

-consultation

Logged in as: [REDACTED]

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Consultation on Home Education Guidelines

department for
education and skills

response edit

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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.

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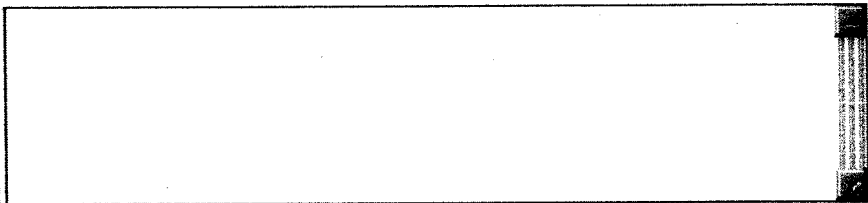
Ref:	821
Entire Response	
[REDACTED]	
Identifier: 821	
Personal Details	
Response Type	Online
Title:	[REDACTED]
First Name:	[REDACTED]
Last Name:	[REDACTED]
Email:	[REDACTED]
Organisation:	[REDACTED]
Address:	[REDACTED]
Response on behalf of an organisation:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Campaign:	

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input 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 checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 821
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 a parent whose children have an unrestricted education.
Please specify:	
Consultation Questions	Identifier: 821
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:	

	<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:	- Guidelines should reflect current educational law, which enshrines the right and legal duty of parents to provide education via schooling or other provision. It is the duty to local authority employees to ensure that all children requesting school places are provided with one, and also to ensure that schools/ school staff are fulfilling their obligations towards parents of schooled children who are paying their wages via taxes. It is bad enough that home educating parents are forced to pay towards an outdated dictatorial schooling system without also having to deal with harassment from local authority employees with an axe to grind. If a local authority employee believes that a child is not receiving an education then there is a process they can follow to establish whether they are correct or not. The guidelines should make this process clear to local authority employees, as I am not sure that they all understand it.
Text for Report:	<div style="border: 1px solid black; height: 100px;"></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 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:	However: 2.4. "Parents who choose to educate their children at home choose to take full financial responsibility" . This sentence is at best irrelevant to the section and should be removed or amended to: "Parents who choose to educate their children at home usually assume full financial responsibility, including bearing the cost of any public examinations, as local authorities frequently choose not to assist home educated children financially"
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> <div></div> <div></div> <div></div>
New Key Indicator(s):	<div></div>
Answer/Comments:	<p>2.5. "Local authorities should provide written information about home education that is clear, accurate and sets out the legal position, roles and responsibilities. This information should be made available on local authority websites and in local community languages on request. Local authorities should recognise that there are many approaches to educational provision, not just a "school at home" model. What is suitable for one child may not be for another, but all children should make reasonable progress."</p> <p>Should be changed to:</p> <p>2.5. Any written information provided by Local authorities should be clear, and accurately reflect UK law. This information should be made available on local authority websites and in local community languages on request. Local authorities should recognise that there are many approaches to educational provision, not just a "school at home" model, and judging which of these is best for individual children is a parental rather than local authority responsibility."</p> <p>This section implies that the LA has a duty to meet and discuss the educational provision, it doesn't.</p>
Text for Report:	

<p>4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?</p> <p> <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response </p>	
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>Extremely UNHELPFUL</p> <p>This section implies that the LA has authority to meet and discuss the educational provision, which is false.</p> <p>3.4. The reference in this section to GRT families is racial discrimination. Families wishing to avoid the certain stress of dealing with a LA are simply exercising their right to a private (stress free) life, and NOT a cause for concern as a result of their educational choices.</p> <p>3.5. "Parents should be given the opportunity to address any specific concerns that the authority has" Should read "LA employees should ask parents for information about any reasonable concerns that the authority has"</p> <p>Please remember that this guidance is for local authority employees, not for parents.</p> <p>Whether or not a child is invited to meet with an LA employee is entirely up to the child's parents and/or the child themselves. Many children are happy to meet complete strangers (even prejudiced LA employees) and talk to them about their life. Many are not. Some parents would be happy to let their child(ren) make a decision like this, and some would make it themselves.</p> <p>3.6. Although LAs may offer to have more frequent contact with a family, this is not required by law and cannot be enforced. If there is an appearance of no education then the LA may issue an SAO if they wish to. Alternatively they can offer to work with a family by providing resources</p>

