



BRIEFING PAPER

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Home education in England

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Summary

This briefing sets out the current position relating to home education in England. It also provides information on recent issues raised with regards to home education and outlines past proposals for reform. Education is a devolved issue; the briefing covers the position in England only.

1.1 Current position

Parents have the right to decide to teach their children at home at any stage up to the end of compulsory school age. This right applies equally for the parents of children with special educational needs (SEN). Home education may also be used to meet the requirement to participate in education or training up to the age of 18.

Parents who choose to home-educate their children are responsible for ensuring that the education provided is efficient, full-time and suitable to the child's age, ability, aptitude and any special educational needs they may have. They do not have to follow the national curriculum. The parents of home educated children must be prepared to assume full financial responsibility, including bearing the cost of any public examinations.

Responsibilities of local authorities

Local authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis. However, they do have duties to make arrangements to identify children not receiving a suitable education, and to intervene if it appears that they are not. Intervention could, for example, take the form of issuing a school attendance order, although [Government guidance on home education](#) encourages authorities to address the issue informally before serving such a notice.

As part of their safeguarding duties local authorities have powers to insist on seeing a child to enquire about their welfare where there are grounds for concern, but this does not extend to seeing and questioning children for the purpose of establishing whether they are receiving a suitable education.

[Government guidance](#) recommends that local authorities should have a written policy statement on home education and be willing to provide guidance to parents upon request. [Additional guidance](#) encourages authorities to take a flexible approach to providing financial support to the parents of home educated children with SEN, and the [Special Educational Needs and Disability Code of Practice](#) states that authorities should fund the SEN needs of home educated children where it is appropriate to do so.

1.2 Issues and proposals for reform

Unregistered schools

The former Chief Inspector of Schools, Sir Michael Wilshaw, raised concerns about a link between the growth of unregistered schools and an increase in the number of home educated children. In May 2016, he stated in a [letter](#) that "those operating unregistered schools are unscrupulously using the freedoms that parents have to home educate their children as a cover for their activities." He suggested that officials from Ofsted and the Department for Education should work together to consider how the current legal framework around home education should be strengthened.

Casey Review

In December 2016, Dame Louise Casey published the [report of her review into opportunity and integration](#). The report stated that parents should continue to have the right to home educate their children, but raised a number of “difficulties and risks” associated with home education. These included:

- That the current definition of a “suitable education” runs counter to efforts to foster British values in schools and building cohesive communities.
- That some people may be misusing the right to home educate their children to place them in unregistered schools.
- That the current framework means that local authorities have no sure way of knowing the extent of home education or the suitability of the education provided. It also limits the extent to which authorities can be aware of any arising child protection issues.

Previous proposals for a register of home educators

Published in 2009, Graham Badman’s *Review of Elective Home Education* recommended the establishment of a compulsory registration scheme for home educators. Provisions to establish such a scheme were included in the *Children Schools and Families Bill 2009-10* but the relevant provisions were dropped from the Bill during its passage through Parliament.

2012 Education Committee Report

The second section of the briefing also provides information on other reports on home education.

This includes the [2012 report from the Education Committee](#) that, among other things reported evidence of a “postcode lottery” for home educators caused by inconsistency in local authority practice, and found that over half of authorities had *ultra vires* statements on their websites concerning home education.

The report also recommended that the Government should review the guidance on home education and that the state should meet the cost of home educated children sitting public examinations. The [Government response](#) rejected both these recommendations.

1. Current position

1.1 The right of parents to home educate their children

In England, education is compulsory but schooling is not. The responsibility for a child's education rests with their parents, who have the right to decide to teach their children at home full or part-time, at any stage up to the end of compulsory school age.¹ 'Elective home education' or 'home schooling' are terms used to describe home education for children of compulsory school age.

[Guidance published by the then Department for Children, Schools and Families](#) in 2007, which remains in force, states that parents may choose home education for a number of reasons, including:

- distance or access to a local school
- religious or cultural beliefs
- philosophical or ideological views
- dissatisfaction with the system
- bullying
- as a short term intervention for a particular reason
- a child's unwillingness or inability to go to school
- special educational needs
- parents' desire for a closer relationship with their children.²

Children whose parents elect to educate them at home are not registered at mainstream schools or special schools.³ Although some local authorities operate voluntary registration schemes, there is also no legal obligation for the registration of home educated children.⁴

Box 1: The number of home educated children

The lack of a registration requirement means that the overall number of home educated children is not known, although press reports have suggested an increase in recent years.⁵ The report of the Casey Review, published in 2016, cited research from 2014 that suggested there were around 27,000 registered home educated children in England. The report stated that the number of unregistered home educated children was unknown and "thought to be several multiples" of the registered number.⁶

¹ Department for Children, Schools and Families, [Elective Home Education: Guidelines for Local Authorities](#), November 2007, paras 2.1-2.3.

