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| <u>Responsible Body</u> | <u>Title of Policy</u> |  |
| <u>Governing Body of Flyford Flavell Primary School</u> | <u>Children Missing in Education</u> | |

Last reviewed on Date: 31st January 2026

Next Review Date: 31st January 2029

Signature..... (Chair of Governors)

Print Name.....

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1 Purpose

1.1 This policy sets out Worcestershire's principles and commitment to reducing the numbers of Children Missing Education (CME). It outlines the key roles and responsibilities of all those working with children identified as CME to ensure they are able to access appropriate education as soon as possible.

1.2 It applies to all children and young people of compulsory school age who reside within Worcestershire, and to all Worcestershire schools.

Introduction

1.3 The law states that all children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

1.4 CME are defined in Section 436A of the Education Act 1996 as:

Children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

This does not include:

- Children who are receiving alternative provision.
- Children who are registered at an educational provision who are not attending regularly.
- Children who are being Electively Home Educated (EHE).

1.5 Everyone who is involved with children and families has a role to play in CME. The Children' Act 2004 places a duty on all agencies to work together to promote the welfare of children and to share information. This principle underpins this policy to ensure CME are identified and safely enrolled in education.

1.6 This policy sits alongside safeguarding responsibilities placed upon professionals under Statutory Guidance: 'Working Together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' 2023. It does not replace established safeguarding referral procedures which should still be followed in any case where there are safeguarding concerns.

1.7 The key legislation which informs this policy can be found in Appendix A.

Context

1.8 CME miss out on learning opportunities, which can lead to poor outcomes in later life. CME are less likely to take up further educational opportunities or find employment upon school leaving age.

1.9 CME do not benefit from the daily monitoring and oversight ordinarily available through contact with professionals compared to children on roll at a school. This can mean missed opportunities to support families and vulnerable children. CME have also been found to be at greater risk of harm, including exploitation and radicalisation.

1.10 The reasons for CME are various and can include the following:

- families newly arrived in the area (from UK or abroad).
- failure to take up provision offered (at 5+, or, at usual transition stages).
- parental reluctance to utilise alternative provision following permanent exclusion.
- failure of a parent to ensure that a child being home educated is in receipt of suitable provision.
- a child's name being removed from a school roll in error.

1.11 For some children and young people certain life events/circumstances may make them more vulnerable to becoming CME, which further informs this policy. Appendix B recognises such circumstances.

2. Policy Commitments

2.1 Worcestershire Children First on behalf of Worcestershire Local Authority are committed to ensuring that:

- All pupils who maybe missing from Worcestershire Schools (including independent, academies and free schools) are located.
- Support is given to external local authorities to locate missing children who may have moved into Worcestershire.
- Use is made of all available database systems to track CME.
- Reasonable enquiries are made by schools, and then by CME teams within the local authority to locate children who are missing from school in a timely manner.
- All children living in Worcestershire are in receipt of a suitable education in accordance with their age, ability, aptitude and any special educational needs they may have.
- All children in Worcestershire are safeguarded and their welfare promoted.

3. Roles and responsibilities

3.1 All staff who have contact with children have a duty to be aware of their responsibilities in relation to any children identified as CME. Staff who may identify a child as CME will include Children's Services colleagues, the School Admissions team, school staff, housing officers, health professionals, the police, external local authorities.

3.2 In line with September 2016 guidance 'joiners and leavers' protocols are in place and are managed by the CME Lead Officer. These regulations require all schools (including independent and free schools) to notify the maintaining Local Authority of all children placed on a school roll and when they are removed.

3.3 Worcestershire's CME Lead Officer, alongside the School Admissions and Access to Education teams have oversight of all notified CME cases.

4. CME Responsibilities for all Schools

4.1 All schools and academies (including independent and free schools):

- Have a statutory duty to provide the LA with specific information about all leavers, no later than the time at which the pupil's name is removed from the register.
- Have a statutory duty to notify the local authority within five days of adding a pupil's name to the admission register.
- Act as first responders to children who are missing from education, so a timely and appropriate response is critical.
- Have a key role to play in early identification of potential CME and should follow established safeguarding referral procedures, as appropriate.

NB Children who cease to attend and are on a school roll are not CME. The school's attendance policy and procedures should be followed to address attendance concerns.