	<p>and/or financial support.</p> <p>3.7. Although some parents allow LA home visits, many of these would not if they had not been led to believe that they are somehow compulsory. Others agree "for a quiet life". To more accurately reflect the law and promote relationships between LA employees and parents this needs to be changed to:</p> <p>Some parents welcome the opportunity to discuss the provision that they are making for the child's education during a home visit. Some are not. When asked to give information about a child's educational provision, parents may give this information in any form they choose.</p> <p>If there is not an appearance that education is not taking place there is no need for any information to be requested. I was shocked to read recently how much money LAs are wasting on this.</p>
Text for Report:	
<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:	<p>[REDACTED]</p> <p>[REDACTED]</p>
New Key Indicator(s):	<p>[REDACTED]</p>
Answer/Comments:	<p>This entire section is extremely UNHELPFUL.</p> <p>It implies that:</p> <ol style="list-style-type: none"> 1. Local authority employees need to assess educational provision of children educated other than at a school 2. That local authority employees should have a tick box system of expectations when doing so.

	Both are untrue. Local authorities have no right to judge educational provision when children are educated other than at a school. However, they are able issue a SAO if there is an appearance that no education is being provided. Parents who are suspected of preventing their children from learning are protected by the same "innocent until proven guilty" basis of our law as all people who are suspected of breaking UK law.
Text for Report:	
Identifier: 821	
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; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div>
New Key Indicator(s):	
Answer/Comments:	<p>However, it has the potential to be very helpful.</p> <p>I am pleased to see that there are lots of important points for local authority employees in this section. However, it needs re-working in order to promote equal relationships between local authority employees and those families who seek such relationships.</p> <p>4.1: For relationships to be rooted in mutual understanding, trust and respect, any relationships must not be forced or otherwise compulsory.</p> <p>4.2: It is impossible for relationships rooted in mutual understanding, trust and respect to exist if there is an obligation for a relationship to be formed. The very fact of obligation upsets the balance of the relationship. However, if the guidance can help local authority employees to develop relationships based on trust with THOSE WHO WANT TO HAVE THEM that would be a good thing.</p> <p>4.3: "Parents' educational provision will reflect a diversity of approaches and interests. Some parents, especially those who have other children attending school, may wish to provide education in a formal and structured manner, following a traditional curriculum and using a fixed timetable</p>

that keeps to school hours and terms. Other parents may decide to make more informal provision that is responsive to the developing interests of their child. One approach is not necessarily any more efficient or effective than another. Although some parents may welcome general advice and suggestions about resources, methods and materials, LAs should not specify a curriculum which parents must follow."

This section appears good, however, it is not for LA employees to speculate how a family may or may not educate their child(ren). I suggest slight a re-write to make it more to the point and less open to interpretation:

Parents' educational provision will reflect a diversity of approaches and interests. One approach is not necessarily any more efficient or effective than another. Although some parents may welcome general advice and suggestions about resources, methods and materials, some will not. LAs must not specify a curriculum which parents must follow.

4.4.

"Their commitment to providing an efficient education that is suitable for their child may be demonstrated by them providing some indication of their objectives and resources (see paragraphs 3.12 to 3.15)."

Should be scrapped and replaced with:

Their commitment to providing an efficient education that is suitable for their child may be demonstrated by them stating that they are providing education other than at a school for their child(ren).

The "tick list" is worrying and I believe the one in section 3.13 has already been adopted by Notts. LA who are using it to intimidate and harass parents already.

4.5. The provision of clear and accurate information has an important role to play in the promotion of positive relationships. LAs should provide written information and website links for parents that is clear and accurate and which REFLECT UK LAW. We also recommend that contact details for home education support organisations should be provided. A selection of these is included in Part 5. All written information should be made available to parents in community languages and alternative formats on request.

4.6. Should be changed to:

Local authorities should provide ALL parents with children of compulsory education age with information referred to in section 4.5. Please note that there is no obligation for local authority employees to request to meet with parents/children who are educating/educated other than at a school. Parents who educate other than at a school do not have to agree to meet with the same if requested.