² As above, para 1.4.

³ As above, para 1.2.

⁴ [PQ 47136](#), 1 November 2016.

⁵ [PQ 55576](#), 12 December 2016. For example, see: [Rising numbers of pupils home educated](#), BBC News, 21 December 2015.

⁶ Dame Louise Casey, [The Casey Review: A review into opportunity and integration](#), December 2016, p119.

1.2 Parental responsibilities

Where a child is attending school and the parents decide to withdraw them and educate them at home, the parents have to notify the school; the school must then notify the local authority. Parents do not need to inform the council unless their child has an education, health and care (EHC) plan. Similarly, parents of children who have never attended school are not required to inform the local authority if they decide to home educate their child.⁷

Box 2: Removing pupils from admissions registers

Under the *Education (Pupil Registration) (England) Regulations 2006*, schools can lawfully delete a pupil's name from the register under fifteen grounds, including where the child has stopped attending and the school has received written notification from the parent that they are "receiving education otherwise than at school."⁸

In July 2015, Michael Wilshaw, the then Chief Inspector of Schools, raised concerns with the Secretary of State that "potentially high numbers of pupils" were having their name deleted from school admissions registers "without either the schools or the local authorities having an accurate understanding of where those pupils have gone." He stated that this made it "difficult, if not impossible, for schools and local authorities to distinguish the minority of children who may be at risk from the majority who will be safe and receiving a suitable education in mainstream schools, registered independent schools or in their home."⁹

In response to the concerns, the Government launched a [consultation](#) in January 2016 on amending the pupil registration regulations so that schools would be required to inform the local authority whenever they are about to delete a pupil's name from the admission register. Schools would, among other things, also be required to record details of the pupil's residence and the name of the person with whom they will reside.¹⁰

These changes were implemented by the *Education (Pupil Registration) (England) (Amendment) Regulations 2016* and came into force at the start of the 2016-17 academic year. Further information is included in [updated statutory guidance](#) from the Department for Education on children missing education.¹¹

Parents who choose home education are responsible, under the *Education Act 1996*, for ensuring that the education provided is efficient, full-time and suitable to the child's age, ability and aptitude.¹² They do not have to follow the national curriculum.¹³

With regards to what constitutes an "efficient" and "suitable" education, the [departmental guidance](#) states:

An "efficient" and "suitable" education is not defined in the *Education Act 1996* but "efficient" has been broadly described in case law as an education that "achieves that which it sets out to achieve", and a "suitable" education is one that "primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole, as long as it

⁷ [Home education](#), Gov.uk, last accessed 9 January 2017.

⁸ *Education (Pupil Registration) (England) Regulations 2006*, regulation 8.

⁹ Ofsted, [Advice letter from Sir Michael Wilshaw, Her Majesty's Chief Inspector, on the latest position with schools in Birmingham and Tower Hamlets](#), 14 July 2015.

¹⁰ Department for Education, [Improving information in identifying children missing education: Government consultation](#), January 2016.

¹¹ Department for Education, [Children missing education: Statutory guidance for local authorities](#), September 2016.

¹² *Education Act 1996*, section 7.

¹³ [Home education](#), Gov.uk, last accessed 9 January 2017.

does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so".¹⁴

Parents can choose to employ private tutors to assist them in providing suitable education, but there is no requirement for them to do so.¹⁵ They can also ask the school to teach their child part time but the school does not have to accept the request.¹⁶ Learning may take place in a variety of locations and does not have to be limited to the child's home.¹⁷

Further information on the requirements of a full-time efficient education is provided in the 2007 guidance: [Elective home education guidelines for local authorities](#) (paras 3.13-3.16).

Box 3: Home education and raising the participation age

Following the raising of the participation age, young people must do one of the following until they are 18:

- Stay in full-time education;
- Start an apprenticeship or traineeship; or
- Spend 20 hours or more a week working or volunteering, while in part-time education or training.

