

# **The Impact of the Children's Wellbeing and Schools Bill on Home-Educators**

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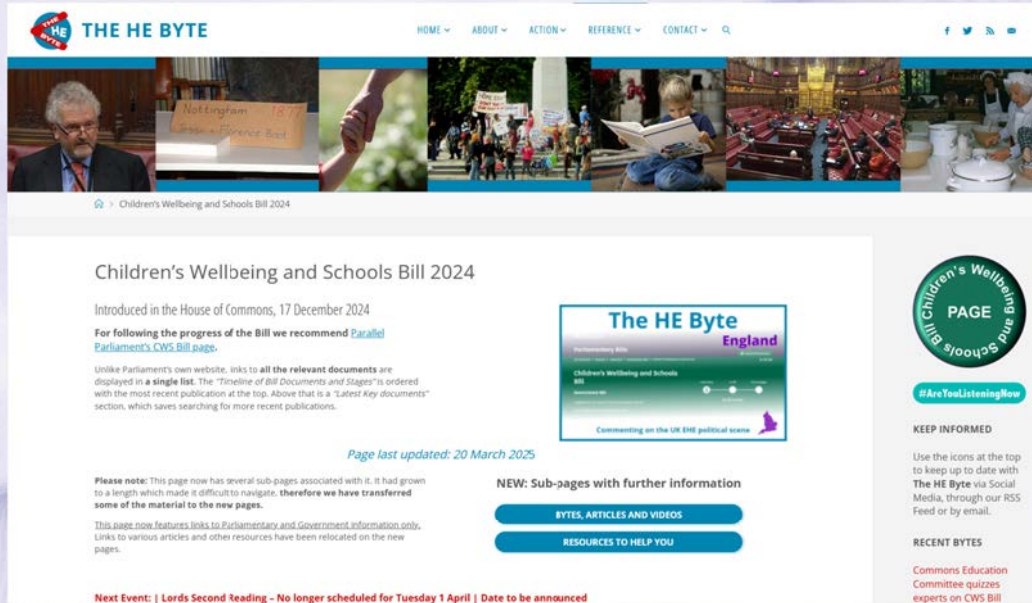
### **The Impact of the CWS Bill on Home-Educators**





# The Impact of the Children's Wellbeing and Schools Bill on Home-Educators

## The Impact of the CWS Bill on Home-Educators



The screenshot shows the homepage of 'THE HE BYTE' website. The header includes navigation links: HOME, ABOUT, ACTION, REFERENCE, and CONTACT. A banner image at the top features a collage of photos related to education and social issues. Below the banner, the main heading is 'Children's Wellbeing and Schools Bill 2024'. The text states it was introduced in the House of Commons on 17 December 2024. It recommends following the progress of the Bill via Parliament's CWS Bill page. A 'Page last updated: 20 March 2025' note is present. A 'Please note' section explains that the page has been restructured for better navigation. A 'NEW: Sub-pages with further information' section lists 'BYTES, ARTICLES AND VIDEOS' and 'RESOURCES TO HELP YOU'. On the right, there is a circular badge for 'Children's Wellbeing and Schools Bill PAGE', a '#AreYouListeningNow' hashtag, and a 'KEEP INFORMED' section with social media icons. At the bottom right, there is a 'RECENT BYTES' section with a link to 'Commons Education Committee quizzes experts on CWS Bill'. A small graphic of diverse people is in the bottom right corner.

he-byte.uk

## The Impact of the CWS Bill on Home-Educators

Children must be free to think in all directions irrespective of the peculiar ideas of parents who often seal their children's minds with preconceived prejudices and false concepts of past generations.

Unless we are very careful, very careful indeed, and very conscientious, there is still great danger that our children may turn out to be the same kind of people we are.

Brock Chisholm  
Director General of World Health Organisation 1948-53

Quoted in: Minter, Catherine. "What We Observed in Teaching General Semantics." *Et cetera* 61 (2004): 482-86



# The Impact of the Children's Wellbeing and Schools Bill on Home-Educators

## The Impact of the CWS Bill on Home-Educators

GOV.UK


Home > Parenting, childcare and children's services

Press release

**First schools confirmed for landmark free breakfast clubs**

First 750 schools to offer clubs from April, delivering on government's Plan for Change.