4.7.

"Local authorities should acknowledge that learning takes place in a wide variety of environments and not only in the home. Some parents are happy for the local authority to have the opportunity to see the child in their learning environment," SOME ARE NOT.

This is fine but I have added a bit (in caps)

"to enable them to see the provision at first hand. Seeing the child responding to the educational provision of the parents may provide a strong indication that an efficient and suitable education is indeed being provided. "

The problem with this section is that it will mislead local authority employees into thinking that if they can't see the child a strong indication that education is taking place will be missing. I am concerned that some local authorities would misuse this section.

"The authority does not, however, have a legal right of access to the home and the matter should not be forced." OR ROUTINELY REQUESTED

This is good but I have added a bit (in caps)

4.8: "Where a parent elects not to allow access to their home or their child, this does not of itself constitute a ground for concern about the education provision being made."

It is helpful to make this point to local authorities.

"Although it is recognised that the learning environment can have a bearing on the effectiveness of learning"

This statement appears to be in relation to schooling rather than education other than at a school. Its authenticity in regard to children educated other than at a school must be verified or the statement must be removed.

"LAs should, in the vast majority of cases, be able to discuss and evaluate the parents' educational provision by alternative means. Parents might prefer, for example, to write a report, provide samples of work, have their educational provision endorsed by a third party (such as an independent home tutor) or provide evidence in some other appropriate form."

This statement is misleading. Local authority employees should not be able to discuss and evaluate the parents' educational provision as a matter of course, via meetings or otherwise. Local authorities however are able to issue SAOs if they believe that there is an appearance that education is not taking place.

4.9. The welfare and protection of all children, both those who attend school and those who are educated by other means, are of paramount concern and the responsibility of the whole community. As with school-educated children, child protection issues may arise in relation to home-educated children. If any child protection concerns come to light in the course of engagement with children and families, or otherwise, these concerns should immediately be

referred to the appropriate authorities using established protocols. AS WELFARE AND PROTECTION CONCERNS ARE NOT EDUCATIONAL ISSUES. HOWEVER, LOCAL AUTHORITY EMPLOYEES SHOULD NOT REFER CHILDREN TO OTHER AGENCIES AS A RESULT OF THEIR FAMILIES EDUCATIONAL BELIEFS AS THIS IS HARRASSMENT.

The first bit is good, but I have added a bit (in caps)

4.10. Parents may choose to employ other people to educate their child, though they themselves will continue to be responsible for the education provided AS IS THE CASE WHEN PARENTS EMPLOY SCHOOLS. They will also be responsible for ensuring that those whom they engage are suitable persons to have access to children. AS IS THE CASE WHEN THEY EMPLOY ANY ADULTS TO PROVIDE CARE/EDUCATION PRIVATELY" (added bit in caps)

"Parents will therefore wish to satisfy themselves by taking up appropriate references."

Although parents are most likely to take references before employing tutors this section seems to inciting local authorities to tell parents that they must do this, when of course, it is down to parental choice.

"A small number of LAs choose to assist home-educating parents in this task by undertaking Criminal Records Bureau (CRB) checks free of charge, for example, on independent home tutors. Tutors employed by an LA may also undertake work for home-educating parents, in which case, CRB checks ought to have been made already."

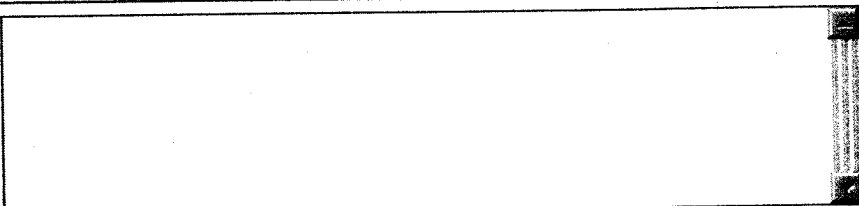

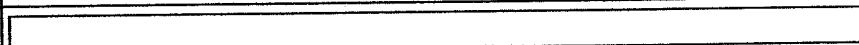
This could be taken by LAs to imply that if parents employ tutors than they should run CRB checks on them. It could incite a situation where LAs tell parents that they cannot employ tutors without running CRB checks. Do all parents who employ private tutors e.g. for music lessons insist on and pay for CRB checks?