Young people may be educated at home to meet the requirement to participate. [Statutory guidance](#) published by the Department for Education states that for young people attending education outside of a school the definition of full-time education is usually at least 540 hours of planned learning (around 18 hours a week). For young people who are home educated, however, no hourly requirement applies and the amount and content of the home education is determined by the home educator.¹⁸

1.3 Responsibilities of local authorities

Local authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis. However, under the *Education Act 1996* they do have duties to:

- make arrangements to enable them to identify, as far as is possible, children in their area who are not receiving a suitable education; and
- to intervene if it appears that a child is not receiving a suitable education.¹⁹

Local authorities also have a duty to make arrangements to ensure that their education functions are exercised with a view to safeguarding and promoting the welfare of children.²⁰ These powers allow authorities to insist on seeing children in order to enquire about their welfare where there are grounds for concern.²¹ However, the [guidance on home](#)

¹⁴ Department for Children, Schools and Families, [Elective Home Education: Guidelines for Local Authorities](#), November 2007, paras 2.2-2.3.

¹⁵ As above, para 1.2.

¹⁶ [Home education](#), Gov.uk, last accessed 9 January 2017.

¹⁷ Department for Children, Schools and Families, [Elective Home Education: Guidelines for Local Authorities](#), November 2007, para 1.2.

¹⁸ Department for Education, [Participation of young people in education, employment or training: Statutory guidance for local authorities](#), September 2016, p17.

¹⁹ Department for Children, Schools and Families, [Elective Home Education: Guidelines for Local Authorities](#), November 2007, paras 2.5-2.8.

²⁰ *Education Act 2002*, section 175(1).

²¹ *Children's Act 1989*, Section 47.

[education](#) makes clear that these powers “do not bestow on local authorities the ability to see and question children subject to elective home education in order to establish whether they are receiving a suitable education.”²²

The guidance additionally recommends that local authorities should:

- Have a written policy statement on elective home education, and be willing and able to provide guidance for parents who request it.
- Provide clear details of their complaints procedure and deal with any complaints in a sensitive and timely manner.²³

In its 2012 report, [Support for Home Education](#) (see section 3.4 below), the Education Committee outlined the role of local authorities as follows:

The role of the local authority is clear with regard to home education. They have two duties: to provide support for home educating families (at a level decided by local authorities themselves), and if families wish it; and to intervene with families if the local authority is given reason to believe that a child is not receiving a suitable education. It is not the role of the local authority routinely to monitor whether a suitable education is being provided, and local authorities should not act as if it is, or cause parents to believe that it is.²⁴

School attendance orders

If it appears that a child is not receiving a suitable education the council can serve a notice on the parents requiring them to satisfy the local authority within a specified period that the child is receiving a suitable education. The specified period must be at least 15 days. [Departmental guidance](#) encourages councils to address the issue informally before serving such a notice.

If a notice is served and the parents fail to satisfy the local authority that the child is receiving a suitable education, or the authority believes that it is expedient that the child attends school, then the authority will serve a school attendance order requiring the child to become a registered pupil at a named school. If they do not, the parents can be prosecuted.

At any stage following the issuing of the Order the child’s parents can give evidence to the local authority that the child is now receiving a suitable education and apply to have the Order revoked. If the local authority refuses, parents can refer the matter to the Secretary of State. If a local authority prosecutes a child’s parents for failing to comply with a school attendance order, the courts will decide whether the education being provided is suitable and efficient.²⁵

²² Department for Children, Schools and Families, [Elective Home Education: Guidelines for Local Authorities](#), November 2007, paras 2.12-2.15.

²³ As above, para 3.1.

²⁴ Education Committee, [Support for Home Education](#), 18 December 2012, HC 559-I 2012-13, para 10.

²⁵ Department for Children, Schools and Families, [Elective Home Education: Guidelines for Local Authorities](#), November 2007, paras 2.7-2.10.

Further information about the duties of local authorities with regards to home educated children are outlined in the [Elective home education guidelines for local authorities](#) (paras 2.5-2.17).

