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1. INTRODUCTION/BACKGROUND

This Moray Council Policy on Home Education was produced in August 2008 in response to the Scottish Government's Guidance on Home Education issued in January of that year. The Moray Council policy has been reviewed and updated to reflect recent guidance and legislation with particular reference to the Children and Young People's Act 2014. Other Education Acts that should be considered in conjunction with this policy are:

- The Education (Scotland) Act 1980
- The Additional Support for Learning (Scotland) Act 2004 (Amended 2009)

2. RATIONALE

The responsibility for a child's education lies with their parents. In the 1980 Education (Scotland) Act, section 30 states that *It shall be the duty of the parent of every child of school age to provide efficient education suitable to age, ability and aptitude either by attendance at a public school or by other means.* Most parents fulfil this responsibility by enrolling their child in their local school. Others may choose to provide their child with an education through *other means* which may include a home-based education. Home education is a right, conditional upon the parents providing an *efficient education suitable to the age, ability and aptitude of their child.*

It is the responsibility of the Education Authority to take into account the views of parents and children when making decisions in relation to children's education. Authorities should seek to build relationships with parents and children that support them in the choices they make by offering advice, information and where feasible, resources.

3. AIMS/OUTCOMES

This policy aims to set out the legislative position, provide advice on the roles and responsibilities of the education authority and parents in relation to children who are home educated, and to encourage the authority and home educating families to work together to develop trust, mutual respect and a positive relationship that functions in the best educational interests of the child.

The legislative position is detailed clearly in the Scottish Government guidance and takes account of the:

- UN Convention on the Rights of the Child (Articles 12 and 28)
- Standard in Scotland's Schools Act 2000 (Sections 1 and 2)
- European Convention on Human Rights (Articles 8 and 9 Article 2 of Protocol 1)
- Education (Scotland) Act 1980 (Sections 28, 30, 35, 37 and 135)

4. IMPLEMENTATION PROCEDURES

4.1 Consent to withdraw a child from school

Under Section 35 of the Education (Scotland) Act 1980, parents of a child who has been under management of the local authority must seek the local authority's consent before withdrawing their child from that school. The authority must not

unreasonably withhold consent. It should be noted that while consent is needed for withdrawal from school, consent is not needed to home educate in itself.

Consent is not needed in the following situations, if:

- The child has never attended a school under the management of any education authority.
- The child has never attended a public school under the management of The Moray Council education authority.
- The child is being withdrawn from an independent school.
- The child has finished primary education in one school but has not started secondary education in another.
- The school the child has been attending has closed.

Although there is no statutory duty upon parents to inform the authority that they are home educating if they do not require consent, the Moray Council Education and Social Care would welcome home educators in Moray, or moving into the area, contacting them to advise that they are home educating.

4.2 Reasons for home educating

Parents choose to home educate their children for many different reasons. Parents do not have to give a reason for choosing home education when requesting to withdraw their child from school. Any reason given should have no bearing on whether or not consent is given, as the authority's interest lies in **how** the parents intend to educate their children not their reason for doing so. It may however be helpful for the authority to know if the reason is dissatisfaction with the school, or problems being faced by the child at school, for example bullying.

4.3 The process for withdrawing a child from school

Home education is a key aspect of parental choice, and consent to withdraw a child from school should not be unreasonably withheld. On the other hand, sufficient time must be allowed for the authority to take an informed decision on an important matter which will have an effect on the child's future learning.

Parents

- Establish whether consent is needed.
- If consent is needed, write to the authority to request consent as early as possible and, where reasonably practical, well in advance of the date you wish to withdraw your child from school
- Include initial proposals as to how you intend to provide an efficient and suitable education for your child. Parents can obtain a template (**Appendix 1**) from the education authority if required which may support parents to outline home education proposals.
- Parents are not required to indicate the reasons for their decision, but may choose to do so.

Authority Officers

- Specific instances where consent may not be able to be granted immediately are:
 - where a child has been referred to social work or the police for child protection reasons, and the matter is being investigated
 - where a child is on the child protection register

- where a child has been referred to the reporter on care and protection grounds, and the referral is being considered
- where the child is the subject of a supervision requirement.