This section should be changed to encourage LAs to give assistance with CRB checks if requested.

4.11. Authorities will wish to review all of their procedures and practices in relation to home education on a regular basis to see if improvements can be made to further PROVIDE SERVICES TO PARENTS WHO REQUEST THEM (rather than: develop relationships and meet the needs of children and parents). Home education organisations and home educating parents MUST (instead of should) be involved in this process of review IN ORDER FOR IT TO BE REGARDED AS VALID BY THEM. Effective reviews, together with the sensitive handling of any complaints, will help LAs TO PROVIDE SERVICES TO THOSE WHO SEEK THEM (rather than to secure effective partnership.)

Educational responsibility starts and stops with parents: there is no automatic partnership. However, some parents might welcome voluntary partnership with LAs.

4.12. Local authorities will also wish to bear in mind that Ofsted will report on the way local authorities cater for home-educating families within their areas."

	I hope that this means that there will be an effective complaint process for parents. Hopefully this will inspire LA employees to take some notice of the law regarding education other than at a school and also to Human Rights law.
Text for Report:	
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	<p>Whilst other parts of this consultation have appeared to plead the case for families to want to participate in voluntary relationships with local authorities, this section then goes on to say that parents will not benefit at all from any possible relationship. Reading between the lines it also implies that local authorities can pick and choose which families to give assistance to - another aspect which would impede any possible "equal footing" relationships.</p> <p>Whoever is behind this interesting consultation is asking that we meet with local authority employees, preferably allowing them access to our children and to our children's work once a year. In return we get either nothing at all, or a load of hassle if the particular employee we happen to see doesn't happen to agree with our philosophy of education or even if they are having a bad day and they are annoyed with us for whatever reason.</p> <p>5.1. While it is a good idea to advise LAs on what to do should there be an appearance that no education is taking place, referencing the parents centre page will cause confusion as the advice there conflicts with best practice. Misleading and/or false statements include (but are not limited to):</p> <p>A) "The LA will need to be satisfied that a child is receiving suitable education at home, and may ask to visit the family home to talk to the parent and child, and to look at examples of work. The LA will need to be satisfied that the parent is willing and able to provide a suitable education. At the initial meeting the nature and frequency of future contact should be agreed."</p> <p>This is not true. Local authorities are allowed to ask families for information if there is an</p>

appearance that no education is taking place. Although it is true that LAs may ask for a meeting, it is equally true that parents are under no obligation to allow one. There is certainly no need (in UK law or otherwise) for LA employees to meet routinely with parents.

Unless the advice given on the parent centre website is altered to reflect good practice, referencing it in local authority guidelines will lead to bad practice and possible harassment of families whose children learn other than at a school.

B) "Where it appears to an LA that a child of compulsory school age is not receiving efficient or suitable full-time education, either by regular attendance at school or otherwise, the LA is obliged to serve notice on the parent requiring them to satisfy the authority that their child is receiving suitable education "otherwise than at school". If the parents' reply is unsatisfactory, or if they fail to reply, the LA may issue a school attendance order (SAO).

Although LAs may only issue SAOs if there is an appearance that no education is taking place they have to have given at LEAST 14 days for parents to reply to correspondence. I have personally received such a notice from my LA, which was backdated. Four days later I received a forward dated letter informing me of imminent "further action" which was dated the day after I received it! Of course I complained and there was no problem but misleading advice such as much of this proposed guidance and the information on the parents centre website is very unhelpful and encourages the "lets catch them out" attitude that unfortunately is present in some local authorities.

Many LAs believe that they are in a position to judge educational provision when children are being educated other than at a school, this is not true. They are simply allowed to ask whether education is taking place. Under the fundamental principle of UK law, people are assumed innocent unless proven guilty in a court of law. However, if there is an appearance that education is not taking place they may issue a SAO.