1.4 Funding and support

Parents who choose to educate their children at home must be prepared to assume full financial responsibility, including bearing the cost of any public examinations. However, [departmental guidance](#) encourages local authorities to provide support where resources permit:

As a minimum, local authorities should provide written information (which is also available through the internet) on elective home education that is clear and accurate and which sets out the legal position. Some local authorities may be able to offer additional support to home educating parents, but this will vary depending on their resources.²⁶

The Gov.uk website allows users to search for information from their local council concerning home education by inputting their postcode at: [Home education: get information from your council](#).

Flexi-schooling

Flexi-schooling describes an approach which offers part-time attendance at school to parents who may wish to part-educate their child at home.

In February 2013, the Department for Education issued “categorical” advice that a school could not agree to a flexi-schooling arrangement. However, in March 2013 this advice was amended to state that “where parents have entered in to flexi-schooling arrangements, schools may continue to offer those arrangements”.²⁷ The then Parliamentary Under-Secretary of State for Education and Childcare, Elizabeth Truss, outlined the then Government’s policy on flexi-schooling in response to a parliamentary question on 10 June 2013:

Elizabeth Truss: Flexi-schooling is a combination of attendance at school and home education. Schools may enter into flexi-schooling arrangements provided they correctly mark children as absent in attendance registers when they are being educated at home.²⁸

The current Department for Education [non-statutory guidance on school attendance](#), last updated in November 2016, states that as a rule schools can’t place pupils on part-time timetables but that “in very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil’s individual needs”.²⁹

The [Gov.uk webpage on home education](#), last updated in October 2016, states that while headteachers must accept if a parent plans to

²⁶ Department for Children, Schools and Families, [Elective Home Education: Guidelines for Local Authorities](#), November 2007, paras 2.4 and 5.2.

²⁷ Department for Education, *Clarification on flexi-schooling*, 22 March 2013, website [taken on 27 March 2013].

²⁸ [HC Deb 10 June 2013, c130W](#).

²⁹ Department for Education, [School attendance: Guidance for maintained schools, academies, independent schools and local authorities](#), November 2016, p22.

take their child out of school completely, they can refuse if the parent wants to send their child to school some of the time.³⁰

1.5 Children with special educational needs

Parents' right to educate their child at home applies equally where a child has special educational needs (SEN), but the education provided must be "suitable to the child's age, ability, aptitude and SEN."³¹

The [*Special Educational Needs and Disability \(SEND\) Code of Practice*](#), last updated in January 2015, notes that local authorities do not have a duty to assess every home educated child to see whether they have SEN. The guidance states, however, that local authorities should "work in partnership with, and support, parents" to ensure that the SEN of home educated children are met where:

- the local authority already knows that a child has SEN; or
- the child's parents have drawn the child's needs to the attention of the authority.³²

Under the reformed system for special educational needs, where parents and the local authority agree that home education is the right provision for a child with an EHC plan, the plan should make clear that the child will be educated at home. If it does, then the local authority must arrange the special educational provision set out in the plan.

Where a child's EHC plan names a school and the parents decide to educate them at home, the local authority does not have to make the special educational needs provision set out in the plan provided that it is satisfied that the arrangements made by the parents are suitable. The authority must review the plan annually "to assure itself that the provision set out in it continues to be appropriate and that the child's SEN continue to be met."³³

If a child is being removed from a special school to be home educated, the local authority must give consent for their name to be removed from the register.³⁴

Funding

[Guidance to local authorities](#) on funding provision for home educated children with SEN notes that parents assume financial responsibility for their child's education, but encourages local authorities to take a flexible approach:

It remains the case that when parents choose to electively home educate their children they assume financial responsibility for their children's education. However, the Department continues to

³⁰ [Home education](#), Gov.uk, last updated 25 October 2016.

³¹ Department for Education and Department of Health, [Special educational needs and disability code of practice: 0 to 25 years](#), January 2015, p214.

³² As above, p214.

³³ As above, pp214-5.

³⁴ As above, p215.

recommend that local authorities should take a flexible approach to support for home educating parents where appropriate.³⁵

The [SEND Code of Practice](#) states that local authorities should fund the SEN needs of home educated children where it is appropriate to do so [emphasis added]:

Local authorities should work in partnership with, and support, parents to ensure that the SEN of these children are met where the local authority already knows the children have SEN or the parents have drawn the children's special needs to the authority's attention. Local authorities do not have a duty under section 22 of the Children and Families Act 2014 to assess every home educated child to see whether or not they have SEN. **The high needs block of the Dedicated Schools Grant is intended to fund provision for all relevant children and young people in the authority's area, including home educated children. Local authorities should fund the SEN needs of home educated children where it is appropriate to do so.** Guidance is available to local authorities from the Department for Education on funding provision for home educated children.³⁶