4.2 All required procedures for schools to follow are as detailed in Appendix C

5. Overview of Local Authority CME responsibilities

5.1 The LA will ensure that information and guidance are available to:

- Raise awareness of CME through training and publicity.
- Work with all Worcestershire schools to encourage real time on roll/off roll reporting and pupil data sharing.
- Publicise contact details and methods for colleagues to refer potential CME cases to the Lead Officer.
- Prevent where possible children becoming CME e.g., promotion of 'on time' applications and close liaison with pupil admissions to identify transition gaps, gatekeeping and advising schools upon legal off rolling procedures, liaison with exclusions officer/EHE team of cases potentially becoming CME.
- Maintain accurate data in relation to all CME and publicise this as deemed appropriate by senior leaders.
- Track and support all CME until education is secured or the case can be closed.

5.2 The flowchart illustrating the process for cases referred into CME can be found in Appendix D

5.3 The Group Manager is responsible for the oversight of CME policy, strategic practice and review

5.4 The CME Lead Officer and Access to Education Team Lead support the operational management of CME.

5.5 CME Officers support and advise schools, colleagues, or families in relation to CME.

5.6 Specific CME roles and responsibilities can be found in Appendix E

6. Information Management of CME

6.1 The CME Lead Officer maintains the ONE database for all notified CME believed to be resident in Worcestershire.

6.2 Database information is used to track and monitor cases, to identify trends, inform future best practice and assess required resource.

6.3 Extracted data reports are shared at the Missing Monday's strategic leadership meeting weekly.

7. Support and Casework

7.1 The role of the CME Officers is to work to support families, alongside other appropriate professionals, by clarifying all available options and removing barriers to the identification and take up of educational provision.

7.2 CME Officers are also responsible for processing any CME cases where it is deemed necessary for the Local Authority to pursue a School Attendance Order.

7.3 Casework recording is completed using the ONE system

7.4 For any CME cases that cannot be successfully supported back into education through the usual CME process, escalation routes to FAP/Missing Mondays/s19/other appropriate forums will be utilised as deemed most appropriate to swiftly secure each child's education.

8. Untraceable 'whereabouts Unknown' CME

8.1 The majority of CME are successfully located, and educational provision established following reasonable enquiries and extensive casework support.

8.2 For the small minority of cases that remain untraceable, these are escalated into WCF's 'Missing Mondays' weekly strategic meetings as 'whereabouts unknown' CME to be further assessed.

8.3 Using the Missing Mondays Whereabouts Unknown Review Form (Appendix F), safeguarding and other risk factors are considered. Any agreed case closures, ongoing required actions, or otherwise, are agreed and signed off by the AD.

8.4 In such cases that require ongoing action the CME Lead Officer will retain oversight of these cases.

8.5 Periodic searching of national/local databases will continue to establish if an individual's whereabouts become known. If successful, the case will be re-assigned to a CME officer. If unsuccessful the CME Lead Officer will continue to make periodic checks until successful, a further review can take place, or until the child is beyond statutory school age.

9. CME Responsibilities and Social Care

9.1 The Family Front Door is the initial point of contact for Children's Services who manage all safeguarding referrals and early intervention requests for support.

9.2 A CME Officer will contact the named social worker, at the earliest opportunity, when a CME case is opened, and the child is already open to social care

9.3 Social care staff will alert the CME Lead Officer of all cases where a child of compulsory school age has no educational provision confirmed

9.4 Social care staff will ensure that the CME lead Officer/CME casework officer is invited to child protection and child in need meetings where the child meets the CME definition.

9.5 Social care staff will notify the CME lead Officer if a child they are working with, of compulsory school age, leaves Worcestershire, or the country, and should provide the forwarding destination, wherever possible.

10. Contact details

For any concerns about Children Missing Education please contact:

CME Lead Officer:

Matt Pooler on 01905 843204 Email: cme@worcschildrenfirst.org.uk

For general attendance advice:

Michelle Fowler (Access to Education Team Lead)

Tel: 01905 844667

Email: Mfowler2@worcschildrenfirst.org.uk

Family Front Door (FFD):

The Family Front Door is the referral point for all referrals where members of the community and professionals refer children and young people living in Worcestershire where they are worried about their safety and welfare.

