

Consultation on Home Education Guidelines

Consultation Response Form

The closing date for this consultation is: 31 July 2007.

Your comments must reach us by that date.

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education and skills

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THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online or offline response facility available on the Department for Education and Skills e-consultation website (<http://www.dfes.gov.uk/consultations>).

The information you provide in your response will be subject to the Freedom of Information Act 2000 and Environmental Information Regulations, which allow public access to information held by the Department. This does not necessarily mean that your response can be made available to the public as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that neither this, nor an automatically-generated e-mail confidentiality statement, will necessarily exclude the public right of access.

Please tick if you want us to keep your response confidential. ☐

Name

Organisation (if applicable) London Regional Partnership

Address:

If your enquiry is related to the policy content of the consultation you can contact Elaine Haste on:

Telephone: 0870 000 2288

e-mail: elaine.haste@dfes.gsi.gov.uk

If you have a query relating to the consultation process you can contact the Consultation Unit on:

Telephone: 01928 794888

Fax: 01928 794 113

e-mail: consultation.unit@dfes.gsi.gov.uk

Which of the following best describes you?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	

Please Specify:

This is the response of the London Regional Partnership and represents the views of the London (LA) Children's Safeguarding lead network convened by the London Regional Partnership, the London Safeguarding Children's Board and LA officers involved in the work of the Partnership.

Schools Safeguarding Leads Network members have wide-ranging responsibilities including safeguarding in schools, multi-agency protection arrangements, managing allegations, children missing education. LA officers include those with responsibility for pupils with special educational needs.

1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?

Comments:

The London Regional Partnership agrees that clarification of regulations relating to elective home education is helpful but the clarification should be written within the context of Every Child Matters. The Staying Safe and Being Healthy outcomes are of particular importance where children remain outside the maintained education and health systems.

The draft guidelines as currently written assume benign intent in elective home education and pay insufficient attention to safeguarding issues. The London Schools Safeguarding Leads network is aware of a number of serious child protection cases where the child was electively home educated. This is a major concern.

By focusing on the different pieces of legislation relating only to education, the guidelines have the unintended result of taking attention away from the best interests of the child and from safeguarding issues.

The guidelines should highlight areas where the legal framework is inadequate or in need of review in relation to balancing parents' rights to home educate their children and local authorities' duty to safeguard children. The government should set out a timetable for changes to the current arrangements which will address the inadequacies of the current arrangements.

These issues should be taken into account when putting in place new arrangements arising from *Staying Safe* (July 2007)

2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?



Comments:

The network agrees that the description of the law is clear and accurate so far as it goes.

However the guidance omits key legislation in relation to the duty to safeguard and promote the welfare of children and young people, namely s11 of the Children Act 2004 and sidelines the duties contained in s175 of the Education Act 2002 (Guidance s2.11).

In integrated children's services, safeguarding duties should be prioritised. There should be a requirement for the child to be seen on a regular basis by someone independent of the local authority but who should have responsibility for monitoring the child's development and wellbeing.

There should be a requirement for educational psychologist involvement where a child with special educational needs is home educated as would be the case were the child to be educated in school.

The guidance also omits to mention any legislation relating to the rights of children, namely the UN Convention on the rights of the child.

3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?



Comments:

The statement in para 2.6 "*the guidance issued makes it clear that the duty does not apply to children who are being educated at home*" whilst technically the case, runs counter to good practice in safeguarding children who are not benefiting from school education.

Para 2.8 underlines parents' right not to comply with a request for information. The guidelines should instead emphasise that parents' refusal to provide information about the education they are providing might constitute an alert for local authorities from a safeguarding point of view.

S175 of the Education Act 2002 creates circumstances in which children of parents who for example, are suffering from mental ill-health, can remain invisible to local authorities who would wish to ensure that they are properly safeguarded. It would also be possible for a paedophile to keep a child sheltered from view with the local authority powerless to intervene.

It is therefore not helpful to state the provisions of S175 without flagging the tensions inherent in the existing arrangements. In addition, the current arrangements are at odds with the spirit and intention of the *Staying Safe* (2007) consultation.

4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?

Comments:

This section is too weak and makes the assumption that parents will automatically engage with local authorities – an assumption which is not substantiated in practice. Some parents refuse to engage with their local authority and some are encouraged not to engage.

Para 3.4 cites Gypsy/Roma and Traveller parents. Other groups who may well not have the knowledge, skills and resources to provide or deliver a full-time education that is efficient and suitable are parents with mental health issues, parents who themselves have learning difficulties and some disabled parents. Even if the local authority takes a risk-based approach they remain powerless under the current arrangements to insist on seeing a child who is being educated at home.

Para 3.5 does not emphasise a child's right to participate in decision making. Isolation makes children even more vulnerable. This makes their participation even more important. Provision should be made for children who are educated at home to be provided with an independent advocate (independent of the school, local authority and parent) to help secure the child's views.