Previous irregular attendance is not of itself a sufficient reason for refusing consent.

- If information exists casting doubt on whether an efficient and suitable education can be provided, or if the parent has failed to provide outline proposals on the proposed educational provision, the authority should seek to gather any relevant information that will assist them in reaching a decision. This should include seeking further information from the parents about their plans for education provision. Parents should be given the opportunity to address any specific concerns that the authority has. The child should also be given the opportunity to express his or her views if he or she chooses to do so.
- If no evidence exists of reasonable grounds to withhold consent and parents have provided some indication of their educational objectives and proposed resources, consent can be granted immediately.

Timescales

- Where possible a decision should be reached within 6 weeks of the receipt of the original application.
- In a small minority of cases, where information has to be sought from various sources, it may not be possible for a decision to be issued within 6 weeks. The parent should be kept informed of the progress of the application, the reason for any delay, and the likely timescale to reach a decision. The authority should seek to issue a decision as soon as possible.
- The authority should have regard to any problems a child is experiencing at school, and should endeavour to issue as quick a response as possible in those cases where a child may be suffering distress or experiencing some kind of problem as a result of continued attendance at school.

Considerations

- The authority may not unreasonably withhold consent.
- The authority should notify the parents in writing of their decision, setting out reasons and the grounds for refusal if consent is withheld.
- If consent is withheld, the parents should be given the opportunity, within a reasonably practicable period, to address the grounds for refusal and resubmit their request for reconsideration.
- In reaching a decision the authority may wish to have regard to the suggested characteristics of an efficient and suitable education (see paragraph 4.8). However, in these early stages, parents' proposals may not be detailed and they may not yet be in a position to demonstrate all of the characteristics suggested.
- In the period between receipt of an application to withdraw the child and a decision being issued, the authority should take a reasonable approach to attendance procedures. In most cases it would be inappropriate to initiate or pursue attendance procedures in respect of a child awaiting consent to be withdrawn from school.

- The authority should acknowledge that potential home educators come from all social, economic, racial and religious backgrounds, and that these factors should not bear upon the authority's decision.
- Parents are not required to have any qualifications or training to home educate their children.

Initial Meeting

Should the existing evidence give no indication that consent be withheld, an Officer from the local authority will arrange a meeting with the parents or carers and the child(ren) outwith the home. The purpose of the meeting is to:

- Provide a copy of Moray's Home Education Policy and procedures document
- Confirm the parents' intention to educate their child at home
- Discuss the legal obligations of parents or carers who wish to educate their child at home
- Discuss the legal obligations of the Education Authority
- Take note of the child's views
- Remind parents that they will have to provide an efficient education
- Advise parents of the financial implications and support offered to home educators

4.4 Appeals by parents against the authority's decision

There is no statutory right to appeal against the authority's decision to withhold consent to withdraw a child from school. However, all decisions to withhold consent should be reviewed by the Children and Young People's Services General Purposes Sub-Committee on request from the parents. Decisions made by the authority under its statutory powers are also generally subject to external review by the Court of Session through the judicial review process. Parents may also choose to pursue the matter with the Scottish Public Services Commissioner (Ombudsman).

4.5 Movement between local authority areas

Some families may have lifestyles which mean they move or travel, sometimes seasonally, between local authority areas, sometimes for work or cultural reasons, for example Gypsies and Travellers. The same considerations for consent to withdraw from school, and for ongoing contact, apply to these families. Some Traveller families have arrangements in place whereby children are on a school roll and attend for part of the year, using means other than home education to maintain continuity in learning while travelling. Only where children do not attend any school, and where the education is provided predominantly by the parents, should the arrangement be considered to be home education.

4.6 Flexi schooling

Parents may occasionally make a request to withdraw a child part time from school, e.g. for the child to attend school only on certain days, or for certain subjects. The feasibility of each request will be considered on its own merit; however, it will be a decision for the authority and school as to whether they can support such an arrangement, having taken account of individual circumstances and operational arrangements.