For more information visit: [Early help family support](#) or Tel: [01905 822666](tel:01905822666)

Appendix A

Legislative Context

The Education Act 1996

- Section 436A requires local authorities to make arrangements to establish, as far as it is possible to do so, the identities of children in their area who are of compulsory school age, who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.
- Section 7 requires parents of all children of compulsory school age to ensure that their child receives an efficient full-time education suitable to their age, ability and aptitude and any special education needs.

'Children Missing Education' 2016, DfE, Statutory Guidance for Local Authorities

- States that all children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- Affirms that schools and local authorities must work together to establish the whereabouts of a child prior to removal from roll.

'Working Together to Improve School Attendance' 2025, DfE, Guidance for Schools and Local Authorities

- States all schools have a responsibility to proactively manage and improve attendance across their school community. The most effective schools consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. They also recognise that attendance cannot be seen in isolation and that the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive.
- To manage and improve attendance effectively, all schools are expected to:
 - Develop and maintain a whole school culture that promotes the benefits of high attendance.
 - Have a clear school attendance policy which all staff, pupils and parents understand.
 - Accurately complete admission and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence.
 - Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
 - Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them. • Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Education (Pupil Registration) (England) Regulations 2006 and subsequent updates

- Defines the grounds under which a child can be removed from a school's admissions register under regulation 8.

The Education Act 2002

- Section 175(1) outlines the duties of LAs and Governing Bodies to ensure that education functions are exercised with a view to ensuring the safeguarding and welfare of children.

The Children Act 2004

- Places a duty on all agencies to work together to promote the welfare of children and to share information.

'Working Together to Safeguard Children' 2018, DfE

- Sets out the responsibilities of LAs in promoting the welfare of children in their area through cooperation and coordination with other bodies, including schools.
- Requires a named CME point of contact in every LA and requires every practitioner working with children to inform the CME contact if they know or suspect a child is not in receipt of an education.

'Keeping Children Safe in Education' 2023, DfE

- Details the requirements upon all staff to be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities that may need to be acted upon.

WCF Protocol - CME Guidance for Schools 2022 – detailed in Appendix D

- Provides detailed operational advice and guidance on reporting CME information into the LA, steps that should be taken prior to removal from roll, and requirements to locate the whereabouts of a pupil.

Ofsted Education Inspection Framework 2023

- Outlines that practices of removing a learner from the provider's roll without a formal, permanent exclusion or by encouraging a parent to remove their child, when the removal is primarily in the interests of the provider rather than in the best interests of the learner, will be classed as 'gaming' or 'off-rolling' and the leadership and management will be judged negatively.

WCF Fair Access Protocol 2021

https://www.worcestershire.gov.uk/sites/default/files/2022-09/fair_access_protocol_for_worcestershire_schools.pdf

- Provides detailed operational advice and guidance on the FAP procedures ratified 2021.

Appendix B Vulnerable Groups

Worcestershire Children First on behalf of Worcestershire Local Authority recognises that education can be a protective factor and that there are children and young people for whom through life events/circumstances maybe more vulnerable to becoming CME.

The DfE guidance lists the following groups as more likely than others to become CME:

- *Children at risk of harm/neglect*
- *Children of Gypsy, Roma Traveller (GRT) families*
- *Children of Service Personnel*
- *Missing Children and runaways*
- *Children and young people supervised by the Youth Justice system*
- *Children who cease to attend a school*
- *Children of new migrant families*

**The following are also identified as potentially vulnerable CME:
(This list is not exhaustive)**

- Children looked after (CLA) and care leavers
- Children who are excluded from school
- Children identified on CP plans or as CiN
- Children at risk of sexual exploitation/trafficking
- Children at risk of cultural or unlawful practices (e.g. forced marriage/FGM)
- Children with long term medical, emotional, educational or behavioural needs
- Children who are victims of bullying
- Children exposed to domestic abuse/family conflict/family breakdown
- Children with frequent house moves, periods of homelessness or time spent in a refuge/hostel
- Children in highly mobile/transient families
- Children of parents with known long term medical, emotional or mental health needs or misuse of drugs/alcohol
- Children at risk of becoming involved in crime and/or whose parents are involved in crime
- Young carers
- Teenage parents
- Children/families with unrecognised/unmet special educational needs
- Children returning from unsuccessful EHE
- Children with no secured school placement at usual points of transition

Appendix C

School User Guide

Please refer to this guide for information on In Year Admissions and Transfers, including when to submit this information and which reason to choose when a pupil has been taken off roll.