From: [Department for Education](#) and [The Rt Hon Bridget Phillipson MP](#)  
Published 23 February 2025



## The Impact of the CWS Bill on Home-Educators



### Children's Wellbeing and Schools Bill

Child's Rights Impact Assessment

March 2025

### Child's Rights Impact Assessment

Published  
Monday  
17 March





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For children who start their day with unhealthy food choices, such as sugary or processed meals, the risks of obesity, energy fluctuations, and other long-term health issues are higher. Research suggests that breakfast clubs may encourage healthier eating habits and a greater willingness to try new foods among children, aligning with Article 24 of the UNCRC by increasing children's access to nutritious food that supports their physical well-being.

Removing barriers to opportunity in schools | Page 40



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Comisiynydd Plant Cymru  
Children's Commissioner for Wales

RETURN TO HOME

Accessibility Options: View site as simple layout (Disable CSS)

View text: Small Medium Large

NEWID YR IAITH IR OYMRAGO

About Us Our Work Publications Our Schemes Resources Rights Contact Us

Obesity/ Healthy Weight

The latest figures tell us that more than a quarter of children aged 4 or 5 in Wales are measured as being

Useful links

→ Ambitions for Wales

Rocio Cifuentes  
Children's Commissioner for Wales  
Obesity/ Healthy Weight  
12 September 2024





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### Children have a human right to a healthy and nutritious diet

Under article 24 of the UN Convention on the Rights of the Child (UNCRC), every child has the right to the highest possible standard of health, and as part of this, governments should provide 'adequate nutritious foods'. Article 24 also states that governments should ensure 'all segments of society, in particular parents and children, are informed and have access to education and are supported in the use of basic knowledge of child health and nutrition...'.



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The UN Committee on the Rights of the Child produces 'General Comments', designed to provide advice and instruction to States on upholding the UNCRC. General Comment No. 15 (2013) on article 24 states that:

*"Adequate nutrition and growth monitoring in early childhood are particularly important..."*

*...School feeding is desirable to ensure all pupils have access to a full meal every day, which can also enhance children's attention for learning and increase school enrolment...*





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**Do you realise that this is an anti-family policy?**

**Meal times are vital opportunities for relationships to be nurtured, however...**

**.."international authorities" want children to 'bond' with state employees more than with their own parents.**

**We live in an economic *age* where...**

**Parents are told to leave parenting to the State, whilst they go out and work to increase GDP!**



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**Home educators are the very antithesis of this doctrine;**

**We are the last families standing in resistance to this materialistic philosophy;**

**We should also be the alarm bell to every other family, because most have been drawn into surrendering their parenthood to the State!**





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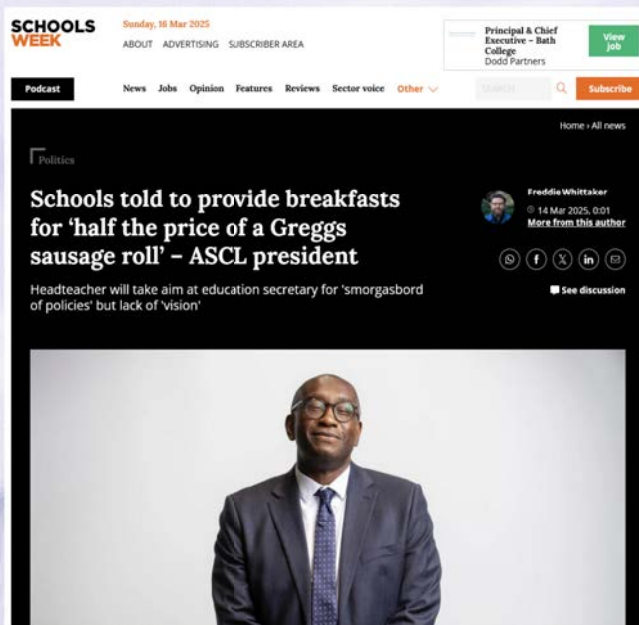
## The Impact of the CWS Bill on Home-Educators



BBC News  
Sunday 16 March



## The Impact of the CWS Bill on Home-Educators



Schools Week - Friday 14 March

Manny Botwe

On breakfast clubs, he will describe the daily funding rate of 60p as “absurd. You can’t promise parents a nutritious meal and 30 minutes of childcare, then expect schools to deliver it for less than half the price of a Greggs sausage roll.”





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**The evidence is that the State does not do wellbeing...**

**...it does do ECONOMICS!**

**Families do wellbeing**



## **The Impact of the CWS Bill on Home-Educators**

### **Education Act 1996 - Section 7**

**Duty of parents to secure education of children of compulsory school age.**

**The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable-**

- (a) to his age, ability and aptitude, and**
- (b) to any special educational needs he may have, either by regular attendance at school or otherwise.**



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## The Impact of the CWS Bill on Home-Educators



### Areas of specific concern:

### Now 67 Clauses & 4 Schedules

- |          |  |
|----------|--|
| 4        | Information sharing and consistent identifiers |
| 30 to 35 | Children not in school                         |
| 36 to 43 | Independent educational institutions           |



## The Impact of the CWS Bill on Home-Educators

### Policy Summary Notes

#### Information-sharing and consistent identifiers

Measures to improve data sharing between agencies to better ~~safeguard and support~~ <sup>track and trace</sup> children and families.