4.7 Child Wellbeing and Protection

Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Moray is that they should be: safe, healthy, active, nurtured, achieving, respected, responsible and included.

The Local Authority has a legal duty to safeguard and promote the wellbeing of all children living in their area and to ensure these responsibilities are fulfilled across the Education Services. There is a robust Child Protection Policy in place which clearly sets out the roles and responsibilities of staff at all levels and provides direction on what action staff must take to ensure appropriate, proportionate and timely responses to children who may be in need of help.

The legal duties of the local authority with regard to home educated children are embedded at all stages of the Home Education process outlined in this document. The central principle underpinning this procedure is that the child's wellbeing is paramount. However, some home educators feel that an 'inspection' or 'surveillance' approach is offensive and any tensions resulting in lack of co-operation will not generally enable authorities to detect child abuse or neglect. In this regard The Moray Council are clear that the circumstances and wellbeing of all children being home educated are subject to regular and proportionate review, as detailed in section 8, below.

As with school educated children, if any Child Protection concerns come to light in the course of engagement with children and families, these concerns will be immediately referred to social services using the established protocols. If advice is required regarding appropriate action to take this can be sought from the Children's Wellbeing Manager.

4.8 Suggested characteristics of efficient and suitable education

There is no definition of suitable and efficient education set out in primary legislation. However in their consideration of parents' provision of home education, the authority defines the outcome of a suitable education as *Enabling the children to achieve their full potential whilst preparing them for life in a modern civilised society*. The authority would reasonably expect the provision to include the following characteristics:

- Consistent involvement of parents or other significant carers.
- Presence of a philosophy or ethos (not necessarily a recognised philosophy), with parents showing commitment, enthusiasm, and recognition of the child's needs, attitudes and aspirations.
- Opportunities to support the child's literacies, their numerical skills and their health and wellbeing.
- The opportunity for the child to be stimulated by their learning experiences.
- Involvement in a broad spectrum of activities appropriate to the child's stage of development.
- Access to appropriate resources and materials.
- The opportunity for an appropriate level of physical activity.
- The opportunity to interact with other children and adults.

Parents' educational provision will reflect a diversity of approaches and interests. Children learn in different ways and at different times and speeds. It should be appreciated that parents and children embarking on home education for the first time might require a period of adjustment before finding their preferred mode of learning. Parents are not required to have any qualifications or training to provide their children with an appropriate education. Progress, over the long term, may take a variety of forms.

5. ROLES/RESPONSIBILITIES

5.1 The role and responsibilities of parents

It is the duty of the parent of every child of school age to provide efficient education for him suitable to his age, ability and aptitude either by causing him to attend a public school regularly or by other means, which could include educating at home.

5.2 The role and responsibility of the education authority

Section 37 of the Education (Scotland) Act 1980 requires the education authority to take action where it is not satisfied that an efficient and suitable education is being provided for a child. A report will be submitted annually to the Children and Young People's Services Committee detailing:

- Number of requests to educate at home approved during the year
- Number of children home educated where no consent from the education authority is required
- Number of home educated children reaching age 16
- Number of home educated children re-enrolling in school
- Number of home educated children leaving the area
- Current number of children being educated at home.

5.3 The right to home educate children with additional support needs

A parent's right to educate a child at home applies equally where that child has additional support needs. The fact that a child has additional support needs should not, in itself, be a reason to refuse consent to withdraw a child from school. Additional considerations do, however, apply. It is reasonable for the education authority to ask parents to indicate how they propose to cater for their child's additional support needs at home. When considering a request for consent, or considering whether the education is suitable, taking account the age, ability and aptitude of the child, the authority may need to consider the environment in which a child with additional support needs is to be educated and its appropriateness for the individual child. With the agreement of the parents, an educational psychologist might be involved in assessing the proposed provision for a child with additional support needs.