Why do we need this information?

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

As such, from 1st September 2016, the Government introduced 2 new statutory requirements upon **all schools**, including academies and independent schools have a statutory duty to:

- Notify the LA when a pupil leaves the school outside of the normal time of transfer.
- Notify the LA when a pupil joins the school outside of the normal time of transfer.

When does this information need to be submitted?

All schools are required to notify the local authority within **five days** of when a pupil's name is added to or taken off the admission register at a non-standard transition point. (i.e. other than at the start or end of the school year and other than as a normal phased transfer at the lowest and highest school age range).

Does this information need to be submitted at the start/end of the academic year?

This duty does not apply when a pupil's name is entered in the admission register at a standard transition point at the start of the first year of education normally provided by that school.

This duty does not apply at standard transition points where the pupil has completed the school's final year.

- Example 1: The first year of education provided by your school is Year 7 and a pupil is joining Year 7 in September then we do not need a joiner form submitted.
- Example 2: The first year of education provided by your school is Year 7 and a pupil is joining Year 9 in September, then we do need a joiner form submitted.
- Example 3: The last year of education provided by your school is Year 6 and a pupil is leaving Year 6 in July, then we do not need a leaver form submitted. Unless the pupil is to be home educated, or their destination school is unknown.
- Example 4: The last year of education provided by your school is Year 6 and a pupil is leaving Year 5 in July, then we do need a leaver form submitted.

Transition Information (including Information for Independent Schools):

As per the [DfE Guidance Paragraph 28](#), an LA can request standard transitions from all schools. Most Worcestershire schools provide us with this data through daily or weekly feeds either automatically or via an XML file. For those schools that are not able to, we will request a list of pupils to be sent to CHS Portal Admin via the Children's Services Portal at regular intervals (details will be agreed with each individual school). This will be in addition to completing joiner and leaver forms throughout the year. For any queries on this please contact **01905 843204**

Appendix C (continued)

Post 16 information:

The transition information above applies to schools who also have a sixth form. With regards to in year joiners and leavers for Year 12 and Year 13, the Post 16 team should be advised via the secure messaging system on the CHS portal as soon as a student starts or leaves. If a student leaves, please can up to date contact details be supplied and any information on the students actual/planned destination. This allows statutory duties around Raising the Participation Age to be met. For any queries on this please contact **01905 843204**.

How do I submit this information?

The forms to submit this information are on the Children's Services Portal entitled 'In Year Admissions and Transfers' or via this link: <https://capublic.worcestershire.gov.uk/InYearAdmissions/Homepage.aspx>

Pupil Leaving Information

How do I know which reason to choose when a pupil leaves?

The following outlines the scenarios in which a pupil can be taken off roll, please ensure you are using the correct reason before completing the form.

If you find that none of the below appear to be relevant to the pupil's situation, look through all of the reasons for leaving and then please contact us if required.

- The pupil is transferring to another Worcestershire School and you are aware of which school this is: [See 8\(1\)\(b\)](#)
- The pupil is to be electively home educated (including leaving an independent school): [See 8\(1\)\(d\)](#)
- The pupil is transferring to another school (either in or out of the county) and the school is unknown: [See 8\(1\)\(e\)](#)
- The pupil is moving out of the country – where the school is known or not: [See 8\(1\)\(e\)](#)
- The pupil has been permanently excluded (including independent schools): [See 8\(1\)\(m\)](#)
- The pupil has been absent for more than 20 days and meets the necessary criteria to be taken off roll: [See 8\(1\)\(h\)](#)
- The pupil has left an independent school (excluding permanent exclusion and home education): [See 8\(1\)\(l\)](#)
- The pupil is leaving at the end of Year 11: [See 8\(1\)\(k\)](#)
- The pupil has had their school attendance order revoked: [See 8\(1\)\(a\)](#)
- The pupil is no longer attending the dual registered school: [See 8\(1\)\(c\)](#)
- The pupil can no longer attend school due to medical reasons: [See 8\(1\)\(g\)](#)

Reasons for Leaving

Reason for Leaving 8(1)(a)

- The Local Authority has given permission to revoke a School Attendance Order.
- Documents Required:
 - Copy of Letter from the Local Authority revoking the school attendance order
 - Learner Profile

Please do not submit the form without these documents.