- An information sharing duty that provides a clear legal basis to share information for the purposes of safeguarding and promotion of welfare, and
- Provision to enable the specification of a consistent identifier (also known as 'Single Unique Identifier').

#### What does this measure do and why do we need it?

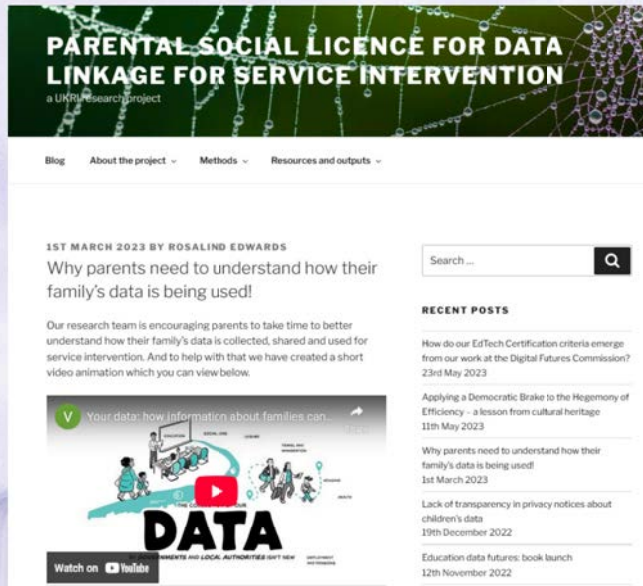
The duty provides a clear legal basis for sharing information for the purposes of safeguarding and promoting the welfare of children. This will give practitioners confidence to request and provide information appropriately and in line with data protection legislation, removing barriers to providing targeted, timely and accurate support for families.





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Co-investigator Professor Val Gillies from the University of Westminster added:

"If you are a parent, a group working with parents or simply someone with an interest in how our data is being used, watch our animation and if you'd like to know more about what we've found and other resources and outputs that might be of interest take a look at the rest of our website."



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University of Southampton Principal investigator Professor Ros Edwards said:

We believe that policy developments and data linkage and analytics practices to inform services interventions **are moving ahead of public knowledge and consent.** We should all take time to understand this better and consider what it means.



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### *Children not in school*

- 30 Local authority consent for withdrawal of certain children from school
- 31 **Registration**
- 32 School attendance orders
- 33 Children not in school: processing of information
- 34 Guidance on children not in school and school attendance orders
- 35 Children not in school: consequential amendments

### *Independent educational institutions*

- 36 Expanding the scope of regulation
- 37 Independent educational institution standards
- 38 Unregistered independent educational institutions: prevention orders
- 39 Material changes
- 40 Deregistration by agreement
- 41 Imposition of relevant restrictions
- 42 Powers of entry and investigation etc
- 43 Application of schools provision to independent educational institutions



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### **31 Registration** 25

- (1) The Education Act 1996 is amended as follows.
- (2) After section 436A insert—

#### *"Children not in school*

#### **436B Duty to register children not in school**

- (1) A local authority must maintain a register of children who are eligible 30  
to be registered by the authority under this section.
- (2) A child is eligible to be registered by a local authority under this  
section if conditions A to C are met.
- (3) Condition A is that the child lives in the authority's area.
- (4) Condition B is that the child is of compulsory school age. 35
- (5) Condition C is that—
  - (a) the child is not a registered pupil or a student registered at a  
relevant school,





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### 436C Content and maintenance of registers

- (1) A register under section 436B must contain the following information in respect of a child registered in it—
- (a) the child's name, date of birth and home address;
  - (b) the name and home address of each parent of the child;
  - (c) the name of each parent who is providing education to that child;
  - (d) the amount of time that the child spends receiving education from each parent of the child;

40



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- (e) if the child receives education from a person other than their parent—
- (i) the names and addresses of any individuals and organisations involved in providing that education;
  - (ii) a description of the type of each provider named under sub-paragraph (i);
  - (iii) the postal address of each place where that education is provided (where different from the address in sub-paragraph (i)) or the website or email address of the provider if that education is provided virtually;
  - (iv) the total amount of time that the child spends receiving that education and the amount of time the child spends receiving that education without any parent of the child being actively involved in the tuition or supervision of the child.