5.4 The law and children with additional support needs

The Education (Additional Support for Learning) (Scotland) Act 2004, amended in 2009, replaced the system of assessment and recording of children and young people with 'special educational needs' with a new framework for additional support needs. This term applies to any child or young person who, for whatever reason, requires additional support, to benefit from education. The education authority is required to identify, meet and keep under review the additional support needs of all pupils for whose education they are responsible. Appropriate agencies such as NHS

Boards and social work services also have duties placed on them to help education authorities when asked to do so. While education authorities are not responsible for the education of children or young people who are home educated, parents of home educated children have the right to ask their local authority to find out whether or not their child has additional support needs, and to assess what level of support they might need. A young person also has similar rights. The authority can choose to agree with the request, and provide the necessary support, but it is under no legal duty to do so.

6. SUPPORT AND RESOURCES

6.1 Home Education Support Pack

The authority will provide a Home Education Support Pack providing clear and accurate information on home education.

6.2 Authority Contact Person

The authority will also provide parents who are, or who are considering, home educating with a named contact within the authority who is familiar with home education policy and practice and has an understanding of a range of educational philosophies. This named contact will be the link between home educating families, the Education Authority and any other involved agencies.

The authority may wish to invite the parents to meet with the officer to discuss their proposals or provision. Any such meeting should be mutually agreed and take place at a mutually acceptable location. The child should be given the opportunity to attend any mutually agreed meeting, or otherwise to express his or her views, but the child is not obliged to do so. Either during such a meeting, or otherwise, the parents and the authority should consider and agree what future contact there will be between them. Whether or not meetings are arranged, contact should take place on an annual basis as stated in section 8.

6.3 Authority Records

The authority will keep a written record setting out any discussions, recommendations or agreements made with parents, and where relevant, the reasons for them. Any written report will be copied to the parents, and where appropriate, the child. In exceptional cases, where there is a reasonable concern that a passage in any written record might cause serious harm to the physical or mental health or condition of any person concerned, consideration may be given to withholding that part of it. The authority will ensure compliance with data protection and freedom of information principles and legislation.

6.4 Financial Support

The education authority has no statutory obligation to provide financial or other support for the education of children whose parents elect to home educate including those with additional support needs. Neither is the authority required to meet any costs associated with external candidates taking examinations or other qualifications. However, the education authority may consider individual circumstances, particularly when there are minimal resource implications.

Home Educated children are eligible for Education Maintenance Allowances (EMAs), subject to the same criteria as set out for school educated children. Parents should refer to the latest Government guidance for details.

6.5 Exam Arrangements

Changes to the assessment arrangements in schools and national qualifications mean that course work contributes to final assessments. It is recommended that parents seek advice from the Scottish Qualifications Authority if they wish their child to sit exams or to be presented for other similar assessments or qualifications.

7. LEGAL REQUIREMENTS

This section sets out the legislation relevant to home education

Children and Young People (Scotland) Act 2014

Standards in Scotland's Schools etc. Act 2000 – Section 14 **Guidance to education authorities as to home education.**

Scottish Ministers may issue guidance as to the circumstances in which parents may choose to educate their children at home; and education authorities shall have regard to any such guidance.

Standards in Scotland's Schools etc. Act 2000 – Sections 1 and 2

“1. It shall be the right of every child of school age to be provided with school education by, or by virtue of arrangements made, or entered into, by, an education authority.

2. (1) Where school education is provided to a child or young person by, or by virtue of arrangements made, or entered into, by, an education authority it shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

2. (2) In carrying out their duty under this section, an education authority shall have due regard, so far as is reasonably practicable, to the views (if there is a wish to express them) of the child or young person in decisions that significantly affect that child or young person, taking account of the child or young person's age and maturity.”

Education (Scotland) Act 1980 – Section 30

“(1) It shall be the duty of the parent of every child of school age to provide efficient education for him suitable to his age, ability and aptitude either by causing him to attend a public school regularly or by other means.

(2) Section 1 of the Standards in Scotland's Schools etc. Act 2000 (right of child to be provided with school education by, or by virtue of arrangements made by, an education authority) is without prejudice to the choice afforded a parent by subsection (1) above.”