Appendix C (continued)

Reason for Leaving 8(1)(b)

- For any pupil transferring to known Worcestershire school.
- Do not use this option if you do not know the school the pupil is moving to, or if this school is out of county – instead use reason 8(1)(e).

Reason for Leaving 8(1)(c)

- The pupil is no longer to attend a subsidiary school and the main registered school has given consent to the subsidiary school deleting a child from the register.

Reason for Leaving 8(1)(d)

- For any pupil that will be electively home educated – to include those leaving independent schools.
- Documents required:
 - A letter from parents declaring their wish to EHE their child
 - Learner profile
- Please do not submit the form without these documents.
- This option should be used all throughout the academic year, including the end of the academic year in July.

Reason for Leaving 8(1)(e)

- For any pupil that has moved home address and does not have another school because the distance is too far or school is unknown.
- For any pupil that is transferring to a school out of the country.
- Documents required:
 - A de-rolling checklist
 - Learner profile
- Please do not submit the form without these documents.
- This option should be used all throughout the academic year, including the end of the academic year in July.

Reason for Leaving 8(1)(f)

- The pupil has not returned from the agreed period of extended leave and the school have carried out reasonable enquiries to ascertain the whereabouts and reason for the failure to return. Documents required:
 - A de-rolling checklist
 - Learner profile
- Please do not submit the form without these documents.

Reason for Leaving 8(1)(g)

- The pupil has been certified by medical professionals that they will not be well enough to attend school before they reach compulsory leaving age. The parent must give consent to such deletion and the child has no intention in transferring to the school's sixth form provision.
- Documents required:
 - Learner profile
 - Medical certificate confirming not well enough to attend school before compulsory school age ends
- Please do not submit the form without these documents.

Appendix C (continued)

Reason for Leaving 8(1)(h)

- For any pupil that has been absent from the school for 20 days the school cannot ascertain the parent or child's whereabouts. Please note, the following points must be satisfied:
 - At no time was the absence during that period authorised by the proprietor in accordance with regulation 6(2);
 - 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;
 - The proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
- Documents required:
 - A de-rolling checklist
 - Learner profile
- Please do not submit the form without these documents.
- This option should be used throughout the academic year, including the end of the academic year in July.

Reason for Leaving 8(1)(k)

- For any pupil that is leaving at the end of Year 11 and/or is not staying at the school's sixth form.

Reason for Leaving 8(1)(l)

- The pupil has left an independent school.
- If they have left to be home educated, please use reason 8(1) (d).
- If they have been permanently excluded, please use reason 8(1)(m).

Reason for Leaving 8(1)(m)

- For any pupil that has been permanently excluded from the school – to include independent schools.
- Documents required:
 - A de-rolling checklist
 - Learner profile
- Please do not submit the form without these documents.

Required Documents

For some leaving reasons, such as 8(1)(d) and 8(1)(e), we require additional documentation to allow us to carry out the correct investigation into the pupil's education. Please complete these as much as possible – it is understood that some parts won't be applicable in all cases.

Pupil Joining Information

A pupil joiner form should be submitted within 5 days of a child being put on roll. This is to ensure we can quickly locate a pupil's whereabouts. Please fill in as much information as you can on the joiner forms.

Part-Time Timetable Notification Form

Schools should notify the Local Authority of those children and young people on a Part-Time Timetable, providing details on what has been put in place, why it has been put in place, and if Alternative Provision is also being used. This form should also be used to provide updates on previous notifications.

Appendix C (continued)

Absence And Irregular Attendance Form

(Please note, this is a notification only and not a referral)

Schools have a duty to notify the Local Authority of cases of irregular attendance and continuous absence.

