

e-consultation

Logged in as: [REDACTED]

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

Consultation on Home Education Guidelinesdepartment 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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<< first	< previous	Ref: 673	Jump	next >	last >>
Entire Response		Anonymous			
[REDACTED]					
Personal Details		Identifier: 673			
Response Type		Online			
Title:		[REDACTED]			
First Name:		[REDACTED]			
Last Name:		Anonymous			
Email:		[REDACTED]			
Organisation:		[REDACTED]			
Address:		[REDACTED]			
Response on behalf of an organisation:		<input type="radio"/> Yes <input checked="" type="radio"/> No			
Campaign:					

	Not Part of Campaign
Confidential Response:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Future Contact:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Acknowledge Response:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledgements:	Acknowledgement email
Inform when published:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 673
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	Representative of a local Home Education group
Please specify:	
Consultation Questions	Identifier: 673
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]
New Key Indicator(s):	[REDACTED]
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:	[REDACTED]
New Key Indicator(s):	[REDACTED]
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):	[REDACTED]
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:	[REDACTED]
New Key Indicator(s):	[REDACTED]
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:	[REDACTED] [REDACTED]
New Key Indicator(s):	<input type="text"/>
Identifier: 673	
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:	[REDACTED] [REDACTED]
New Key Indicator(s):	<input type="text"/>
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:	[REDACTED]
New Key Indicator(s):	<input type="text"/>
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure

<https://secure.dfes.gov.uk/consultationsadmin/responseEditForm.cfm?RequestTimeout=500>

e-consultation

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

Consultation on Home Education Guidelinesdepartment for
education and skills**Consultations**

Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

System Tools**response edit**

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<< first	< previous	Ref: 678	Jump	next >	last >>
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Entire Response

Personal Details

Identifier: 678

Response Type

Online

Title:

First Name:

Last Name:

Email:

Organisation:

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 type="radio"/> Yes <input checked="" type="radio"/> No
Inform when published:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 678
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	considered home education for my son when he was very poorly provided for my his school know people who home educate
Please specify:	<div></div>
Consultation Questions	Identifier: 678
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input 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):	
Text for Report:	
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 type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Text for Report:	
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 type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED] [REDACTED] [REDACTED]

New Key Indicator(s):	<input type="text"/>
Text for Report:	<div><div></div></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 type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div><div></div><div></div></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div><div></div></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 type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div><div></div><div></div></div>
New Key Indicator(s):	<input type="text"/>

Text for Report:	<div></div>
Identifier: 678	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Text for Report:	

	<div></div>
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Answer/Comments:	It is a parents responsibility to care and provide for their children - none elses. It is for them to decide how and where there children are educated. I would of received a better education at home than I did school due to the school being of a very poor standard! parents should be free to teach their children in a way that suits them and their family unit best
Text for Report:	

		Save	Reset	Delete	Back	Print
<< first	< previous	Ref: 678	Jump	next >	last >>	
Entire Response						

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Logged in as:

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

Consultation on Home Education Guidelines

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education and skills

Consultations

Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

System Tools

response edit

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	Ref: 682	
Entire Response		
Identifier: 682		
Personal Details	Response Type	
	Online	
Title:		
First Name:		
Last Name:		
Email:		
Organisation:		
Address:		
Response on behalf of an organisation:	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Campaign:		

	Not Part of Campaign
Confidential Response:	<input checked="" type="radio"/> Yes <input 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: 682
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	A parent to a 3 yr old seriously considering the home education route.
Please specify:	
Consultation Questions	Identifier: 682
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]
New Key Indicator(s):	
Answer/Comments:	I think that guidelines are a very good idea so long as they reflect the ideas from both the local authorities and from current home educators. This consultation seems to be a great step in the right direction and these consultations should be encouraged throughout the process as the document becomes final. So long as the guidelines are treated as such and not as a framework without exception
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:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	Some of the phrases mentioned, for example "full time" are not easily applied to education outside of the concept of a school day / week. It should be remembered that education in the home is much more defined as continuous and doesn't apply the same breaks / holidays as a school and therefore consideration needs to be given when considering these terms (similarly, "education" and "suitable")
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:	It is helpful to point out the individuality of the child but it is possible that "reasonable progress" could become another "requirement" on top of "suitable education" perhaps confusing matters a little.