5.2. As local authorities save a substantial amount of money due to children being educated outside their schooling system there is no reason why they may not choose to offer financial assistance to families who educate their children other than at a school. Referencing sections 4.5-4.6 may be helpful once they have been altered as advised above.

5.3-5.4. Whether or not children who learn other than at a school follow the national curriculum is irrelevant to guidelines issued to local authorities. I wonder why it is in these guidelines as surely the LA employees reading them will already know the national curriculum and how to access it?

5.5. This section should warn LAs to be careful not to pass on details of children educated other than at a school to the connexions service before consulting with parents. The guidance should advise LAs NOT to pass on details without permission (to avoid complaints from families) but that they may advertise the connexions service in the local community where all families will be able to see it, e.g. posters in the local library.

5.9: What a shame. Perhaps LAs could be advised to start a similar scheme from the money they save not providing school places for these children so that they don't miss out. Every child matters after all.

	5.10. LAs must remember that children educated other than at a school do NOT have to give any information (personal or otherwise) about themselves to school truancy patrols other than to state that they are educated other than at a school, are home educated, or have a home based education etc.
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):	
Answer/Comments:	Probably but I am too busy getting on with educating my children to give it any of my thought.
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: 1em;"></div> <div style="background-color: black; width: 100%; height: 1em;"></div>
New Key Indicator(s):	
Answer/Comments:	<p>This consultation seems to be a bid for introducing government interference into the education of children educated other than at a school.</p> <p>The internet using section of the home education community knows what you're up to and we're not having any of it. (The rest are oblivious as you have not told them about it and they can't get</p>

online to respond anyway.) You will save yourself a whole lot of bother and expense if you got on with working for us rather than trying to tell us what to do. No way will we be told what to teach our children. How dare government take taxes from us in the name of education and then deny our children equal access to exam centres? How dare government insist that our children are tested and evaluated? In the words of last year's Big Brother (how apt) contestant Nikki "who ARE they"? Government should be working for us, not the other way around!

If government did manage to bring in enforced monitoring and a prescribed curriculum for children educated other than at a school, the only definite effect would be harassment of ordinary families trying to get on with their job of providing education for their children.

The children government imagines or pretends to imagine suffering at the hands of parents who don't force them to learn the national curriculum, or even to read at the age of 5 or until they are ready - whenever that may be - are not at risk.

They are not at risk of underachieving - they are constantly gaining a wide variety of skills and knowledge, and our future society will be all the better for it.

They are not at risk of social exclusion - they are able to play with their friends whenever they want, and they are not pressurised into forming negative peer groups within a restricted age range.

Worse still, neglected and/or abused (schooled or otherwise) children will gain nothing by government regulating and/or monitoring what it likes to call "Elective Home Education".

Finally, I would like to suggest that rather than subject parents of children who are educated other than at a school to ridiculous rules, regulations and evaluations, a more desirable outcome (for children) could be obtained by expecting parents who school their children to prove that their children are receiving an efficient and suitable education, especially in relation to any special educational needs the child(ren) may have. If any of these parents are not fulfilling their legal obligations, you may need to issue an "Elective Home Education" Order.

Text for Report:

Text for Report:	
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[illegible]

		Ref:	821			
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Entire Response	[REDACTED]
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[REDACTED]	[REDACTED]	[REDACTED]
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-consultation

Logged in as: [REDACTED]

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

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department for
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[REDACTED] [REDACTED]		Ref: 837	[REDACTED] [REDACTED]
[REDACTED]			
[REDACTED]			
[REDACTED]			
Personal Details		Identifier: 837	
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 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 checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 837
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:	Grandfather of children who were and are home educated.
Please specify:	
Consultation Questions	Identifier: 837
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<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):	
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):	
Answer/Comments:	No mention of any legal test cases.
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 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):	

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:	Too much emphasis on how you provide the full time education.
Identifier: 837	
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>
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>
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No

	<input checked="" type="radio"/> <input 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:	
New Key Indicator(s):	
Answer/Comments:	Guidelines are too restricted. The current guidelines as they already exist are perfectly adequate.
Ref: 837	
Entire Response	