The guidance on funding provision for home educated children with SEN additionally states that local authorities can financially support the parents of children with statements of SEN which name a school, and the parents of children with SEN but without statements. It notes that parents should not be expected to pay £10,000 before they receive any support:

As regards children with statements of SEN which name schools as the appropriate placement for a child but parents decide to educate such a child at home, it remains the local authority's duty to ensure that the child's needs are met through the provision made by the parents. The local authority can support parents financially in these circumstances under section 319 or section 19 of the Education Act 1996 (this would fall under either paragraph 18 or paragraph 20 of Schedule 2 to the School and Early Years Finance (England) Regulations 2012). In deciding how much support is needed, the local authority should be aware that, unlike schools, parents do not receive base funding from the public purse in support of SEN, and should not therefore be expected to pay £10,000 before they receive any support.

Children with SEN but without statements may also be educated at home. In these circumstances local authorities should consider whether they require support from the public purse. This provision can also be made under section 319 or section 19 of the Education Act 1996.³⁷

³⁵ [Revised funding guidance for local authorities on home educated children](#), para 2, last accessed 10 January 2017.

³⁶ Department for Education and Department of Health, [Special educational needs and disability code of practice: 0 to 25 years](#), January 2015, pp214-5.

³⁷ [Revised funding guidance for local authorities on home educated children](#), paras 5-6.

2. Issues, reports and proposals for reform

2.1 Unregistered schools

In a series of letters to the Secretary of State, the former Chief Inspector of Schools, Sir Michael Wilshaw, raised concerns about “the safety of children who are being educated in unregistered schools” and around the link between the growth of such schools and an increase in the number of home educated children.³⁸ For example, in [a letter of May 2016](#), he stated:

Evidence inspectors have gathered over recent weeks has also reaffirmed my belief that there is a clear link between the growth of unregistered schools and the steep rise in the number of children recorded as being home educated in England over the past few years.

I have previously voiced concern that many of those operating unregistered schools are unscrupulously using the freedoms that parents have to home educate their children as a cover for their activities. They are exploiting weaknesses in the current legislation to operate on the cusp of the law. Many are charging parents thousands of pounds to send their children to these unregistered schools.

In doing so, many are providing a sub-standard education, placing children at risk and undermining the government’s efforts to ensure that all schools are promoting British values, including tolerance and respect for others.³⁹

The letter added that the Chief Inspector would welcome the opportunity for officials from Ofsted and the Department for Education to work together “on the current legal framework around home education to consider how the arrangements should be strengthened.”⁴⁰

In [response to a parliamentary question](#) in July 2016, the then Education Secretary, Nicky Morgan, stated:

We have already made it clear that we want to know more about what is happening to children who are home educated. The majority will be educated extremely well, but we believe that there is more to do on this. We also want local authorities to know when children are being withdrawn from schools in order to be home educated, and I expect further proposals to follow.⁴¹

2.2 Casey Review

In December 2016, Dame Louise Casey published the [report of her review into opportunity and integration](#) (The Casey Review). In a section

³⁸ Ofsted, [Advice letter from Sir Michael Wilshaw, Her Majesty’s Chief Inspector, on unregistered schools](#), 11 December 2015

³⁹ Ofsted, [Advice letter from Sir Michael Wilshaw, Her Majesty’s Chief Inspector, in respect of suspected illegal schools](#), 16 May 2016.

⁴⁰ As above.

⁴¹ [HC Deb 4 July 2016, c606](#).

on home education, the report noted a number of valid reasons why some parents may choose to home educate their child but stated that:

While there are many proponents of the benefits and strengths of home education, there are a number of difficulties and risks associated with it and little evidence we could find to assess the educational attainment and socio-economic progress made by home educated children.⁴²

The report raised a number of issues associated with home education, including:

- The definition of suitable education in existing guidance, as an education that “primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole...”, runs counter to efforts “to foster British values in schools across the country and contrary to efforts on integration and building cohesive communities which are based on shared values.”
- The lack of a requirement for parents to notify local authorities that they are home educating their child means that authorities do not “have any sure way of knowing the extent of home education in their locality, nor the quality or ‘suitability’ of education being provided outside of school settings.”
- Some people may be “misusing the right to home educate and its light regulation to place their children in unregistered and illegal schools.”
- The current framework places “serious limitations” on the extent to which local authorities can be aware of any child protection issues arising from the nature of the education provided to a home educated child.⁴³