This form should be used to notify the Local Authority of the following authorised or unauthorised absences:

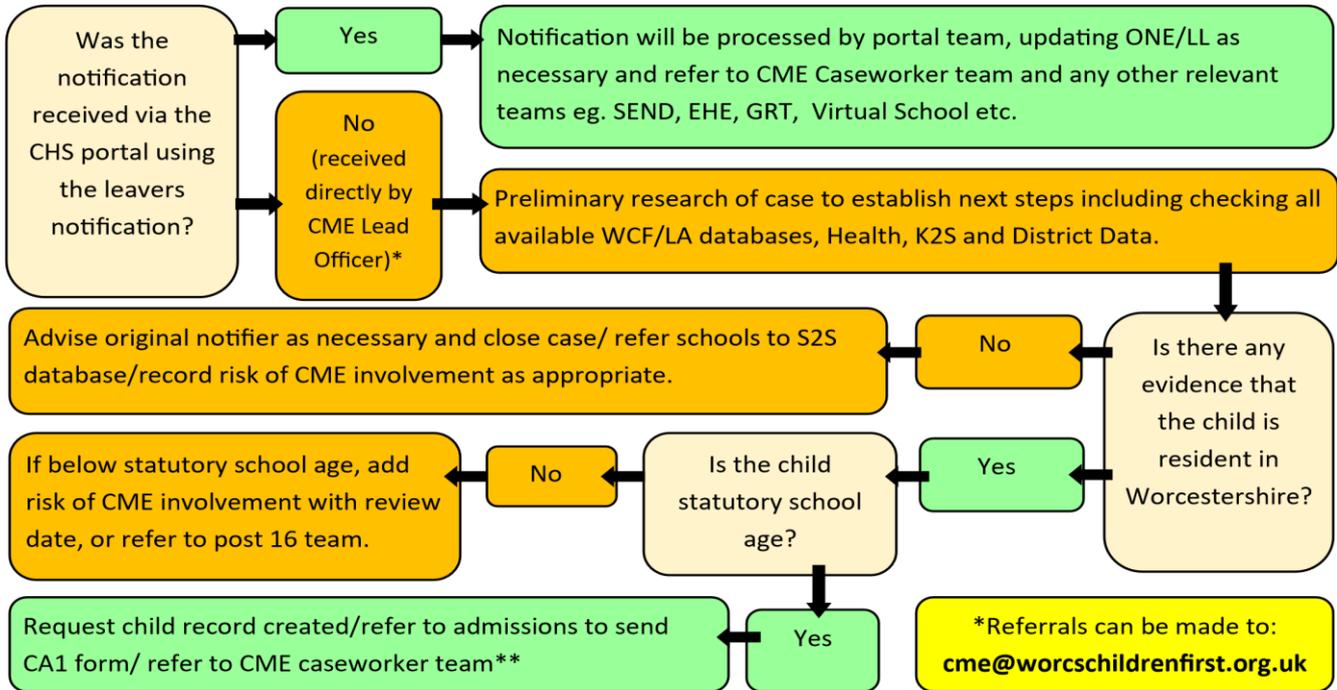
- 10 days continuous absence (including if the child is likely to be absent for more than 15 days due to illness/injury)
- Irregular attendance or regular absence where attendance is not improving despite ongoing school intervention. Please do not notify us of all Persistent Absences.
- Update to any previous notification - this should be done at regular intervals (suitable to that case), or if new information has been received. Please do not just send updates every ten days.
- Where a Part Time Timetable or Pastoral Support Plan has failed, and attendance has not improved or has deteriorated further (previous Part-Time Timetable notifications should have been submitted).

Upon receiving this form, the Local Authority may contact the school to discuss the situation or suggest further action regarding the pupil's absence. Forms will be prioritised on submission date. Schools are expected to continue to provide education, support and safeguarding responsibilities. The Local Authority also expects schools to have met their duty to make reasonable enquiries to establish the whereabouts of a child.