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[REDACTED]	Ref: 839	[REDACTED]
Entire Response [REDACTED]		
[REDACTED]		
Personal Details		Identifier: 839
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 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 checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 839
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 related to a home educated child
Please specify:	
Consultation Questions	Identifier: 839
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:	The guidelines should be for the local authorities as some seem to flout the law quite badly. The guidelines should demonstrate an understanding of the law and interpret the law with precision. They should be clear and unambiguous
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:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	Some local authorities have trouble in understanding that parents are responsible for their children's education
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] [REDACTED] [REDACTED] [REDACTED]
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	No, because the local authorities take no note of this. For example, they do not have a duty to monitor but often bulldoze their way into homes stating that they do.
Text for Report:	<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 checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Every home educator I know does not want contact with the local authority. Why local authorities think that contact/relationship is wanted is beyond me. If they carried out their duties according to the law, then perhaps home educators might warm to them. Parents are responsible for the kids education!!
Text for Report:	<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 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):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
Answer/Comments:	it is for a parent to judge whether the amount of time their kid spends in education/learning is sufficient to provide them with an education suitable to age, aptitude and ability. Some home educating families prefer the autonomous route to learning and this is a lot different to the sit down like school scenario that some inspectors expect. Autonomous learning has proved to be very successful and local authorities should accept this without hostility or prejudice.
Text for Report:	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
Identifier: 839	
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:	No many home edders want a relation with the la. They want to be left to get on with it, but are often punished for this, by way of threat or intimidation, which is really not on. It would be better if LAs could be less bullying and more on the helpful/informative side.
Text for Report:	<div style="border: 1px solid black; height: 100px; 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:	
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:	Open University.
Text for Report:	

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:	<p>It seems to me that many local authorities do not know/or want to know the law re home education. If they did then they would realise that they do not need additional powers. They do not know how to use the ones that they have. There are rogue local authorities who intimidate and bully families (my own included) and these local authorities should be held to account by a separate body, totally unconnected from their local authority..to prevent bias and restore good faith within the home ed community.</p> <p>My own niece suffered from bullying and was withdrawn. The local authority treated her mother terribly by bullying and intimidating and acting outside the law. This must be stopped. My niece has blossomed since being home educated and is a different child. I have seen this with my own eyes.</p>
Text for Report:	
[REDACTED]	
[REDACTED]	Ref: 839 [REDACTED]
Entire Response [REDACTED]	
[REDACTED]	

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Logged in as: [redacted]

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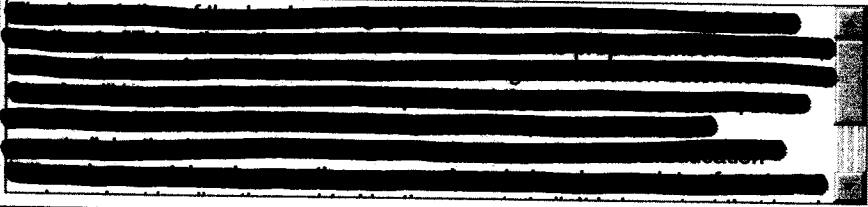
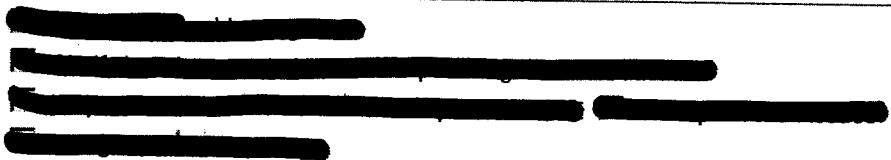
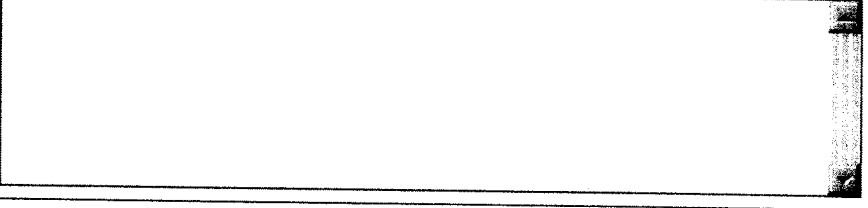
This screen displays the contents of an individual response, including the respondent's personal details and their answers to the questionnaire. You can JUMP to another response by supplying an appropriate response number, or move to the NEXT or PREVIOUS response. The response number is the number automatically 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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<div>Ref: 854</div>	
<div>Entire Response</div>	
<div></div>	
<div>Identifier: 854</div>	
Personal Details	
Response Type	Online
Title:	
First Name:	
Last Name:	
Email:	
Organisation:	Tyndale Tuition
Address:	
Response on behalf of an organisation:	<input checked="" type="radio"/> Yes <input 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 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: 854
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 organisation providing educational services to schooled children and to children receiving education otherwise.
Please specify:	
Consultation Questions	Identifier: 854
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:	