The report also welcomed the Government’s tightening of regulations on pupil registration (see box 3) but noted that it only had the potential to improve the tracking of children who had been attending school before they are withdrawn. The report stated that “further action is necessary to cover children who are home educated without ever having attended school – otherwise there will always be a cohort of pupils who are not known to local authorities and the opportunity to abuse the system will remain.”⁴⁴

The report’s section on home education concluded:

Parents should continue to have the right to home educate their children but stronger safeguards are required to ensure the child’s right to a decent and suitable education for life in Britain, and to protect them from harm. The evidence we have seen in this review shows it is too easy for children to be raised in a totally secluded environment that does not provide a suitable education or sufficient protection from harm. One case of this happening is one too many.⁴⁵

⁴² Dame Louise Casey, [*The Casey Review: A review into opportunity and integration*](#), December 2016, p119.

⁴³ As above, pp118-20.

⁴⁴ As above, p120.

⁴⁵ As above, p120.

Government response

On the day of its publication, the Secretary of State for Communities and Local Government, Sajid Javid, issued a [written ministerial statement](#) on the Casey Review. He stated that he would “carefully consider the findings in the review, in consultation with my Government colleagues and faith and community leaders, and will bring forward proposals in due course.”⁴⁶

2.3 Registration of home educators

The 2009 Badman Report

In January 2009, Graham Badman, the former Director of Children’s Services at Kent County Council, was asked by the then Secretary of State for Children, Schools and Families to review whether the right systems were in place to allow local authorities to ensure that concerns about the safety, welfare or education of home educated children were addressed quickly and effectively.⁴⁷

The report, *Review of Elective Home Education*, was published on 11 June 2009.⁴⁸ It made 28 recommendations, including that a compulsory annual registration scheme for home educators should be established. Under the proposed registration scheme, all parents planning to home educate their children would have to inform the local authority; the authority could refuse registration if there was clear evidence of safeguarding concerns.

The review further recommended that parents should be asked to submit a statement of their intended approach to the child’s education, including what they aimed to achieve over the following 12 months. Local authority officials would have the right to access the home to check that the child was safe and well and making progress against their learning statement.⁴⁹

Amongst the report’s other recommendations were:

- that local authorities should provide more support to home educating families, for example through helping provide access to the national examinations system, sports facilities, libraries and music tuition;⁵⁰ and
- that the Government should review the current statutory definition of what constitutes a ‘suitable’ and ‘efficient’ education.⁵¹

⁴⁶ [HCWS319](#), 5 December 2016.

⁴⁷ “Morgan: Action to ensure children’s education and welfare”, DCSF Press Notice 19 January 2009.

⁴⁸ Graham Badman, *The Report to the Secretary of State on the Review of Elective Home Education in England*, HC 610, June 2009.

⁴⁹ As above, pp38 & 40.

⁵⁰ As above, p41.

⁵¹ As above, p39.

The report received a hostile response from some home educators, who believed that the proposals were unnecessary and would allow the state an “unprecedented intrusion into family life”.⁵²

Government response

In a [written ministerial statement on 11 June 2009](#) the then Secretary of State for Children, Schools and Families, Ed Balls, announced a public consultation on the proposals to establish a registration scheme for home educators so that they could be introduced to Parliament at the earliest opportunity.⁵³ The consultation closed on 19 October 2009.

In its [full response to the Badman Review](#), published on 9 October 2009, the Government additionally stated that it would commission a review in early 2010 to clarify what constituted a suitable and efficient education. In the event, the review had not started when Parliament was dissolved for the 2010 general election.

In its response the Government also agreed that home educators should have access to educational facilities and services such as work experience, libraries, and specialist music tuition. It stated that local authority staff supporting home educators would need to work with schools to see how such services could be provided.⁵⁴

Children Schools and Families Bill

The [Children Schools and Families Bill](#) was introduced in the House of Commons on 19 November 2009. It sought to implement the recommendations of a number of independent reviews, including Graham Badman’s [Review of Elective Home Education in England](#).⁵⁵

The Bill as introduced included provisions to introduce a new requirement for local authorities in England to keep a register of all children of compulsory school age in their area who were entirely educated at home. Authorities would be required to monitor those children to ensure that they were safe and well and receiving a suitable education. The Bill also included new regulation making powers to allow the procedural detail of the new registration scheme, and how it would operate, to be set out in regulations.