The link below details the Statutory Children Missing Education guidance (2016) for further information:

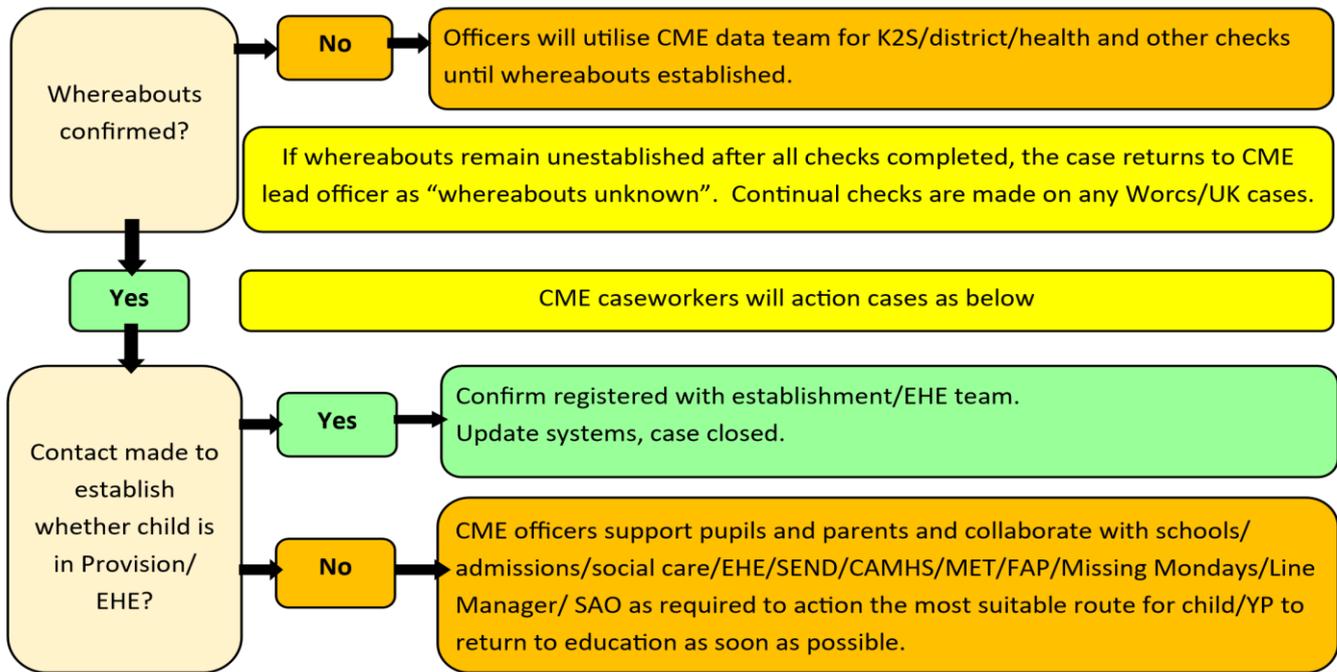
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Appendix D CME Flowchart



****Case allocated to Access to Education Team Lead via admin and all relevant documents saved.**

- Cases triaged by Team lead to prioritise CLA/CP/CiN/EHCP cases
- Cases allocated to CME-EWOs for initial investigations
- CME caseworkers check all LA known sources for any new updates/changes in status/contacts
- CME caseworkers use email/telephone/letters/home visits as appropriate to make initial contact and confirm whereabouts:



Child registered into provision: CME update systems, case closed.

Appendix E

CME Roles and Responsibilities

WCF Group Manager for Vulnerable Learners

- Holds a strategic lead responsibility for CME.
- Reviews and reissues policy and guidance documents annually.
- Directs operational support to manage demand.
- Provides regular feedback to SLT/members on CME data, outcomes and concerns.

WCF CME Lead Officer

- Is the named point of referral for CME in Worcestershire.
- Supports schools to understand the importance and necessity of compliance with Worcestershire's CME operational requirements.
- Works with all required settings/agencies/services to coordinate or advise upon actions to be taken in respect of CME cases.
- Directs appropriate CME cases to request triage and casework support.
- Utilises all data sources available to support the tracking of CME.
- Monitors the contact and reporting habits of schools through the portal to identify good practice/any concerns.
- Liaises closely with pupil admissions/social care/health/SEND/Vulnerable learners lead/ EWS/EHE/virtual school /exclusions officer/external agencies/LA's and HMRC as required.
- Represents WCF as the CME lead for CP/CiN as required.
- Works to raise the profile of CME by providing training and guidance to schools and settings.
- Chairs Missing Monday Meetings.

WCF Access to Education Team Lead

- Triage CME cases upon receipt to allocate to CME officers.
- Provides performance management responsibilities.
- Identifies and escalates appropriate cases of concern to Missing Mondays/FAP/S19 forums.
- Oversees performance of case recording/progression/outcomes each half term.
- Will direct SAO/FAP intervention, alongside admissions, on any cases requiring such intervention.