Para 3.8 Regulations relating to de-registration should be re-visited to ensure that children's are kept within the system. For example the school should not be able to de-register a pupil until confirmation is received that the pupil has been registered by the local authority as receiving home education. The system for de-registration creates perverse incentives within a school system publishing league tables for attainment and attendance.

5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?



Comments:

There is no reference in this section to the Every Child Matters agenda outcomes. It is too adult focused with no reference to children's rights or children's welfare issues. The law as currently defined does not afford children educated at home the same protection afforded to children educated at school. This is discriminatory and this fact should be flagged in the guidelines with plans for how this will be remedied.

Schools which encourage parents of children with attendance issues to deregister are not addressed. These guidelines also fail to address parents who deregister after their EWO pressurises them to get their child to attend school.

6 Do you agree that the section on developing relationships (section 4) is useful?



Comments:

These guidelines place the responsibility to develop a relationship with the local authority. The guidelines should state that parents too have a responsibility to engage with the local authority and health services. This should be strengthened by changes to the current statutory arrangements.

The fact that parents are not required to have any qualifications or training to provide education discriminates against home educated children who, were they in school, would benefit from teaching from professionally trained staff who engage in continuing professional development and whose performance is regularly appraised. Again the guidelines may be stating the current legal situation but issues such as this should be flagged and plans for the situation to be remedied, set out by the government.

As highlighted in previous sections of this response, current arrangements do not take account of parents with mental health issues or parents with ulterior motives for keeping their children at home.

Para 4.10 Parents should be required to request the local authority to carry out a CRB check on anyone they are engaging in the education of their children.

7 a) Are the suggested resources in section 5 and appendix 2 useful?

Comments:

Provision should be made for children who are educated at home to be provided with an independent advocate (independent of the school, local authority and parent) to help secure the child's views.

A recommendation could be made in the guidelines that local authorities offer home educated children the possibility of sitting exams at their local school. This could provide the incentive for building a relationship between home educated children and their community.

A recommendation could be made in the guidelines that local authorities offer the use of free leisure facilities to children who are educated at home.

Para 5.6 The notion of "flexi-schooling" is of concern. It creates circumstances in which parents may be encouraged to keep a child at home for part of the week with little check on the education the child is receiving during that time. Any "flexi-schooling" arrangement should be subject to monitoring by Education Welfare services.

Para 5.8 This paragraph should be strengthened to make arrangements for home educated children the same as those for children educated in school.

7 b) Should any other contacts be included?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

8 Please use this space for any other comments you wish to make about the guidelines

Comments:

We re-iterate here the comments made in Section 1 which we believe to be of fundamental importance.

The draft guidelines as currently written assume benign intent in elective home education and pay insufficient attention to safeguarding issues. We re-iterate that the London Schools Safeguarding Leads network convened by the London Regional Partnership is aware of a number of serious child protection cases where the child was electively home educated. This is a major concern.

By focusing on the different pieces of legislation relating only to education, the guidelines have the unintended result of taking attention away from the best interests of the child and from safeguarding issues.

The guidelines should highlight areas where the legal framework is inadequate or in need of review in relation to balancing parents' rights to home educate their children and local authorities' duty to safeguard children. The government should set out a timetable for changes to the current arrangements which will address the inadequacies of the current arrangements.

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply ✓

Here at the Department for Education and Skills we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

<input type="checkbox"/>	<input type="checkbox"/>
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1. Consult widely throughout the process, allowing a minimum of 12 weeks for written consultation at least once during the development of the policy.
2. Be clear about what your proposals are, who may be affected, what questions are being asked and the timescale for responses.
3. Ensure that your consultation is clear, concise and widely accessible.
4. Give feedback regarding the responses received and how the consultation process influenced the policy.
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6. Ensure your consultation follows better regulation best practice, including carrying out a Regulatory Impact Assessment if appropriate.

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Please tick if you want us to keep your response confidential.*

Name

Organisation (if applicable) Haringey Local Safeguarding Children Board

Address:

If your enquiry is related to the policy content of the consultation you can contact Elaine Haste on:

Telephone: 0870 000 2288

e-mail: elaine.haste@dfes.gsi.gov.uk

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Which of the following best describes you:

<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	

Please Specify:

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1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?

☐

Yes

☐

No

☐

Not Sure

Comments:

Yes, guidelines are very helpful. However, consideration should also be given to whether there is a need for any changes in legislation.

2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?

☐

Yes

* No

☐

Not Sure

Comments:

It would be helpful if this definition also requires the suitability of education to be defined with reference to the type, level and content of education that is made available to most other children and young people of a similar age.

3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?