The Badman Review had recommended that local authority officers should have the right to speak to a home educated child alone, if that was deemed appropriate. There were strong representations against this and the Government stressed that under the provisions in the Bill, the right to see the child alone would only be with the permission and agreement of the parent.⁵⁶

⁵² For example, see “[Get tough on home tuition to weed out abuse, says review](#)”, *Guardian*, 5 June 2009 and “No place like home”, *Sunday Times*, 14 June 2009 p9.

⁵³ [HC Deb 11 June 2009 c44-5WS](#).

⁵⁴ Department for Children Schools and Families, [DCSF response to the Badman Review of Elective Home Education in England](#), October 2009.

⁵⁵ [Children Schools and Families Bill](#), Bill 8 of Session 2009-2010

⁵⁶ [HC Deb 19 November 2009 cc175-6](#)

Children, Schools and Families Committee inquiry

Following a short inquiry, the Children, Schools and Families Committee published a [report on home education](#) on 16 December 2009, shortly after the publication of the *Children, Schools and Families Bill*.⁵⁷

The report supported proposals to introduce annual registration for home educating families. However, in view of the concerns expressed by home educators, the report suggested that registration should be voluntary. It further recommended that the voluntary registration system should be reviewed after two years and that if the arrangements did not meet expectations then a system of compulsory registration should be introduced.

The report also supported the requirement for home educating families to provide some form of statement of their intended approach to their child's education and stated that this should be supplemented by meetings between home educating families and local authority officers on at least an annual basis.

The committee suggested that existing safeguarding legislation was the appropriate mechanism for the purpose of safeguarding and promoting the welfare of home educated children, and that the proposed annual visits would offer little direct safeguarding benefit over and above this. The Committee strongly discouraged the notion that local authority home education teams should be given a more overt safeguarding role.⁵⁸

Removal of the home education provisions from the Bill

The *Children's Schools and Families Bill* provided for the registration system to come into effect from April 2011. However, the relevant provisions were removed from the Bill on 8 April 2010 because no agreement on them could be reached between the Government and opposition parties before the dissolution of Parliament for the 2010 general election.⁵⁹ They were therefore not included in the Bill that became the *Children, Schools and Families Act 2010*.

2.4 2012 Education Committee report

In December 2012, the Education Committee published [a report into home education](#). The report focused on the support available to home educators, and the relationship between home educators and local authorities. The report:

- Found that some local authorities may be acting outside the law and most had *ultra vires* statements on their websites with regards to home education [paras 10-12].
- Noted evidence that the guidance on home education was not clear enough as to what constitutes suitable and efficient education. The report concluded that the case law in this area was

⁵⁷ Children, Schools and Families Committee, [The Review of Elective Home Education](#), 16 December 2009, HC 39-I.

⁵⁸ As above.

⁵⁹ DCSF, [Statement on the Children, Schools and Families Bill](#), 7 April 2010.

sufficient but recommended that the Department conduct a review of the guidance [paras 13-15].

- Found evidence of inconsistency in local authority practice across the county, leading to a 'postcode lottery' for home educators. The report suggested that the establishment of a professional association/annual conference of home education officers could help spread best practice [para 16-21].
- Recommended against any system-wide changes to financial support for home educators but recommended that the Government should better explain where funding that is available can be obtained [para 34]
- Recommended that the state should meet the cost of home educated children sitting public examinations [para 44]
- Recommended that the Government monitor local authorities' provision of advance regarding transition to further education for home educated young people [paras 45-46]⁶⁰

Government response

The [Government response to the report](#) was published in March 2013. The Government stated that it had no plans to review or change the guidance on home education, and that it was not for the Government to audit local authorities on their performance on home education.⁶¹ The Government also rejected the Committee's recommendation that the cost of public examinations should be met by the State.⁶²

⁶⁰ Education Committee, [Support for Home Education](#), 18 December 2012, HC 559-I 2012-13.

⁶¹ Education Committee, [Support for Home Education: Government Response to the Committee's Fifth Report of Session 2012-13](#), 18 March 2013, HC 1013, p2.

⁶² As above, p4

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