Education (Scotland) Act 1980 – Section 135 (1)

“The definition of a parent ‘includes guardian and any person who is liable to maintain or

has parental responsibilities (within the meaning of Section 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person’.”

Education (Scotland) Act 1980 – Section 28(1)

“In the exercise and performance of their powers and duties under this Act, Scottish Ministers and education authorities shall have regard to the general principle that, so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents.”

Education (Scotland) Act 1980 – Section 35

“(1) Where a child of school age who has attended a public school on one or more occasions fails without reasonable excuse to attend regularly at the said school, then, unless the education authority have consented to the withdrawal of the child from the school (which consent shall not be unreasonably withheld), his parent shall be guilty of an offence against this section.”

Education (Scotland) Act 1980 – Section 37(1)

“(1) Where a child of school age has not attended a public school in the area in which his parent is residing, or has attended such a school and has been withdrawn therefrom with the consent of, or excluded by, the education authority, then, if the authority are not satisfied that the parent is providing efficient education for him suitable to his age, ability and aptitude, it shall be the duty of the authority to serve a notice on the parent requiring him within such time as may be specified in the notice (not being less than seven or more than fourteen days from the service thereof) either -

- (a) to appear (with or without the child) before the authority and give such information as the authority may require regarding the means, if any, he has adopted for providing education, or*
- (b) in the option of the parent, to give such information to the authority in writing.”*

Education (Scotland) Act 1980 – Section 37(2)

“If a parent on whom a notice has been served in pursuance of subsection (1) above fails to satisfy the authority that he is providing efficient education for the child suitable to his age, ability and aptitude or that there is a reasonable excuse for his failure to do so, the authority shall make an attendance order in respect of the child in accordance with the provisions of section 38 of this Act.”

Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009)

The Additional Support for Learning Act 2004 was amended in 2009. A Co-ordinated Support Plan will be put in place for any child whose needs are such that there are multiple agencies involved in securing the achievement of educational objectives set by the school. A child who is being home educated would not be eligible for a Co-ordinated Support Plan.

European Convention on Human Rights – Article 8

Everyone has the right to respect for his private and family life, his home and his correspondence. There shall be no interference by a public authority with the

exercise of this right except such as is in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic wellbeing of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others

European Convention on Human Rights – Article 9

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance. Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.

European Convention on Human Rights – Article 2 of Protocol 1

No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions.

UN Convention on the Rights of the Child – Article 12

Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

UN Convention on the Rights of the Child – Article 28

Parties recognise the right of the child to education.

UN Convention on the Rights of the Child – Article 29

Parties recognise the goals of education.

International law gives children a right to education. This right is enshrined in Scots law in Sections 1 and 2 of the Standards in Scotland's Schools etc. Act 2000 and qualified by Section 30 (2) of the Education Scotland Act 1980.

8. QUALITY IMPROVEMENT, MONITORING AND EVALUATION

8.1 Legal duty on local authorities

There is no statutory duty upon local authorities to 'monitor' ongoing home education provision. However, in law they have a duty to serve a notice on any parent who they are not satisfied is providing efficient education suitable to their child's age, ability and aptitude. The law does not specify how, and to what extent, local authorities should actively seek the information that will inform them on whether home educating parents' educational provision is suitable and efficient, though the Scottish Government guidance sets out recommendations on contact. If the authority has reason to believe that an efficient education is not being provided for a home educated child, they have a duty to intervene. This duty applies equally in relation to

all children, regardless of whether or not they have previously attended a local authority school in the area.

8.2 Annual Contact

The authority will ordinarily make contact on an annual basis with those families they know to be home educating in their area. This annual contact is not a statutory requirement. However, it is a suggestion as to how authorities may reasonably inform themselves in order to fulfil their duty to serve a notice on any parent who is not providing efficient and suitable education. Contact should be made in writing initially to the family, seeking a meeting or requesting an update. The primary purpose of the contact should be for the authority to satisfy itself that suitable and efficient education is being provided. This can be done either through a meeting, at a mutually agreed location, or through other means, e.g. the submission by the family of written, recorded or electronic material. The authority should not be prescriptive about the format in which information can be submitted. The important factor is whether the information can demonstrate that suitable and efficient education is being provided.

