



A School Partnership In Rural England

Motto : ‘ **We Aspire to Inspire** ’

Our Values – using the initials of the names of the schools.

K – Kindness

U – Understanding

P – Patience

H – Honesty

L – Love

B – Boldness

Children Who Go Missing Throughout the School Day Procedure

Document History

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Bi-Annual Review

The term ‘school’ refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

Leeds & Broomfield Church of England Primary School

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

*"As many hands build a house, so many hearts make a school."
(Matthew Ch 7 24-27)*

RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

Ulcombe Church of England Primary School

Ulcombe Church of England School is a nurturing, inclusive learning space, where our uniqueness inspires trust and welcomes diversity. Our children all flourish (for however long they are with us), in an environment where learning through making choices (good or bad) is not only embraced but discussed and, when needed, forgiven. This allows our learners to become positive role models in *their* wider communities. The whole school community works together in unity to ensure that our practice fully reflects the passage of Corinthians 12:12-14. The children and adults feel included and appreciated as one body with diverse cultures learning, working and flourishing together to accept everyone and nurture their aspirations for the future.

*"One body, many members, learning together surrounded by God's inclusive love."
(Corinthians 12:12-14)*

TRUST RESPECT HOPE ENDURANCE

Procedure for Schools - Children who go missing throughout the school day

This protocol refers to pupils who register at school in the morning and then go missing during the school day without a satisfactory explanation.

Schools will have procedures for pupils who fail to register, if there are concerns about the level of attendance the Enforcement Guidance should be used.

A separate procedure exists for Children Missing Education. The Department for Education (DfE) defines a child missing education as a child who is not on a school roll and has been out of education for more than 4 school weeks. The term Children Missing from Education (CME) therefore refers to all children of compulsory school age who are neither registered at a school nor educated otherwise (i.e. home educated or privately educated.)

Missing Definition:

When a pupil's whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another.

Is the pupil at significant risk?

A pupil missing during school hours incident would be prioritised as significant risk' where:

- The risk posed is immediate and there are substantial grounds for believing that the child/young person is in danger through their own vulnerability. Vulnerability characteristics may include;
 - ∅ Children on a plan (Early Help, Child in Need, Looked After or Child Protection Plan)
 - ∅ A disability and/or special educational needs
 - ∅ Substance misuse
 - ∅ Education health care plan
 - ∅ Age of the child (ie Primary school pupil)
- The risk posed is immediate and there are substantial grounds for believing that the public is in danger.

- There are indications that the child/young person has already come to harm (CSE, grooming, radicalisation etc.)

Other contributory factors should be taken into consideration when determining if the pupil is at significant risk, for example:

Have there been past concerns about this child and family which together with the sudden disappearance are worrying?

- ∅ Is there any known history of drug or alcohol dependency within the family?
- ∅ Is there any known history of domestic violence?
- ∅ Is there concern about the parent/carer's ability to protect the child from harm?
- ∅ Is this very sudden and unexpected behaviour?
- ∅ Have there been any past concerns about the child associating with significantly older young people or adults?
- ∅ Was there any significant incident prior to the child's unexplained absence?
- ∅ Has the child been a victim of bullying?
- ∅ Are there health reasons to believe that the child is at risk? e.g. does the child need essential medication or health care?
- ∅ Was the child noted to be depressed prior to the child's unexplained absence?
- ∅ Are there religious or cultural reasons to believe that the child is at risk? e.g. rites of passage, female genital mutilation or forced marriage planned for the child?

Procedure:

Once a pupil is identified as missing by any member of school staff, the Designated Safeguarding Lead will be informed.

Staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the pupils' whereabouts before notifying the Police. Timeliness should be on a case by case basis.

Designated Safeguarding Lead should, together with the class teacher, assess the child's vulnerability.

School staff will try to locate the pupil and try to establish the whereabouts of them.

School staff will contact home and try to locate the pupil. Staff leave the site in a pair with a mobile phone to stay in contact with school. Taking a car would be useful.

Notifying the Police

The information required by the Police to assist in locating and returning the pupil to a safe environment is as follows:

- The pupils name/s; date of birth; status (for example looked after child); responsible authority;
- Where and when they went missing;
- Previous missing episodes and where they went;
- Who, if anyone, they went missing with;
- What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number.
- Description and recent photo;
- Medical history, if relevant;
- Time and location last seen;
- Circumstances or events around going missing with relevant safeguarding information;
- Details of family, friends and associates;
- Contact details of safeguarding lead if it was after school hours.

Whilst the search is ongoing, the school will continue to liaise with the police and act in accordance with police instructions.

Option 1 – if the child returns before the police have arrived then the Police must be informed and own school procedures need to be followed.

Option 2 - if the child returns to school of their own volition, then the Police must be informed and own school procedures need to be followed.

Option 3 - if the police locate the child and bring them back to the school the Police will conduct the safe and well interview and the school will follow School procedure.

Where a pupil has a known risk of being missing, a risk assessment for the pupil will be written and put in to place.