	<p>[REDACTED]</p> <p>[REDACTED]</p>
New Key Indicator(s):	
Answer/Comments:	<p>Guidance reminding LAs of the limits of their duties and powers and of the rights and responsibilities of parents in the education of their children.</p> <p>There is much confusion amongst Local Authorities as to the legality of the "Education Otherwise" provisions of the 1996 Education Act. Some LAs take an enlightened view and are clear about the right of parents to educate their children outside the school system without undue interference. Other authorities do not seem to be aware that their duties to make inquiries about children educated otherwise only begin where there is an apparent failure on the parent's part to provide a suitable full time education.</p> <p>We believe that issuing clear guidelines to local authorities pointing out the limits of their powers and responsibilities, will enable them to comply with the law. Furthermore such guidance will be able to be taken into account in a court of law even though it is not primary legislation.</p> <p>We were particularly pleased to see that the primacy of the parent's responsibility for the child's education was clearly asserted in this section. This responsibility and various rights associated with it are recognised by the European Convention on Human Rights and the United Nations Convention on Human Rights. Indeed, even where parents make use of the school system they retain the responsibility to ensure their children's provision.</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> <p>[REDACTED]</p>
New Key Indicator(s):	
Answer/Comments:	<p>The description of the law in paragraphs 2.1 to 2.3 is accurate and clear in relation to "Education</p>

	otherwise than at School" in its proper sense. However, this section needs to be retitled "The law relating to Education otherwise than at school" because it needs to be emphasised that the law does not speak of "elective home education" as such. It is a common confusion to equate "elective home education" with "education otherwise". Education Otherwise can take place as the paper acknowledges in a variety of contexts and need not be directly provided by the parent at all. It is important that local authorities are aware of this distinction as they have been known to threaten parents who make provision in tuition groups with the issuing of School Attendance Orders.
Text for Report:	
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:	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	As far as we are aware local authorities only provide anecdotal evidence of difficulties that have arisen as the result of their not having sufficiently coercive powers. If there are significant problems then these need to be presented for proper scrutiny. Anecdotal evidence is not a sufficient basis for changing the law.
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 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):	<div style="border: 1px solid black; height: 20px;"></div>
Answer/Comments:	<p>Whereas many parents may accept with good grace the contact with the local authority it is by no means demonstrable that they wish for such contact. To include the controversial "Gypsy/Roma and Traveller parents" reference to the recent study seems misguided given that this study has not been subject to peer review or proper scrutiny. It may be better to omit all reference to Gypsies/Romas and Travellers.</p> <p>Local authorities should be made aware that their duty to inquire only exists if information exists which may cast doubt on whether an efficient and suitable education is being provided. It is very unhelpful to have the term "can be provided" (para3.5). This does not accord with the law when it states that it is the parental duty to provide education rather than provide the possibility for education to take place. If the intention of this phrase was to prevent the troubling of parents who have only just begun to "educate otherwise" then it is unnecessary to do it in this way. We say this because the beginning of a period of Home Education is not in itself evidence of failure to provide etc.</p> <p>In general the paragraphs seem clear but they leave unanswered the question of what happens when local authorities fail to act in line with them. Where parents fail there is a laid down procedure which the local authority follows. However, there needs to be a proper complaints procedure against those authorities who choose to ignore the guidance.</p>
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 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:	The expectations laid out in section 3.13 are broad enough to embrace various types of provision without being overly prescriptive. However, there is no indication of how a parent would demonstrate that their provision includes the characteristics outlined here. There ought to be some means of safeguarding parents from the damaging effects of ideologically driven local authorities. If this cannot be done the section 3.13 should be struck out.
Text for Report:	[REDACTED]
Identifier: 854	
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:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	Although the guidance states that not all parents want contact with the LA, this section assumes that it is a good thing for there to be a relationship. It is important that each family's right to privacy is respected, and that parents who want no or minimal contact with the LA are not looked on with suspicion. Where contact has been established between the parents and the LA because of a need to make enquiries, it should not be assumed that there will be a need for on-going contact, if the initial concerns have been allayed.
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):	
Answer/Comments:	This will be useful as long as it is clear that these are suggested and as long as they don't become prescriptive.
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:	Any
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):		[REDACTED]	
Answer/Comments:		<p>3.1 Each LA should have a written policy on home-educated children and their families which complies with the law and this guidance</p> <p>3.15 This paragraph says that a statement remains in force when a child is removed from school to be home educated. This is not our understanding of the law . Indeed we believe it to be the case that parents can ask for a statement to be removed.</p>	
Text for Report:		[REDACTED]	
[REDACTED]			
[REDACTED]		Ref: 854 [REDACTED]	
Entire Response		[REDACTED]	
[REDACTED]			