Following this contact, the authority should write to the family letting them know the outcome, i.e. whether or not the educational provision was seen to be suitable and efficient. If there was no problem with the educational provision, there will be no need for further contact until the following year. Where there are concerns about the efficiency or suitability of the education being provided, the authority should make the exact nature of these concerns clear to the parent. If, from whatever source, the authority becomes aware of concerns about the home education of any child, outwith the normal contact time, they will need to gather the necessary information in order to form a view on whether those concerns are justified or whether the parents are providing an efficient education suitable to the age, ability and aptitude of the child.

8.3 Difficult to Contact Families

Where the authority has difficulty in contacting a family of their annual contact the following steps will be taken:

- Try to make contact by letter
- Send recorded delivery letter to family
- Check that the child has not been registered in a Moray School (via SEEMIS)
- Request a search by Children Missing in Education (Scotland) (CME(S))

8.4 Access to the child and home

It is important to acknowledge that learning takes place in a wide variety of environments and not simply in the home. Where the education is taking place in the home, it would be desirable for the authority to have the opportunity to see the child in that learning environment, to enable them to see the provision at first hand and thus determine whether suitable and efficient education is being provided. The authority does not, however, have a right of access to the home and the child. Trusting relationships may need time to develop before a parent is willing to invite an officer to visit. 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. Depending upon the circumstances, there may be occasions when a denial of access raises child protection concerns, in which case the general principle set out in section 8.7 should apply. Although it is recognised that the learning environment can

have a bearing on the effectiveness of learning, the authority 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, either in hard copy or electronically, or provide evidence in some other appropriate form.

8.5 Exceptional circumstances

Where the authority has concerns about the education provision which are not allayed by the presentation of written or alternative forms of evidence, and ongoing dialogue, and the only way the authority can clarify whether suitable and efficient education is being provided is to seek access to the home environment, then they may request to do so. However, the authority must have demonstrable grounds for concern and must outline those grounds to the parent when requesting access to the home. If, in these circumstances, the parent refuses to allow access to the home, the authority might reasonably conclude that they have insufficient information to satisfy themselves as to the efficiency and suitability of education provision, and serve a notice on the parent under Section 37 of the 1980 Act.

8.6 Making an attendance order

A parent's wish to educate a child at home should be respected and, where possible, effort should be made to resolve issues about provision by a process of ongoing dialogue before Section 37 is invoked. Only in extreme cases should notice be served, i.e. where

- The education is clearly not efficient and suited to the age, ability and aptitude of the child, and this situation is unlikely to be resolved by further ongoing dialogue, or
- The authority has made every effort to secure the information required to enable it to satisfy itself that the education is efficient and suited to the age, ability and aptitude of the child and that information has not been provided by the parent.

Under Section 37, notice will allow between 7 and 14 days for the parent to provide the education authority with whatever information they require to satisfy themselves about the suitability of the education. The parent may choose to do this by meeting with the authority in person, or by supplying the information in writing. The authority should make an attendance order where the parent, on whom notice has been served, fails to satisfy the authority that efficient education is being provided, suitable to the age, ability and aptitude of the child, or that there is reasonable excuse for his or her failure to do so. Once an attendance order has been served, the parent has two weeks to appeal to the sheriff, who may confirm, change or annul it and whose decision is final.

8.7 Child protection concerns by local authority officers

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 are the responsibility of the whole community. As with school educated children, child protection issues may arise in relation to home educated children. It should not be assumed that child protection issues are more likely to arise for children who are home educated. If any child protection concerns come to light in the course of

engagement with children and families, these concerns should immediately be referred to the appropriate authorities using established protocols.

9. STAFF DEVELOPMENT

Education and Social Care will periodically provide advice and training for those Officers involved in processing home education requests and in liaising with home educating families.

10. CONSULTATIONS

The following have been consulted in formulating this revision of the policy:

- Senior Officers within Education and Social Care
- Moray Council Legal Services
- Known home educating families
- Members of North Scotland Home Educators