☐

Yes

* No

☐

Not Sure

Comments:

These responsibilities are not deliverable by local authorities without placing the requirement upon parents to inform the local authority of their intentions and subsequent arrangements. It seems incongruous with Every Child Matters that the guidance to local authorities on children missing education does not apply to this group of children. It is unclear how local authorities are expected to determine whether or not they have a 'good reason to intervene' if they have no basis for monitoring the quality of home education. Clarification is also required on which body is responsible for monitoring the quality of home education if this role is not held by the local authority – as the guidance stands, this group of children appear to be the only group of children with an education that is not subject to a regime of monitoring and quality control and questions of accountability are not addressed.

It is not helpful that parents have no duty to comply with requests by the local authority to provide information on the education of their children and relying on parents being 'sensible' under these circumstances seems to be a flimsy basis for safeguarding the education in this potentially vulnerable group. Although the local authority can proceed to serving School Attendance Orders, these are time consuming and children may be at risk whilst these systems take their course.

The guidance could place clear requirements on parents/carers, whilst respecting their rights to home-educate, that would at least provide the local authority with the means to make appropriate judgements and timely interventions in cases where a child or young person maybe at risk, either of receiving an unsuitable education or of wider harm.

4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?

☐

Yes

* No

☐

Not Sure

Comments:

It is unclear how the local authority should take a 'risk-based' approach when there is no requirement on parents to provide information that would inform this judgement. The guidance assumes that there is no inherent risk associated with home education and that the intentions of all parents are never to harm their children. Analysis of any local authorities child protection register demonstrates that this is not the case – a minority of children are harmed by their parents, either deliberately or otherwise. The guidance should assume that it is possible for parents to decide to home educate for reasons that may lead to the child being harmed or abused and should provide sufficient safeguards to enable the local authority or indeed a more independent body to make judgements about the risks of each situation.

The guidance should explicitly require local authorities to see the child on a regular basis and also to have access to the environment within which they will be educated, including the home. There may be issues of welfare, health and safety and given that this the child is likely to spend most of their time in this environment, this should be subject to checks that are at least similar to this made on more public establishments.

5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?

☐

Yes

* No

☐

Not Sure

Comments:

It maybe more helpful to provide guidance on what is required of home educating families rather than the current list of what is not required. It is also unreasonable to expect local authorities to provide advice and support on these matters whilst specifically denying local authority the means of gathering contextual information on the situation that would then support the provision of meaningful advice and guidance. It is not clear how local authorities are to determine if any aspect of the home education programme is lacking given the limited role that is envisaged in terms of family contact.

6 Do you agree that the section on developing relationships (section 4) is useful?

* Yes

☐

No

☐

Not Sure

Comments:

Clearly developing effective relationships between families and the local authority is essential and the guidance provides helpful suggestions about this. The guidance to local authorities that information should be provided on other sources of support is also welcome.

However, there is serious concern about paragraph 4.8 and the remarks about parents that refuse access to their child or home. Building trust between parents and local authority should be based on an acknowledgement of the respective roles and responsibilities. The local authority has a responsibility to satisfy that the child is safe and that the education is suitable and this cannot be effectively achieved without access to either the child or the environment.

The section on child protection is inadequate. Of course there is agreement that child protection is paramount and that concerns should be dealt with using agreed protocols and procedures. However the guidance does little to support local authorities capacity to gather information or become aware of any potential concerns.

The guidance should be strengthened in relation to CRB checks on professionals employed to work with children.

7 a) Are the suggested resources in section 5 and appendix 2 useful?

* Yes

☐

No

☐

Not Sure

Comments:

7 b) Should any other contacts be included?

☐

Yes

☐

No

☐ Not Sure

Comments:

8 Please use this space for any other comments you wish to make about the guidelines

Comments:

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☐

Yes

☐

No

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Thank you for taking time to respond to this consultation.

Completed questionnaires and other responses should be sent to the address shown below by 31 July 2007

Send by post to:

761

WARRINGTON

Logged in as: [REDACTED]

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Consultation on Home Education Guidelines

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education and skills**Consultations**

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<< first	< previous	Ref: 761	Jump	next >	last >>
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Entire Response

[REDACTED] - Warrington Children's Services

This response has been submitted by a registered respondent.

[Change Details](#)

Personal Details	Identifier: 761
Response Type	Online
Title:	
First Name:	[REDACTED]
Last Name:	[REDACTED]
Email:	[REDACTED]
Organisation:	Warrington Children's Services
Address:	
Response on behalf of an organisation:	No
Campaign:	Not Part of Campaign
Confidential Response:	No
Future Contact:	No
Acknowledge Response:	No
Inform when published:	No

Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 761
Which of the following best describes you:	
	<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input checked="" type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input type="radio"/> Other (please specify)
Answer/Comments:	[REDACTED]
Please specify:	<div></div>
Consultation Questions	Identifier: 761
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	<div></div>
Answer/Comments:	<p>- Provided they reflect the consultation! There is a need for some clarification and definitions.</p> <p>There is a conflict between the LA requirement to ensure that the education is appropriate and the absence of a right to visit.</p> <p>There is a further conflict between this and the need to ensure safeguarding for this potentially vulnerable group of children and young people.</p>

	Guidance to schools, as well as local authorities, would be helpful.
Text for Report:	<div></div>
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Answer/Comments:	<p>If the Education Act is not clear on the definition of 'efficient and 'suitable' then it would be helpful for the guidance document to clarify.</p> <p>(2.4) WHY are parents not required to register their children with the local authority? They effectively ARE required to get approval from the LA - if I visit and find they are not receiving an appropriate education I take steps to remedy this.</p>
Text for Report:	<div></div>
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>

	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
New Key Indicator(s):	
Answer/Comments:	<p>Not very helpful. Not all children who are apparently being educated at home are actually receiving an appropriate education. We can only visit occasionally - how do we know if they are missing or not?</p> <p>If we cannot enter the home - or even SEE the child - how can we make judgements about the quality of education. I make judgements based on first hand evidence. This does not fit with paragraph 3.7 which says I should accept a reports only from the parents.</p> <p>How does the safeguarding duty in 2.11 fit with the inability to see the child?.</p> <p>2.6 Why does the guidance on the Education Act 2006 not apply to children who are being educated at home?</p>
Text for Report:	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	<p>[REDACTED]</p> <p>[REDACTED]</p>
New Key Indicator(s):	
Answer/Comments:	<p>3.4 It is possible that parents do not want the involvement of the local authority because they are abusing their children.</p> <p>3.5 It is hard to see how the LA might gather any relevant information if parents are not required to let us even see the child (2.11)</p>

	3.7 I really cannot accept that a report from the parents would provide the basis for me to feedback to them on the quality of the education they are providing.
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	<p>An extensive list of what is NOT required (3.11) is followed by a 'woolly' indication of what might be expected (3.13).</p> <p>If the LA have no right of inspection / monitoring how will parents demonstrate that they are providing an appropriate education?</p>
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
Identifier: 761	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No

	<input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	<p>It would be helpful to include Numeracy and Literacy specifically at 4.3.</p> <p>Under 4.5 - is there any potential to provide an indication for parents and professional on what constitutes 'outstanding' 'good' 'satisfactory' and 'inadequate' home education? This would lend real strength to the guidelines and is an approach used throughout education. Many of 'my' parents would aspire to be 'oustanding'. A definition of what constitutes 'satisfactory' would help others.</p> <p>The potential to have some funding for this work would make a real difference.</p>
Text for Report:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	<p>Useful information is set out helpfully on the whole.</p> <p>Flexi schooling is a nightmare. This is particularly the case because schools have demanding attendance targets to meet, so it is not an attractive proposition. Thus needs to be investigated, because it could provide a real alternative for some young poeple who will become totally disengaged.</p> <p>There are funding issues related to work experience risk assessment for home educated pupils.</p>
Text for Report:	

	<div>[REDACTED]</div>
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<div></div>
Answer/Comments:	I am concerned about e-safety for home educated children.
Text for Report:	<div></div>
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<div>[REDACTED]</div>
New Key Indicator(s):	<div></div>
Answer/Comments:	Some guidance for schools would be helpful.
Text for Report:	<div></div>

		<input type="button" value="Save"/>		<input type="button" value="Reset"/>	<input type="button" value="Delete"/>	<input type="button" value="Back"/>	<input type="button" value="Print"/>	
<input type="button" value=" << first"/>		<input type="button" value=" < previous"/>		Ref: <input type="text" value="761"/>		<input type="button" value=" Jump"/>	<input type="button" value=" next >"/>	<input type="button" value=" last >>"/>
<input type="button" value=" Entire Response"/>		<input type="text" value=" - Warrington Children's Services"/>						
<input type="text" value=""/>								

769 DERBYSHIRE

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Entire Response [REDACTED] - Derbyshire County Council

Personal Details

Identifier: 769

Response Type Online

Title: [REDACTED]

First Name: [REDACTED]

Last Name: [REDACTED]

Email: [REDACTED]

Organisation: Derbyshire County Council

Address: [REDACTED]

Response on behalf of an organisation: ☒ Yes ☐ No

Campaign:

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledge Response:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledgements:	Acknowledgement email
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 769
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input checked="" type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input type="radio"/> Other (please specify)	
Please specify:	
Consultation Questions	Identifier: 769
1 Do you agree that it is helpful for the DFES to issue guidelines to local authorities?	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	

New Key Indicator(s):	
Answer/Comments:	<p>Derbyshire County Council welcomes the long-awaited guidelines on elective home education. There are, however, some major concerns about the current content. The major concerns are:</p> <ul style="list-style-type: none"> • The guidelines do not address the implied contradictions with parents' rights and responsibilities. In paragraph 4.1 it states that "...the central aim of this document is to assist local authorities and home educators to build effective relationships...". There is no "duty" or even an expectation that parents should work with, or co-operate with local authorities . • The guidelines mainly reiterate the current law. The guidelines do not address some of the most significant challenges relating to elective home education • The consultation questions are mainly closed questions and, again, do not address the most challenging areas. • The guidelines take little account of the entitlements and fundamental principles underpinning Every Child Matters and, in particular, the safeguarding issues. <p>In paragraph 1.4 it may be helpful to differentiate between positive, active reasons for choosing elective home education and negative, reactive reasons, as this often affects the quality of provision. No local authority will dispute a parent's legal right to home educate their child for positive and active reasons. "Tensions" between parents who chose elective home education and the local authority usually occur when parents chose to educate their children at home for negative, reactive reasons and want to avoid scrutiny of the provision which may not provide any meaningful education which will prepare their young people for positive post-16 choices.</p>
Text for Report:	
	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?</p>	
	<p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	<p>[REDACTED]</p>
New Key Indicator(s):	
Answer/Comments:	<p>Paragraphs 2.1- 2.3 are an accurate description of the law, as it currently stands. The emphasis in paragraph 2.2, on children's rights to education, as well as parents' rights to educate to choose home education is a fair reflection.</p>

However, the Guidelines give no further clarification of what is commonly regarded as the key issues by local authorities and the home-educating community.

Paragraph 2.3 is accurate but requires expansion to be helpful. A much clearer definition of "suitable" education is needed; for example, some description of what would be considered to be a minimal level of expected education in reading, writing and mathematics, which would be broadly in line with that of school children of the same age.

It is considered that, as there is no legal requirement to teach literacy and numeracy, a significant number of the young people who are home-educated for negative reasons are more likely to have more negative outcomes and be "Not in Education, Employment or Training" (NEET), once they have attained statutory school leaving age.

Some expectation that education includes basic life-skills, such as the development of social and personal skills, computer literacy, as well as basic literacy and numeracy skills should be included.

Although there is no consultation question on paragraph 2.4 we welcome this specific comment as it reiterates the financial implications and responsibilities with regard to the costs of elective home education that parents need to consider. Parents often expect local authorities to provide funds to support their choice. It needs clarifying to parents that local authorities have no legal basis nor are they funded to support children whose parents elect to educate them at home.. A reference could be made here to parental choice to opt out of the state education system, in the same way some parents choose to pay for private school education.

Text for Report:


[REDACTED]

3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?

- ☐ Yes
- ☒ No
- ☐ Not Sure
- ☐ No Response

Key Indicators:

[REDACTED]

	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	<p>There is strong support for paragraph 2.5 that states that local authorities should provide written information about elective home education. Clarification of the legal position, however, is already available from a wide number of elective home education support groups and agencies.</p> <p>More importantly, however, is that the Guidelines do not clearly explain parents' responsibilities. The phrase "...all children should make reasonable progress", is welcome, as it gives a clear message that merely repeating educational activities, is not acceptable, children must progress in their learning. It is felt that this is worthy of repetition and further emphasis in other parts of the guidance.</p> <p>With regard to paragraph 2.6, the important new duty for local authorities to identify children missing from education is recognised. There is an underlying potential conflict here that is neither recognised, nor addressed in the guidelines. If a parent claims to be home-educating, the local authority currently has to accept the parent's assertion, without having the right to see or meet the child, unless there is evidence that would trigger the safeguarding procedures.</p> <p>Paragraph 2.7 is not helpful. There is no clear definition, or example of what "good reason" is. The law, currently, only allows the local authority to "serve a notice" on the parent, requiring them to "satisfy themselves" that the child is receiving satisfactory education. This appears to be contrary to all the principles needed to "...build effective relationships..." [paragraph 4.1] as it does not reflect the responsibilities of both parties to build a constructive and positive relationship. There is no requirement for the parent to play their part in building effective relationship. The fact that "parents are under no duty to comply" [2.8] again creates the potential of an inequitable relationship.</p> <p>Paragraph 2.9 implies that, if the local authority considers that educational provision is not satisfactory then, there is only one alternative – serving a School Attendance Order [SAO]; this goes against the principles of partnership. Although a SAO should only be served "...as a last resort", current legislation and lack of targeted Government funding for elective home education, provides little alternative. Local authorities have neither the statutory duty, nor the ring-fenced funding to provide any alternative, despite knowing that a SAO is not necessarily an appropriate response to meet the needs of the child. Rather than providing clear guidance on dealing with this issue, this guidance could be seen to encourage conflict and potential court action. The County Council would also welcome clarification on what is regarded as "...reasonable steps".</p> <p>The conflict between parents' rights and local authorities' safeguarding duties [2.11] will never be truly resolved unless the local authority has the right to see and talk to the child. The local authority cannot satisfy itself that the child is happy, healthy, enjoying and achieving, making an active contribution to whatever lifestyle they choose or are part of, if the child is hidden.</p> <p>It is considered that the draft guidelines have failed to address the fundamental safeguarding issue.</p>
Text for Report:	

<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Answer/Comments:	<p>Paragraph 3.1 is accurate and helpful to the home-educating community. However, paragraph 3.2 is heavily weighted on roles and responsibilities of local authorities. There is no clarification of the "rights" of local authorities. Likewise, parents' rights are emphasised with no specific explanation or description of their "roles and responsibilities". Perhaps more importantly, the rights of children to receive a truly appropriate education are not outlined. Where children who are electively educated at home, live in a community or culture that is relatively self-sufficient, for example. Gypsy Travellers, Jehovah's Bretheren, they may be able to operate effectively beyond the school leaving age. If, however, they operate in a traditional community they need to understand the implications of home-education, once they are 16 years old. If they want to engage in further education or training they may not have the necessary qualifications to enable them enter.</p> <p>Paragraph 3.4 is considered to be unhelpful. There is no amplification of what a "risk-based approach" is. With reference to the points made in section 3 above, if the representative from the local authority is not allowed to see or talk to the child, does that constitute a risk to the child?</p> <p>We consider that all children who are electively home educated should be treated equally, no matter what their religious, ethnic or cultural background is. Identifying Gypsy/Roma and Traveller families as a separate group, does not accord with the County Council's equal opportunities policy. Although research suggests that the children of Gypsy/Roma and Traveller families do not achieve academically, as highly as children in schools, there has been no systematic research on the academic attainment of all children who are electively educated at home. The research from home-educating organisations claiming higher level of attainment than children in schools is partial and cannot be seen as a truly representative sample.</p>

	<p>Paragraph 3.5 gives no clarification of what evidence would be appropriate nor a recognition that local authorities have no ring-fenced funding for to undertake this.</p> <p>In relation to paragraph 3.6, examples of "reasonable" and "unreasonable" concerns should be provided. There is no guidance to local authorities on how to fund frequent contact with home educating parents with a view to helping them improve their provision in the best interests of the child.</p> <p>With regard to paragraph 3.7, are "samples of work", which may or may not be the child's own work, "sufficient evidence" to ensure that provision is appropriate to the child's age, ability, aptitude and any special educational needs they may have? What does the local authority do if samples of work, show low age-related skills or inaccurate knowledge of the child? What should or, more precisely, can a local authority do if annual reports from parents show no or little progress? [see paragraph 2.5].</p>
Text for Report:	<div style="background-color: black; height: 100px; width: 100%;"></div>
<p>5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?</p>	
	<p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	<div style="background-color: black; height: 20px; width: 100%;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Answer/Comments:	<p>Paragraphs 3.11 –3.14 are accurate but not particularly helpful; describing what doesn't need to happen is unhelpful. What would be much more helpful would be criteria for describing outstanding, good, satisfactory or unsatisfactory provision in elective home education. This would give a standard by which provision could be seen as satisfactory or unsatisfactory.</p> <p>The "characteristics" of "reasonable provision" in paragraph 3.13 are extremely vague. These characteristics would mean that a parent who was at home all day, provided their child with a television in their bedroom, invited friends round, gave the child access to a computer and the Internet, gave them some pens, paper, scissors, glue and coloured paper and provided a bicycle, could legitimately claim to be fulfilling all those criteria.</p>

	Paragraph 3.14 is unnecessary as it repeats what is already in section 2.
Text for Report:	
Identifier: 769	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	
Answer/Comments:	<p>The section on developing relationships is unhelpful, as it is one-sided. For a relationship to be effective, both sides must make an active contribution. Nowhere in the guidelines does it articulate parental responsibilities to make the relationship work. For example, although local authorities have no legal right to see or meet with the child, home educating parents need to understand the local authority's safeguarding duties.</p> <p>LAs only have to investigate, if parent has chosen NOT to co-operate</p> <p>The comment in paragraph 4.2, "This will be true whether or not parents are required to demonstrate that suitable home-education provision is being made available.", is confusing, as presumably parents will always have to demonstrate provision in some way.</p> <p>The "diversity" of approach [4.3] is appropriate to elective home education and school based education. The comment that "LAs should not specify a curriculum which parents must follow" is not helpful as it puts parents and local authorities potentially in conflict again. A subject based curriculum may not be needed or chosen, but it is considered that a minimal basic skill level is essential.</p> <p>It is agreed that children learn in different ways and at different times [4.4] However, paragraph 2.5 says that "...all children should make reasonable progress". Parents may provide "some indication of their objectives and resources" when they first start home education, but parents</p>