		It is also helpful here to reiterate that good reason is required to intervene. These paragraphs do appear to be reasonably positive!
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:	<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: 1.2em; width: 100%;"></div>	
Answer/Comments:	Section 3.4 appears unhelpful and even alienating to an already vulnerable community. The use of this as an example does not facilitate good parent / local authority interaction when perhaps these guidelines are aimed partly at this subsection of the community! Very good however the note that a child should be given the opportunity to speak up for him/herself! 3.7 Does give some good examples of parent / local authority interaction but should possibly reiterate that these are not requirements.	
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; 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: 1.2em; width: 100%;"></div>	
Answer/Comments:	Paragraph 3.13 suggests that the local authority may "reasonably expect" a set of criteria. Reasonably expect is suggesting that these are practically agreed as being required! These criteria once again should not be seen as the only criteria especially where schools are not necessarily under the same scrutiny. 3.14 also suggests that this is a checklist from which only "one" item needs to appear to be "lacking" before further investigation can be instigated!	
Identifier: 68		
6 Do you agree that the section on developing relationships (section 4) is 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> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input type="text"/>
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):	<input type="text"/>
Answer/Comments:	The more resources listed to help, the better! Maybe links between different LEA's or provision of forums - A focus point for LEA related matters of concern to the home educator population.
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):	<input type="text"/>
Answer/Comments:	Contacts should be regularly updated and more added (especially on the websites since the guidelines are going to be easily findable there)
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: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input type="text"/>

Answer/Comments:		This all seems generally good and definitely a positive move towards a greater acceptance of home education within the LEA's. It would perhaps be advantageous to have the Home Education appointed person of an LEA also available to speak with home educators from other areas should any problems arise with the local authority representative from the different area - or perhaps a body for complaints should the interaction breakdown. I was curious as to why no specific provision was made to comment on SEN (3.15-3.19) It should also be noted that the financial burden falling solely on the home educator (another part no comment was requested for) no provision given for the circumstances also appears a little unfair - why should they be denied help with the costs of exams should they choose to follow a curriculum based study (which surely the authorities actually would prefer?)				
		Ref: 682				
Entire Response						

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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

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[REDACTED]	[REDACTED]	Ref: 693	[REDACTED]	[REDACTED]	[REDACTED]
Entire Response [REDACTED]					
[REDACTED]					
Personal Details			Identifier: 693		
Response Type			Online		
Title:			[REDACTED]		
First Name:			[REDACTED]		
Last Name:			[REDACTED]		
Email:			[REDACTED]		
Organisation:			[REDACTED]		
Address:			[REDACTED]		
Response on behalf of an organisation:			<input type="radio"/> Yes <input checked="" type="radio"/> 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: 693
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	PRIMARY SCHOOL TEACHER WHO HAS SEVERAL FAMILY MEMBERS WHO WERE HOME EDUCATED
Please specify:	
Consultation Questions	Identifier: 693
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:	

02/02/2008

	[REDACTED]
New Key Indicator(s):	
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:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	I am amazed at content of para 3.4! It is clearly racist and I find it highly offensive. I do not see why you have chosen to single out and question the ability of Gypsy /Roma/Traveller parents to home educate. This is ridiculous.
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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response

Key Indicators:	<div></div> <div></div>
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
Identifier: 693	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input checked="" type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	<div></div> <div></div>
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input checked="" type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	<div></div>

New Key Indicator(s):	
Text for Report:	
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):	
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<p>_____</p> <p>_____</p>
New Key Indicator(s):	
Answer/Comments:	<p>I have worked as a primary school teacher in the state system for the last 15 years and during this time have observed a great deal of home education with both my own siblings and with my nieces. The impact of home schooling on an individual's desire to learn, self-motivation and self-confidence is extremely positive and when compared to school-educated children the difference is marked. Many school-educated children leave primary school crammed full of facts but with little appreciation of learning for learning's sake (rather than remembering as much as possible for the next test/exam).</p> <p>My siblings who were home educated are highly successful individuals who have gone through university and now work in demanding roles where creative thought, self-motivation and adaptability are key. I believe that their educational background played no small part in this.</p>