CME officers

- Make initial assessments of all CME cases as allocated.
- Utilise all investigative skills and resources to locate each child/young person and establish educational provision/requirements.
- Work with children/young people and families to secure educational provision.
- Will liaise as appropriate with any external agencies/LAs as required.
- Ensure casework updates and location findings are accurately recorded in ONE.
- Receive regular supervision and additional opportunities for discussion with the SEWO for any cases of concern whereby usual procedures have not secured a location/educational provision.
- Initiate SAO/FAP interventions following discussion as directed.

Appendix F

Missing Mondays Whereabouts Unknown Review Form

| Pupil Name (<i>List all relevant children if family</i>) | | DOB | Previous School | Last Day in School | Missing Mondays Date |
|--|---|------------------------------|---|----------------------|----------------------|
| Type of Enquiry | Details | Dates completed and initials | Comments | | |
| Education Checks <i>(Include all siblings)</i> | Children's Services Portal Leaver form and/or discussions with school | | School safeguarding concern YES/NO | | |
| | New Address provided | | | | |
| | New school details provided (For all relevant children) | | | | |
| | Capita ONE (Further checks) | | Name | Added to involvement | School contacted |
| | EHCP | | | | |
| | Other involvement on Capita ONE | | | | |
| | School Admissions | | | | |
| Social Care Checks | LiquidLogic | | | | |
| Parents / Carers Checks | Home visit (to last known address) | | | | |
| | Direct Contact (EMAIL) | | | | |
| | Direct Contact (PHONE) | | | | |
| Housing and Address Checks | Housing benefit / Council tax | | | | |
| NHS Checks | Child health enquiry/Safeguarding Internet/Social Media | | | | |
| Additional 'whereabouts unknown' checks | NAFN | | | | |
| | Wider Checks | | | | |
| | GIAP (K2S) | | | | |
| | Border Control | | | | |

CME

1. Home address & new school provided
2. New school provided
3. New Address provided
4. Destination country provided
5. Left country – destination not provided

Safeguarding/Concerns

1. Not known to MM attendees or no concerns
2. Some support needs/minor concerns
3. Single Agency awareness and/or some concerns
4. Multi-agency (including social care) and/or many concerns
5. Multi-agency (including social care) and/or serious concerns

| | | | | | | |
|-----------------------|---|-----|-----|-----|----|----|
| CME | 5 | MED | MED | HI | HI | HI |
| | 4 | LO | LO | MED | HI | HI |
| | 3 | LO | LO | MED | HI | HI |
| | 2 | LO | LO | MED | HI | HI |
| | 1 | LO | LO | MED | HI | HI |
| 0 | 1 | 2 | 3 | 4 | 5 | |
| Safeguarding/Concerns | | | | | | |

Closure Scores:

CME/Leaver Score:

Safeguarding score:

Closure Score Comments and Recommendations:**Closure Decision:**Case to be closed Case to remain open **Closure Decision Comments:**

| | |
|-----|--|
| HI | = HIGH RISK – Checks to continue, can be reviewed in 12 months – must not be closed |
| MED | = MEDIUM RISK – Senior Officer final decision to close based on comments/evidence |
| LO | = LOW RISK – Missing Mondays recommend case can close. Senior Officer final decision. |

Please note:

- This form is only being used following extensive database checks and exhaustive investigation by the CME team – all of which is recorded fully in ONE with the key information being added to this form.
- This form is expected to be used for a small number of cases where the CME team have only been able to gather minimal details on a child's new home/address – this could be due to a family moving to a new country or if a family have been moved to a new unspecified location for their own protection. This form will only be completed if the Missing Mondays attendees agree a case is suitable to proceed in this way.
- This form will be circulated with Missing Mondays paperwork and any concerns should be raised at the following meeting or by contacting the Chair if unable to attend. If no concerns are raised by an individual/team, it will be assumed they have no concerns to raise. The Chair will only pass the form to the Senior Officer, for their decision/sign off, once satisfied that an individual/team has had an opportunity to raise concerns.

Senior Officer Name:

Senior Officer Title:

Senior Officer Signature:

Date: