp.org.uk)
- The school should establish what actions parents have taken, for example checking with friends, and whether the child has been reported as missing to the police.
- If it is not possible to contact the parent by phone or email or the school is not reassured that the child is safe and well and at home, a home visit should be undertaken to try to establish contact and check on the welfare of the child within 10 days. If the child has not been seen and the parent has not made contact this must be reported immediately to the designated safeguarding lead or head of year and a risk assessment carried out to establish what action should be taken.

- If, **by day 10**, the child has not returned, the school should notify Camden Learning of the absence. Where the child lives in another borough, that borough should be notified so that further enquiries and action can be taken.
- If the child is known to CSFH, their allocated social worker should be notified immediately. Where the child is looked after they should be reported as missing from school to their allocated social worker in their placing borough.
- Most school absences will be for a short time and will be authorised by parents. In most cases, any missing episode will be resolved by dialogue between the school and the parent early in the process. However for some cases it may be necessary to take specific steps to safeguarding the child.

## **11.2 Cases where there are concerns about the child's welfare**

At all times, schools should be aware of any potential risks to the individual child based on the information available and escalate responses accordingly. Appropriate action should be taken in accordance with the perceived level of risk to the child.

During the first 10 school days that a child is missing from school, it is essential that the school and other agencies make efforts to establish the child's whereabouts and whether they are safe, and take appropriate action based on the assessed risk to the child and their perceived vulnerability.

Action may involve reporting the child as missing to the police or referring the matter to CSFH, but the timescales for doing so will depend on the outcome of any risk assessment. However schools should bear in mind that the longer the child remains missing the more the risk of harm will increase.

It is important that schools record all actions taken to establish the child's whereabouts and circumstances and note what actions are taken to escalate concerns, including reasons for referring to the police or CSFH.

It is recommended that schools maintain an up to date list of children who are known to CSFH or other local authorities' children's services so that actions can be taken as a matter of priority should a high risk child fail to attend school.

## **11.3 Risk assessment**

When assessing risk, the school should consider the following:

- Is the child known to CSFH in Camden or elsewhere?
- Is the child looked after or looked after previously?
- Is the child currently subject to a child protection plan or a child protection investigation?
- If not, does the school have any current concerns about the child?
- Is the child known to CSFH as a child in need?
- Have there been previous concerns or previous involvement with CSFH in Camden or elsewhere?
- Is the child known to the Early Help service?
- Is this a mobile family?
- Is there a history of poor attendance?
- Have parents previously been subject to proceedings in relation to attendance?
- Are there any immigration issues?
- Is the child vulnerable because of disability or mental and emotional wellbeing?
- Is the child at risk of contact with concerning adults, including contact online?
- Has the child been known to associate with adults who pose a risk to children?
- Is the child at risk of CSE? (A separate CSE risk assessment should be carried out).
- Is the child at risk due to FGM, forced marriage or abduction and consequently at risk of being removed from the UK?
- Is the child at risk of extra familial harm and/or exploitation?
- Is the child a young carer?
- Is there a history of domestic abuse and violence in the family?
- Is there a history of parental mental ill health or substance misuse?
- Is the fact that the child is missing unusual?
- Are there religious or cultural reasons to believe that the child is at risk?
- Is the child in the process of being assessed for special education needs/Education Health and Care plan?
- Is there an indication that the child may be subject to radicalisation or extremism?
- Is there a history of disruption to education such as multiple fixed term or permanent exclusions, frequent changes of school for the child or a sibling or a history of concerns about the child's behaviour at school?

#### **11.4 Action by Camden Learning**

Following notification on day 10, if the child cannot be located, the Monitoring and Inclusion Officer will:

- try to contact the family by email or letter to find out where the child is attending school;
- where there is no response, visit the family at home;
- if there is no response to this parents will be warned by letter that the Council will take legal action if the child does not attend school;
- if the child remains out of education the council will initiate School Attendance Order proceedings.

If it appears that the family has gone missing, the Monitoring and Inclusion Officer will carry out the following database checks and searches:

- s2s Lost Pupil Database – a national database provided by the Department for Education and used by all schools and local authorities to search for children missing from education and to record messages between schools around the transfer of pupils and pupil records when they move between schools or leave the state system;
- PLASC (termly school census data)
- Impulse Education database in Camden
- MOSAIC (CSFH electronic case record system)
- Integris school data system
- Camden Residents Index.

Enquiries will also be made with other agencies to locate the family, including:

- Landlords
- Camden Housing/Housing Associations
- Other local authorities where it is thought the family may have moved to another area
- Health providers
- Police
- Refuges
- HMRC
- Benefits Agency
- UK visas and immigration.

If the child's whereabouts are identified through these searches the case will be dealt with under this procedure or referred to the appropriate local authority if the child is found to be living in another area.

However if the child's whereabouts cannot be established, the School Inclusion Team will make a referral to Camden's MASH team who will make a decision on what appropriate action to take, including whether to refer the case to the police or upload the child's details to S2S.

If prior to going missing the child was subject to a child protection plan or child protection investigation, the Head of the CSFH Quality Assurance Unit will send out notifications to all local authorities to clarify whether the child and family are resident in another area.

### **11.5 Removing the child's name from the school roll**

If **by day 20**, following reasonable enquires by the school and Camden Learning, the child's whereabouts has not been established or there is no reason to believe the child cannot attend because of illness or other cause, the school should formally notify Camden that the child's name will be removed from the roll under Regulation 8(1)(h) (child has not attended for more than 20 days).

## **12 Support back into education**

- Camden has a framework of governance in place to ensure multiple routes into education for children who need extra support in accessing educational provision, including:
  - support for families in the casual admissions process
  - support for children in specific circumstances (see appendix 2)
  - Fair Access Protocol Primary and Secondary
  - procedures for children out of school due to exclusion
  - procedures to re-engage those missing education with appropriate educational provision, to broker admissions, and support to Key Stage 4 to access alternative education where this is appropriate.
- The School Inclusion team is responsible for helping vulnerable children to access education and helping pupils to reintegrate back into education or alternative provision.
- The School Inclusion team has a dedicated Assessment and Placement Officer for key stage 4 who can provide early support for families and looks to find an educational placement within 6 weeks of notification, including alternative provision.

- The School Inclusion Team provides an annual report to the Camden Safeguarding Children Partnership each January providing detailed analysis of CME for the previous academic year and actions taken to track and re-engage missing children.
- The PAS maintains a list of those children receiving Elective Home Education (EHE). EHE pupils may receive a visit from an EHE advisor who reports on whether the education being provided is adequate. Where the education is deemed inadequate, the child is placed on the list of children missing education for further work with the family to ensure the child receives a suitable education.

Camden education services will also provide suitable alternative education provision for children who are resident in Camden and have been permanently excluded or subject to a fixed term exclusion from the sixth day of the exclusion in line with statutory guidance.

### 13 Children going missing from a maintained children's centre

Camden's Early Years service has separate procedures in place for children's centres and other early education and childcare providers in Camden on what to do in the event that a child goes missing.

If a Children's Centre identifies that a child has not attended, staff should follow the procedures set out in section 11.

### 14 Managing school transitions

Where a child is changing schools, the previous school should transfer information to the new school via the s2s system. Schools should refer to the Common Transfer File guidance for further details. [Common transfer file \(CTF\) - GOV.UK](#)

As transitions are a crucial time for children to drop out of the system, Camden has put the following processes in place to check that all children are moving on to a suitable education provision.

#### **14.1 Primary admission of pupils transferring from a school nursery to reception**

Primary schools with nursery classes send the Camden School Admissions team details of all Camden children who are in their nursery and this list is cross-checked with those applying for places in Reception.

These applications are processed by the Admissions team and results are notified to both the originating and destination schools. Where a nursery child does not have a corresponding reception application the school is informed to ensure an application is submitted. The list is checked at the end of December to give sufficient time for schools to ensure a parent submits an application before the reception closing date in January.

If a child on the list provided to the destination school does not begin at the school, the destination school should inform the Admissions team who will attempt to contact the family by phone and in writing.

If the Admissions team is unable to contact the family they will refer the case to the School Inclusion Team who will follow up. The Admissions team should also be notified if an originating school has been informed that a child is transferring to reception at a different school but has had no request for school records or records have been returned.

A list is also compiled of all children that remain unplaced at the end of the Primary Admissions process. In September this list is passed to the School Inclusion Team and to CSFH so that names can be cross-referenced with CSFH records to identify any children deemed to be “high risk”. The School Inclusion Team will support families to access appropriate education provision.