	Overall, I believe these guidelines to be a positive and largely realistic view of home education and look forward to their implementation once amendments have been made (* in particular, I refer to the racist comment in para 3.4)	
Text for Report:		
Ref: 693		
Entire Response		

Consultation on Home Education Guidelines

department for
education and skills

Consultations

Consultation Home

Manual Response Entry

Analysis

Campaigns







Acknowledgements

System Tools

response edit


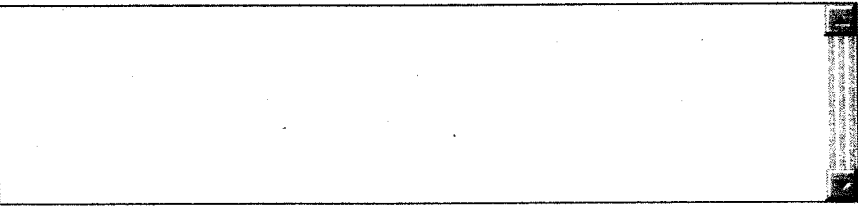

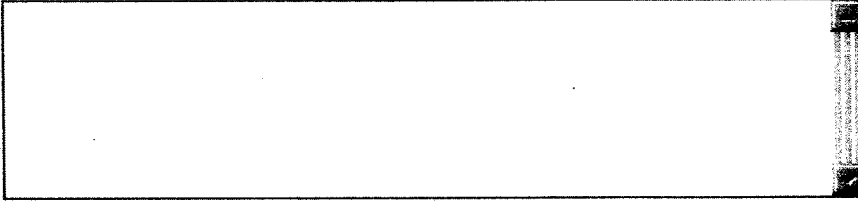

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		Ref: <input type="text" value="695"/>			
<div>Entire Response</div> <div></div>					
<div><div></div><div></div><div></div></div>					
Personal Details				Identifier: 695	
Response Type				Online	
Title:				<div></div>	
First Name:				<div></div>	
Last Name:				<div></div>	
Email:				<div></div>	
Organisation:				<div></div>	
Address:				<div><div></div><div></div><div></div></div>	
Response on behalf of an organisation:				<input type="radio"/> Yes <input checked="" type="radio"/> 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: 695
Which of the following best describes you:	
	<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)
Answer/Comments:	I am parent of children in school but admire parents I know who home educate (I'd quite like to do it myself).
Please specify:	
Consultation Questions	Identifier: 695
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	

[REDACTED] [REDACTED]
[REDACTED] [REDACTED]

	
New Key Indicator(s):	<input type="text"/>
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 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:	
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 type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	

New Key Indicator(s):	<input type="text"/>
Text for Report:	<input type="text"/>
Identifier: 695	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<input type="text"/>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<input type="text"/>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<input type="text"/>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<input type="text"/>

7 b) Should any other contacts be included?	
	<input 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:	
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: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	
Answer/Comments:	<p>I just wanted to say that I've met many home educating families and their children were the happiest, confident and intelligent I have every met. There is such a difference. They were able to communicate with young and old.</p> <p>I would love to do this myself but financially we would struggle and as I am unable to drive it would be hard to meet up with other families.</p>
Text for Report:	

[illegible]

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Logged in as: [REDACTED]

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

Consultation on Home Education Guidelinesdepartment for
education and skills**response edit****Consultations**

Consultation Home

Manual Response Entry

Analysis

Campaigns

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

[REDACTED]	Ref: 699 [REDACTED]	[REDACTED]
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Entire Response [REDACTED]**Personal Details**


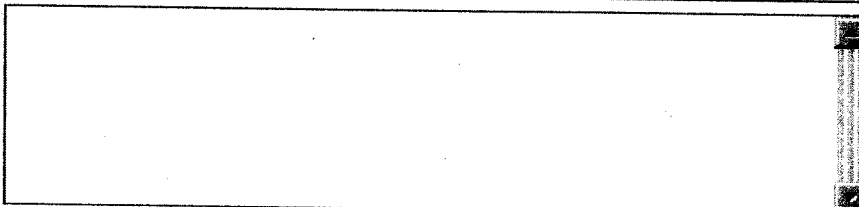

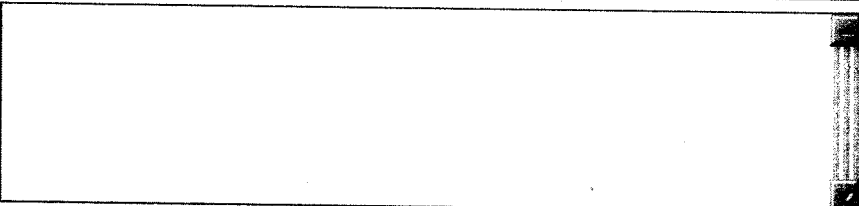
Identifier: 699

Response Type	Online
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First Name:	[REDACTED]
Last Name:	[REDACTED]
Email:	[REDACTED]
Organisation:	[REDACTED]
Address:	[REDACTED]
Response on behalf of an organisation:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Campaign:	

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Acknowledge Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 699
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	Parent of a child who has friends who are home educated.
Please specify:	[REDACTED]
Consultation Questions	Identifier: 699
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	[REDACTED]
	[REDACTED]

New Key Indicator(s):	
Answer/Comments:	I think the National Curriculum is clear in relation to schools but the whole point of home education is to cover traditional knowledge (reading, writing, english, maths and science) but in a holistic way which encourages and follows the child's own interests thus stimulating their desire to learn.
Text for Report:	
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:	
New Key Indicator(s):	
Text for Report:	
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:	

	[REDACTED]
New Key Indicator(s):	
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:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	Local Authorities' views tend to be structured from their knowledge of traditional school based education which is not appropriate to use as a comparison for home education.
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:	[REDACTED]

	
New Key Indicator(s):	<input type="text"/>
Text for Report:	
Identifier: 699	
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):	<input type="text"/>
Answer/Comments:	Developing relationships is a fine concept providing the authorities approach each family concerned with an open mind. Friends experience and those related on an internet parenting forum suggest that this is rarely the case.
Text for Report:	
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response

Key Indicators:	[REDACTED]
New Key Indicator(s):	
Text for Report:	
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):	
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	Home educators use groups of other home educators to share experiences, hold monthly meetings and do projects together along a theme (people from other countries eg) which as well as providing social opportunities for the children can broaden their options and provide ideas for other directions they may want to explore in their learning.
Text for Report:	

[illegible]

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.

department for

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

[REDACTED]

Organisation (if applicable) Eastern Region Partnership

Address:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

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

Please Specify:

The Eastern Region Stay Safe Partnership Group has agreed this response based on the wording of that submitted by the London Children's Safeguarding lead network.

The Eastern Region Stay Safe Partnership Group is convened by Government Office (GO) East and comprises members representing regional networks such as the Eastern Region Partnership, the Regional Children and Young People's Adolescent Services (CAMHS) Group, the Education Protects Network and the Children Matter East (Voluntary Care Services) Network.

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

Comments:

We agree that clarification of regulations relating to elective home education is helpful but the clarification should be written within the context of Every Child Matters as 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. 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.

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:

We agree that the description of the law is clear and accurate but that 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 the 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.

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.

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 access full-time education that is efficient and suitable are parents with mental health issues, parents who themselves have learning difficulties and some parents. Even if the local authority takes a risk-based approach, it is powerless under the current arrangements to insist on being a child's parentless 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?



Comments:

Please acknowledge this reply x

Completed questionnaires and other responses should be sent to the address shown below by 31 July 2007 Send by post to: Elaine Haste, Department for Education and Skills, Mowden Hall, Staindrop Road, Darlington DL3 9BG Send by e-mail to: homeeducation.consultation@dfes.qsi.gov.uk

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Analysis

Campaigns

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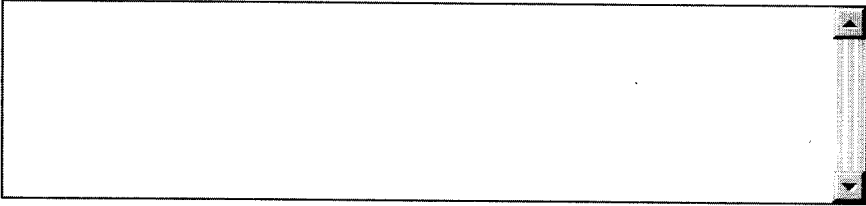

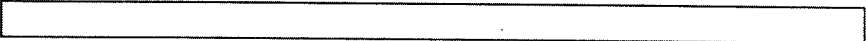
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Entire Response	[REDACTED]
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[REDACTED]

Personal Details		Identifier: 705
Response Type	<input type="radio"/> Paper <input checked="" type="radio"/> Email	
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First Name:	<input type="text"/>	
Last Name:	<input type="text"/>	
Email:	<input type="text"/>	
Organisation:	<input type="text"/>	
Address:	<div><input type="text"/></div>	
Response on behalf of an organisation:	<input type="radio"/> Yes <input checked="" type="radio"/> No	

Campaign:	Not Part of Campaign 
Confidential Response:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Future Contact:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledge Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Inform when published:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 705
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Please specify:	
Consultation Questions	Identifier: 705
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<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):	

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 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):	
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):	
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 checked="" type="radio"/> Yes <input type="radio"/> No

	<input type="radio"/> <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):	<input style="width: 100%;" type="text"/>
Identifier: 705	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
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New Key Indicator(s):	<input style="width: 100%;" type="text"/>
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):	<input style="width: 100%;" type="text"/>
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:	<input style="width: 100%;" type="text"/>

New Key Indicator(s):			
8 Please use this space for any other comments you wish to make about the guidelines			
Key Indicators:		[REDACTED]	
New Key Indicator(s):			
<div>SaveResetDeleteBackPrint</div>			
<div><< first< previous</div>		Ref: 705	<div>Jumpnext >last >></div>
Entire Response		[REDACTED]	
[REDACTED]			

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Logged in as [REDACTED]

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Campaigns

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System Tools**response edit**

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<input type="button" value=" << first"/> <input type="button" value=" < previous"/>		Ref: <input type="text" value="710"/> <input type="button" value=" Jump"/>	<input type="button" value=" next >"/> <input type="button" value=" last >>"/>
Entire Response <input type="checkbox"/> [REDACTED]			
[REDACTED] [REDACTED] [REDACTED]			
Personal Details		Identifier: 710	
Response Type		Online	
Title:		<input type="text" value="[REDACTED]"/>	
First Name:		<input type="text" value="[REDACTED]"/>	
Last Name:		<input type="text" value="[REDACTED]"/>	
Email:		<input type="text" value="[REDACTED]"/>	
Organisation:		<input type="text" value=""/>	
Address:		<input type="text" value="[REDACTED]"/> <input type="text" value="[REDACTED]"/>	
Response on behalf of an organisation:		<input type="radio"/> Yes <input checked="" type="radio"/> No	
Campaign:			

	Not Part of Campaign <input checked="" type="checkbox"/>
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 <input checked="" type="checkbox"/>
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 710
Which of the following best describes you:	
	<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)
Answer/Comments:	A concerned parent who's own child will be going to school however i know some excellent home educating families.
Please specify:	<div></div>
Consultation Questions	Identifier: 710
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	

02/02/2008

02/02/2008


New Key Indicator(s):	<input type="text"/>
Text for Report:	<div><div></div></div>
Identifier: 710	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div><div></div></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div><div></div></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div><div></div></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	

7 b) Should any other contacts be included?	
	<input 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:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	██████████ ██████████ ████████████████████ ██
New Key Indicator(s):	
Answer/Comments:	<p>I am concerned about this affecting the right of parents to home educate their children. I have decided to send my children to school, however the home educating families i know do a job second to none. The home educated children i know are well rounded, intelligent and very sociable. There is no need for further restrictions to be placed on people, it is at the end of the day every parents right to choose how to educate their child. The schooling system in the UK does not suit every child or every family, home educating is a more than suitable alternative.</p> <p>As i said, i have chosen the school system, however i'm concerned about the rights to home educate disappearing for those families who choose it.</p>
Text for Report:	

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Save	Reset	Delete	Back	Print
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[< previous](#)
 Ref: 710
[Jump](#)
[next >](#)
[last >>](#)

Entire Response 

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