5

10

15



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## The Impact of the CWS Bill on Home-Educators

- (2) To the extent that the local authority has the information or can reasonably obtain it, a register under section 436B must also contain such information about, or in connection with, the following matters in respect of a child registered in it as may be prescribed—
- (a) the child's protected characteristics (within the meaning of the Equality Act 2010); 20
  - (b) in the case of a child who is in the area of a local authority in England, whether the child has any special educational needs, including whether the local authority maintains an EHC plan for the child; 25
  - (c) in the case of a child who is in the area of a local authority in Wales, whether the child has any additional learning needs, including whether an individual development plan is maintained for the child;



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- (e) whether the child is or has ever been a child in need...
- (f) whether the child has ever been assessed as having needs for care and support...
- (g) whether the child is or has ever been looked after by a local authority...
- (h) the reasons why the child meets condition C in section 436B...
- (i) whether, under arrangements made under section 436A, the child has been identified as a child who is of compulsory school age but who is not a registered pupil at a school and is not receiving suitable education otherwise than at a school;





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(j) the school or institution within the further education sector or the type of school or institution (if any) that the child attends or has attended in the past;

(k) whether support is being provided in relation to the child under section 436G and, if so, the nature of the support being provided;

(l) any actions that have been taken by a local authority in relation to the child under sections 436I to 436Q (school attendance orders);



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(m) any other information about the child's characteristics, circumstances, needs or interactions with a local authority or educational institutions that the Secretary of State considers, or the Welsh Ministers consider (as the case may be), should be included in the register for the purposes of promoting or safeguarding the education or welfare of children.



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(3) A register under section 436B may also contain any other information the local authority considers appropriate.



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### 436E Provision of information to local authorities: education providers

- (1) This section applies where a local authority reasonably believes that—
  - (a) a person is providing out-of-school education to a child for more than the prescribed amount of time without any parent of the child being actively involved in the tuition or supervision of the child, and 20
  - (b) the child is, or is eligible to be, registered by the authority under section 436B.
- (2) In this section— 25
  - (a) “out-of-school education” means any programme or course of education, or any other kind of structured education, that is provided otherwise than as part of the education provided by a relevant school (within the meaning of section 436B);
  - (b) “prescribed amount of time” means an amount of time 30 prescribed—
    - (i) by reference to a number of hours in, or a proportion of, a week or other period;
    - (ii) by reference to a proportion of the time a child spends receiving education; 35
    - (iii) in any other way.
- (3) The authority may by notice require the person—
  - (a) to confirm whether or not the person is providing out-of-school education to any child as mentioned in subsection (1)(a), or has done so at any time during the period of 3 months ending with the date of the notice, and 40





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### CHILDREN'S WELLBEING AND SCHOOLS BILL

#### EUROPEAN CONVENTION ON HUMAN RIGHTS MEMORANDUM

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149. The Department considers that to the extent that there is any interference with Article 8 and 14 rights, that it is necessary and proportionate in the interests of protection of the right of the child to an education under Article 2, Protocol 1, and integration into society, following Konrad v Germany (2006) app. 35504/03. Interference can also be justified as necessary for the protection of health and morals, as the measures will help to identify children who may be neglected or socialised in ways that are harmful to them or that will make them harmful to others and will offer certain children some protection from harm by requiring them to attend or remain at school. School is considered a protective environment for most children.

ECHR  
MEMO  
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161. There is no consensus amongst Contracting States in relation to compulsory attendance at school, so the ECtHR has accepted this as falling within the State's margin of appreciation – see Konrad v Germany (2006) app. 35504/03. The Court in this case rejected claims that Articles 8 and 9 of the Convention and A2P1 were breached when home education was banned requiring education in a private/state school, finding that:

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- a. The state has a role in ensuring children are educated, and ensuring 'pluralism' in education, which is key to a democratic society.
- b. The child's right to an education takes priority over respect for parental religious and philosophical convictions if the two are incompatible.
- c. The state can insist on compulsory education, in school, and that the aims of ensuring acquisition of knowledge and of integrating minorities into society are legitimate justification for insisting on this and are within a country's own 'margin of appreciation'.
- d. The ability of parents to educate their children after school and at weekends in conformity with their religious convictions was sufficient to establish that their rights were not restricted in a disproportionate manner.

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Department  
for Enforced  
Schooling



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No Nationalisation of Our Kids



[northshropshe.wordpress.com](http://northshropshe.wordpress.com)