#### **14.2 Children’s centre to primary transfer**

Children’s centres provide a list of children who should be making an application to reception to the Camden Admissions team. This list is cross referenced with the primary admission applications and where there is no corresponding application the centre will be informed so that they can follow up with parents.

The list is checked at the end of December to give sufficient time for children’s centres to ensure a parent submits an application before the reception closing date in January.

#### **14.3 Secondary transfer (Year 6 to Year 7)**

The Admissions team is sent details of all Year 5 Camden children. The same procedures are followed by Admissions as for primary admissions and schools should respond as per that section should a child fail to start at their destination school or if the originating school has had no request for school records or records have been returned.

#### **14.4 Any other schools roll transfer**

If a child is transferring to another school at any other time (casual or in year admissions) and the originating school does not know the destination school, has had no request for school records or records have been returned, the school should follow the procedures for CME set out in this section.

#### **14.5 In year admissions**

Schools are required to make a return with the name of children added to their waiting lists or how have left or started at the school. The return should be made weekly for secondary schools and fortnightly for primary schools.

This list is sent to the Admissions team and is shared with the Monitoring and Inclusion Officer who will cross check with the CME lists.

#### **14.6 Children receiving less than 25 hours education per week**

The School Inclusion Team monitors those children who are receiving less than 25 hours of education per week.

## Appendix 1:

### Grounds for deleting a pupil from the school admission register Education (Pupil Registration England) Regulations 2006

Reg 8(1)(a)	Where a pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
Reg 8(1)(b)	Except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he is registered as a pupil at another school
Reg 8(1)(c)	Where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
Reg 8(1)(d)	In a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at the school
Reg 8(1)(e)	Except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered
Reg 8(1)(f)	In the case of a pupil granted leave of absence in accordance with regulation 7(1A), that –  (i) The pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) The proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) The proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
Reg 8(1)(g)	That he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age
Reg 8(1)(h)	That he has been continuously absent from the school for a period of not less than twenty school days and –

	<ul style="list-style-type: none"> <li>(i) At no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);</li> <li>(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</li> <li>(iii) The proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is</li> </ul>
Reg 8(1)(i)	That he is detained in pursuance of a final order made by a court or of an order of recall made by a court of the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
Reg 8(1)(j)	That the pupil has died
Reg 8(1)(k)	That the pupil will cease to be of compulsory school age before the school next meets and – <ul style="list-style-type: none"> <li>(i) The relevant person has indicated that the pupil will cease to attend the school; or</li> <li>(ii) The pupil does not meet the academic entry requirements for admission to the school's sixth form.</li> </ul>
Reg 8(1)(l)	In the case of a pupil at a school other than a maintained school, an Academy, a city technology college or city college for the technology of arts, that he has ceased to be a pupil of the school
Reg 8(1)(m)	That he has been permanently excluded from the school
Reg 8(1)(n)	Where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception or high class at the school
Reg 8(1)(o)	Where – <ul style="list-style-type: none"> <li>(i) The pupil is a boarder at a maintained school or an Academy</li> <li>(ii) Charges for board and lodging are paid by the parent of the pupil; and</li> <li>(iii) Those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.</li> </ul>

## Appendix 2

### Supporting children in specific circumstances

Some children may require extra help from council services to access education due to their situation or current circumstances. The following provides details of how Camden's Supporting People Directorate supports these children.

#### **1 Children who have committed offences**

Those at risk of missing education or who are currently off roll are referred to the Monitoring and Inclusion Officer by Camden's Youth Offending Service.

#### **2 Children living in women's refuges**

The Pupil Attendance Service (PAS) and Camden Safety Net work in partnership to identify and re-engage children living in women's refuges. They also work together to offer a service by which schools can transfer the records of pupils who have relocated due to domestic abuse without knowing the name and location of the new school.

Children who live in refuges will be treated as in year admissions and applications will be made to individual schools. The Supporting People Directorate will look to strengthen links with domestic abuse services and refuges in the borough to ensure children have equal access to educational provision.

For further information please contact the PAS manager, Ed Magee (020 7974 1653)

#### **3 Children of homeless families living in temporary accommodation, houses of multiple occupancy or Bed and Breakfast and unaccompanied asylum seekers and refugees or children of asylum seeking families**

The SIT Officer works collaboratively with agencies internal and external to Camden, schools, parents and local voluntary organisations to ensure that school age children (homeless, refugee and asylum seekers) are encouraged and supported in accessing education and are included in the mainstream education system.

**Contact:** SIT Officer (Sona Ruparell 020 9794 4596)

#### **4 Young runaways**

The School Inclusion team works with colleagues from CSFH and representatives from the Children's Society to identify and refer those children and young people requiring extra support.

**Contact:** Whitney Boateng/Shaniqua Maddix (020 7974 3317)

#### **5 Children with long-term medical and exceptional mental health needs**

The School Inclusion Team ensures that pupils with medical needs have the opportunity to access a good quality and appropriate education. The School Inclusion Team works with parents, pupils, schools and any other agency to ensure that the educational needs of each pupil are met and that a planned, effective, regularly monitored and flexible reintegration programme is put in place for those children well enough to return to school.

**Contact:** School Inclusion Team (Dylan Buckle 020 7974 1654)

#### **6 Looked after children**

The Looked After Children and Care Leavers team (LACCL) and the LAC Virtual School accept referrals for looked after children who are currently on the roll of an educational provider in Camden but who are at risk of going missing from education. Children placed in care who do not currently have a place on the roll of an educational provider are referred to the Admissions team for reception and year 7 places and to schools for in year admissions. This includes children placed in Camden by other authorities.

The Admissions Code states that the highest priority **must** be given (unless otherwise provided in the Admissions Code) to looked after children and all previously looked after children. Previously looked after children includes children who were looked after but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order.

All schools are reminded regularly about their duty to prioritise LAC and to place pupils in appropriate educational provision as quickly as possible.

**Contact:** LAC Virtual School Head (Natalie White 020 7974 2359)

## **7 Children with a Gypsy/Roma/Traveller background and children from transient families**

The School Inclusion team works to ensure that children from Gypsy, Roma, Traveller and other transient backgrounds gain access to their legal entitlement to an education that meets their needs, promotes their inclusion and achievement and enables their families to become independent users of the education system.

The School Improvement Service has established a partnership to promote access to education for Gypsy, Roma and Traveller children and young people.

**Contact:** School Inclusion team (020 7974 1654)

## **8 Young carers**

Family Action provides individual and group support to 7-17 year olds identified as young carers.

**Contact:** Rachel Leah – Family Action (0207 272 6933)

## **9 Teenage mothers**

The School Inclusion Team provides information and support to enable school age parents to continue their education. This includes linking with appropriate support services to identify and provide support for each parent's needs and support to overcome obstacles to learning.

**Contact:** School Inclusion Team (Dylan Buckle 020 7974 1654)

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

Those children who are permanently excluded from school are supported through the School Inclusion team to ensure that they do not miss education. The Supporting People Directorate provides an offer of full time education for all permanently excluded pupils and this is usually delivered through Camden's Pupil Referral Units, although alternative providers may be used if this is deemed appropriate.

**Contact:** School Inclusion Team (Dylan Buckle on 020 7974 1654 & Estella Maselino on 0207 974 5202) or email [exclusions@camden.gov.uk](mailto:exclusions@camden.gov.uk)

## 11 Children with poor school attendance

The PAS works to promote, support and where necessary enforce school attendance, to assist schools in developing policy relating to attendance and to establish links between home and school in order to support the education of children.

**Contact:** PAS (Co-ordinator – Ed Magee) 020 7974 1663 or email  
[ed.magee@camden.gov.uk](mailto:ed.magee@camden.gov.uk)  
[pas@camden.gov.uk](mailto:pas@camden.gov.uk)

## 12 Children attending alternative education providers (AEPs)

For young people who are unable to access mainstream schools and who are missing from education an School Inclusion Team works with the family to identify appropriate provision such as at a local college. There are robust procedures in place to track pupil's progress and attendance in Partnership with the Alternative Pathways Team.

**Contact:** School Inclusion Team (Patrick Pond) 020 7974 1346  
Alternative Pathways Co-ordinator (Kirsti Byrne) 020 7974 4508

## 13 Children with social, emotional and mental health (SEMH) needs

Outreach support to primary schools for pupils with SEMH needs and challenging behaviour is available from Robson House (Primary Learning Support Service). The Robson House Outreach Team supports children, from Nursery through to Year 6, whose behaviour puts them at high risk of permanent exclusion from a mainstream primary school. The service aims to help schools develop skills and feel more confident in managing children's challenging behaviour.

The service works with the whole school, with groups, and with individual children and can provide telephone advice about issues relating to individual pupils, groups, or whole school needs. Discussions are confidential and anonymous. Concerns can therefore be discussed without involvement of parents / carers. Where direct work is agreed, referral is made with parental consent via e-CAF.

The service also provides training centrally and in schools on the management of challenging behaviour, including the use of physical intervention to promote the safety of children and adults. All training and other support is delivered free of charge.

For more information please contact Darryl Jones (Head of School, Robson House) by telephone on 020 3772 0370, or by email (darryl.jones@camden.gov.uk).

Camden Learning can provide advice and support to secondary schools around behaviour in schools and the range of support services and provisions available.

**Contact:** Chris Roberts, Camden Learning (07766 070080)  
School Inclusion Team Dylan Buckle (020 79741654)

#### **14 Young people aged 13-19**

Connexions provide facilities and opportunities for informal education, advice and guidance and the constructive use of leisure time for vulnerable young people aged between 13 and 19 years old. Personal advisors can offer advice, counselling and information but the responsibility for universal careers advice now lies with schools.

For more information please contact the relevant secondary school or for vulnerable pupils with learning difficulties and disabilities contact Miriam Hatter (020 7974 8053)

#### **15 Children with child protection plans or where there are child protection issues**

Schools may contact Camden's MASH team for information and advice on child protection issues and whether to make referrals. If the child is already known to CSFH, the school should contact the allocated social worker.

**Contact:** Camden MASH team (020 7974 3317)

Appendix 3

**Children missing education (CME) notification form**

**School Inclusion – Supporting People – London Borough of Camden**

This form outlines information required in order to make a CME notification. Please note the information on this children can be identified and supported back into education.

**Children Missing Education (CME) Definition**

CME are children of compulsory school (5-16) age who are not:

- i. registered pupils at a school
- ii. receiving suitable education otherwise than at a school

DfE CME Guidance can be found at <https://www.gov.uk/government/publications/children-missing-education>

For children with attendance concerns, please contact [Camden Pupil Attendance Service \(PAS\)](#) on 020 7974 1653

Notifier details		
<b>Date:</b> Click or tap to enter a date.	<b>Name:</b>	<b>Position:</b>
<b>School/Service:</b>	<b>Address:</b>	
<b>Contact number:</b>	<b>Email:</b>	
Parent/Carer details with whom the child/ren live		
<b>Parent/Carer name(s):</b>	<b>Full address:</b>	
<b>Relationship:</b>	<b>Post Code:</b>	
<b>Contact numbers:</b>		
<b>Email:</b>	<b>Translator required</b> <input type="checkbox"/>	<b>Language:</b>

Please complete the information below for CME children only

Full Name	DOB	Gender	Unique Pupil Number (if known)	Ethnicity (if known)	Name of school (if on school admissions register)	CME grounds for removing from the admissions register Regulation 8(1) <sup>1</sup> <i>*Please provide detailed explanation below</i>	EHC Plan	LAC
				Choose from the drop down menu.		Choose an item.	<input type="checkbox"/>	<input type="checkbox"/>
				Choose from the drop down menu.		Choose an item.	<input type="checkbox"/>	<input type="checkbox"/>
				Choose from the drop down menu.		Choose an item.	<input type="checkbox"/>	<input type="checkbox"/>
				Choose from the drop down menu.		Choose an item.	<input type="checkbox"/>	<input type="checkbox"/>

*If not on a school roll, please provide the name and address of the previous school for each child (if known):*

Please click if applicable				
Social Care/Early Help Involvement <input type="checkbox"/>	CAMHS <input type="checkbox"/>	YO8 <input type="checkbox"/>	Asylum Seeker <input type="checkbox"/>	Other <input type="checkbox"/>
Please provide further information				
<i>*Please include information of EHC/PLAC if ticked above</i>				
Service	Lead Professional Name	Email and contact number	Supporting: whole family/child (Please state child's name)	

<sup>1</sup> Regulation 8 (1) of the Education (Pupil Registration) (England) Regulations 2006

**Please provide detailed explanation for the CME notification**

If removing from the school admissions register using ground B or C (unable to trace) then please attach completed **Event Checks Undertaken form** and provide the information below

Date of last attendance:		Date of last contact with parent/carer:	
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**Additional information**

*Emergency contact details, sibling details, any other relevant information*