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[REDACTED]	Ref: 855 [REDACTED]	[REDACTED]
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Entire Response

[REDACTED]

This response has been submitted by a registered respondent.

Personal Details

Response Type	Online	Identifier: 855
Title:		
First Name:	[REDACTED]	
Last Name:	[REDACTED]	
Email:	[REDACTED]	
Organisation:	Education otherwise	
Address:		
Response on behalf of an organisation:	No	
Campaign:	Not Part of Campaign	
Confidential Response:	No	
Future Contact:	Yes	
Acknowledge Response:	Yes	
Acknowledgements:	Acknowledgement email	

Inform when published:	Yes
Key Response:	[REDACTED]
Respondent Information Questions	
Identifier: 855	
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:	member of organization Education Otherwise
Please specify:	[REDACTED]
Consultation Questions	
Identifier: 855	
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):	[REDACTED]
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 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):	
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):	
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:	[REDACTED]
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 type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Text for Report:	

Identifier: 855	
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:	[REDACTED]
New Key Indicator(s):	
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 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:	I support the E O Response
Text for Report:	

<div></div>		Ref: <div>855</div> <div></div>	<div></div> <div></div>	
Entire Response		<div></div>		
<div></div> <div></div> <div></div>				

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Entire Response

Personal Details

Identifier: 860

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 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: 860
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:	mum of two pre-compulsory-education age children that won't be educated at school.
Please specify:	
Consultation Questions	Identifier: 860
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:	Yes, to remind them that parents have the ultimate choice/responsibility of their children's education and that HE families have rights which are not to be undermined. It seems that some local authorities are rather ignorant of the law making it harder in some areas to be relaxed home educating.
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 type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED] [REDACTED] [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 type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]

	[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 checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	i think this goes too far; there is opportunity here for misinterpretation, and chance for local authorities to interfere more than need be.
Identifier: 860	
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:	[REDACTED]
New Key Indicator(s):	[REDACTED]
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):	[REDACTED]

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:	<p>I believe strongly that parents who opt to HE are taking the ultimate responsibility for their children's education and should be trusted to do such with minimum interference, (unless it seems something extremely sinister is going on). Families chose their approach to educational provision and obviously have their own measures; local authority monitoring and inspections are probably a pain and will impede 'autonomous education'.</p> <p>PLEASE TRUST FAMILIES AND LET THE ONES WHO WANT TO DO THE BEST FOR THEIR CHILDREN BE FREE TO DO SO.</p> <p>DFES AND LOCAL AUTHORITIES SHOULD STICK TO SORTING THEIR SCHOOLS OUT... so kids who don't get a choice of home ed get a good deal... and home ed kids might be tempted to try school at times too!</p>
<div>Save Reset Delete Back Print</div>	
<div><< first < previous</div>	Ref: 860 <div>Jump</div> <div>next > last >></div>
Entire Response	[REDACTED]
[REDACTED]	