	<p>must surely provide evidence of progress, over time. Currently, the law allows parents the right not to report progress.</p> <p>Paragraph 4.5 highlights the fundamental imbalance in the relationship between the parents who elect to educate their children at home and local authorities. Local authorities have no legal duty to provide information to elective home education parents, but are expected to, in order to promote positive relationships. Local authorities have no legal right to see or speak to the child, but parents are not expected to allow access, in order to promote positive relationships.</p> <p>In paragraph 4.7 the guidelines state "The LA does not.... Have a legal right of access to the home and the matter should not be forced".</p>
Text for Report:	<div style="background-color: black; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; height: 1.2em; width: 100%;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
Answer/Comments:	<p>The suggested resources are useful</p> <p> www.freedom-in-education.co.uk www.home-ed.co.uk www.thecrystalball.org.uk www.weshome.demon.co.uk </p>
Text for Report:	<div style="background-color: black; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div>

7 b) Should any other contacts be included?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	www.cpgbooks.co.uk www.nc.uk.net www.curriculumonline.gov.uk www.nec.ac.uk/courses
Text for Report:	<div style="background-color: black; width: 100%; height: 100%;"></div>
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<div style="background-color: black; width: 100%; height: 100%;"></div>
New Key Indicator(s):	
Answer/Comments:	<p>The current education legislation emphasises parents' rights rather than their responsibilities or the child's rights. Legislation regarding the role of local authorities with regard to home education is vague. The consultation document provides no clearer guidance to local authorities on how to fulfil their role than there was already available. The Guidelines could be described as parent focused rather than child centred</p> <p>The suggestions in the consultation based on partnership, do not take account of the situation when some parents choose not to co-operate with the local authority. There is a wealth of difference between the rich and stimulating experiences provided by parents who have a clear rationale and/or philosophy and those who home educate because of negative reasons; for example perceived or actual bullying or the threat of prosecution for non-attendance. In Derbyshire we have some excellent home educating families, with which we have a very positive relationship. Where relationships are poorer, every effort is made to engage the parents but in a few cases this proves to be extremely challenging. The guidelines provide no further advice for such situations, other than to take out a School Attendance Order. This action escalates feelings of antipathy and confrontation.</p>

We have major concerns not just about the quality of educational provision for some of these very vulnerable children but also about their well-being. The legislative changes from the Children Act (2004), relating to safeguarding, have not been considered in the light of the fundamental right of parents to home educate their child. Local Authorities have no right of entry to the home or right to see the child

There has been no account taken of the schools' roles and responsibilities in ensuring that parents are satisfied with school provision. We would welcome a more positive steer from central Government about ensuring that everyone, school staff, governors, support agencies and parents are aware of the implications of elective home education. This would recognise the positive outcomes for a significant number of children but highlighting the conditions and "investment" that parents have to make to achieve these outcomes for their children.

In the majority of other forms of educational provision clear criteria are identified for what constitutes outstanding, good, satisfactory and unsatisfactory provision. Until, or unless the law is changed so that elective home education is regulated, as it is in the United States of America, some vulnerable children will receive poor educational provision.

The DfCSF should further consider the findings of the small scale research they commissioned by the NFER:

1. The DfCSF should take steps to address local authorities' concerns regarding the tension between the legalities surrounding elective home education and local authorities' obligations around child welfare. Action should be taken to define more effectively what constitutes an "efficient" and "suitable" education for the purposes of local authorities' monitoring duties.

2. Local authorities should analyse the reasons why parents are electing to home educate and take steps to address what some parents view as inefficiencies in the school system; for example bullying, not meeting specific special educational needs, etc. The opportunity cost of home educating families should be acknowledged.

3. Attempts should be made to assess the capacity of local authorities to monitor children receiving elective home education and the associated costs.

Text for Report:

[REDACTED]

<< first < previous		Ref: 769		Jump		next >		last >>	

Entire Response	[REDACTED] - Derbyshire County Council
[REDACTED] [REDACTED] [REDACTED]	

-consultation

Logged in as: [REDACTED]

Home / Consultation on Home Education Guidelines... / Analysis / Response Edit

Consultation on Home Education Guidelines

department for
education and skills

response edit

Consultations

Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

System Tools

This screen displays the contents of an individual response, including the respondent's personal details and their answers to the questionnaire. You can JUMP to another response by supplying an appropriate response number, or move to the NEXT or PREVIOUS response. The response number is the number automatically assigned to the response when it was submitted by the respondent. It is equivalent to the Consultation Unit's traditional Reference Number. It is assigned to each response and remains unique. Where a response has been deleted from the system, the reason is displayed in place of the response.

[Click here for more information about using this screen](#)

[REDACTED]	Ref: 782 [REDACTED]	[REDACTED]
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Entire Response

[REDACTED] - Attendance Advisory Service

Personal Details

Identifier: 782

Response Type

Online

Title:

First Name:

Last Name:

Email:

[REDACTED]@greenwich.gov.uk

Organisation:

Attendance Advisory Service

Address:

Response on behalf of an organisation:

☒ Yes ☐ No

Campaign:

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledge Response:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledgements:	Acknowledgement email
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 782
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input checked="" type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input type="radio"/> Other (please specify)	
Please specify:	
Consultation Questions	Identifier: 782
1 Do you agree that it is helpful for the DFES to issue guidelines to local authorities?	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	

New Key Indicator(s):	<input type="text"/>
Text for Report:	<div></div>
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div></div>
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>
New Key Indicator(s):	<input type="text"/>

Answer/Comments:	How can you ensure the safety and well-being of a child i.e. CME. Those educated at home can be just as vulnerable. Parents are under no duty to comply, so who is looking out for these children. If we have no statutory duty, who does?
Text for Report:	
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	
Text for Report:	
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	

Text for Report:	
Identifier: 782	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	The bit about child protection contradicts sections 2 & 3.
Text for Report:	
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	

Text for Report:	
7 b) Should any other contacts be included?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	ACE Teacher net Parent line
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	
New Key Indicator(s):	
Text for Report:	

		Ref: 782							
Entire Response		- Attendance Advisory Service							

e-consultation

Home / Consultation on Home Education Guidelines... / Analysis / Response Edit

Consultation on Home Education Guidelines

department for

education and skills**Consultations**

- Consultation Home
- Manual Response Entry
- Analysis
- Campaigns
- Acknowledgements

System Tools**response edit**

This screen displays the contents of an individual response, including the respondent's personal details and their answers to the questionnaire. You can JUMP to another response by supplying an appropriate response number, or move to the NEXT or PREVIOUS response. The response number is the number automatically assigned to the response when it was submitted by the respondent. It is equivalent to the Consultation Unit's traditional Reference Number. It is assigned to each response and remains unique. Where a response has been deleted from the system, the reason is displayed in place of the response.

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Entire Response		London Borough of Enfield
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This response has been submitted by a registered respondent.	Change Details
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Personal Details	Identifier: 786
Response Type	Online
Title:	
First Name:	
Last Name:	
Email:	
Organisation:	London Borough of Enfield
Address:	
Response on behalf of an organisation:	No
Campaign:	<input type="text" value="Not Part of Campaign"/>
Confidential Response:	Yes
Future Contact:	Yes
Acknowledge Response:	Yes
Acknowledgements:	<input type="text" value="Acknowledgement email"/>

Inform when published:	Yes
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 786
Which of the following best describes you:	
	<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input checked="" type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input type="radio"/> Other (please specify)
Please specify:	<div style="border: 1px solid black; height: 100px;"></div>
Consultation Questions	Identifier: 786
1 Do you agree that it is helpful for the DFES to issue guidelines to local authorities?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px;"></div>
Answer/Comments:	At the moment there is much confusion. Many of the parents/carers that we deal with do not understand what home education is about. They should be fully aware of the facts before they withdraw a child from a school.
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No

	<input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	2.7 has contradictions. How would you know if you can't monitor and how could this be justified?
	2.10 what evidence would the court consider and what criteria would the court use to assess suitable and efficient?
	2.11 how could this be done under the current legislation?
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	3.4 how do we know that there will be Gypsy, Roma, Traveller receiving a good education?
	3.5 how does this link with the LA not having a statutory duty to monitor?
	3.6 does the law allow for this?
	3.7 how can the LA ensure the safety of children in these circumstances? If a report is written what evidence is there that the child has completed the work shown-it could be fictional?

5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
Answer/Comments:	3.13 & 3.14 some EO members may argue that these are unreasonable expectations and somewhat damaging to their child's emotional development.
Identifier: 786	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
Answer/Comments:	4.1 we are not sure that EO want to have a working relationship with an LA. 4.2 how can the investigation be carried out given all of the above? 4.6 at the moment the LA has to have concerns. 4.8 what about Every Child Matters? It is nonsense to suggest that evidence can be provided in some other appropriate form. 4.10 as far as CRB checks are concerned why should the LA be responsible. What about children who attend a school visiting the same tutor? 4.11 it sometimes appears that the needs of children are secondary to the rights of parents. 4.12 in a recent meeting with a member of Ofsted she admitted that Ofsted do not know what they are looking for
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input type="radio"/> No

	<input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	5.6 flexi schooling is not home education. In this LA it would probably help some students, but it won't happen because it might set a precedent. The slogan Education, Education, Education comes to mind. Do Ministers want to find the best way forward for every child?
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED]
	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	We feel that EO has too big a say in all matters connected with home education. They probably have 4000 members which is just 10% of the total of all students being home educated. How do you connect with the views of the parents and students of the other 90%. A lot of good work is being done by TEACH.
<div style="display: flex; justify-content: space-between;"> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> </div>	
<div style="display: flex; justify-content: space-between;"> <div>[REDACTED]</div> <div>[REDACTED]</div> </div>	<div style="display: flex; justify-content: space-between;"> <div>Ref: 786</div> <div>[REDACTED]</div> </div>
Entire Response	[REDACTED] - London Borough of Enfield
[REDACTED]	