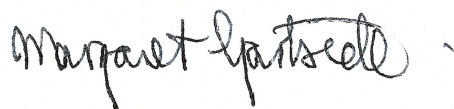


# MARLFIELDS PRIMARY ACADEMY

## Missing Child Policy

Policy Author (s)	Mrs S Isherwood
Responsible Committee	Resources
Date discussed at SLT Meeting	
Date discussed at Staff Consultation meeting	
Date reviewed and approved by Committee	17 November 2021
Full Governors Meeting	24 November 2021
Chair of Governors Signature	
Frequency of Review	Review in the light of changes to legislation or operating experiences Or within two years of approved date from Full Governors Meeting
Review Month	November
Academy Website	Yes

Other Policy Information	
Responsible Officer	Designated Safeguarding Lead
<b>Status</b> <ul style="list-style-type: none"> <li>• <b>Mandatory (all staff must adhere to guidance)</b></li> <li>• <b>Optional (Procedures and practice can vary between teams)</b></li> </ul>	Mandatory
Target Audience	Whole school staff

<b>Type of Document</b>	Policy	X	Standard Operating Procedure		Guideline	
-------------------------	--------	---	------------------------------	--	-----------	--

## Document control

Version no	Type of change	Date	Description of change
2	Wording in 5.7	June 2020	Consideration of truancy in decision making to contact the police.
3	Wording in 5.1	November 2021	Change from Deputy Head to Senior Leadership
3	Appendix 2	November 2021	Change of Protocol Date to 2020-2022 and link added.

## Equality Impact Assessment

<b>Equality Impact Assessment</b>			
<b>1</b>	<b>Does the policy/guidance affect one group less or more favourably than another on the basis of:</b>	<b>Yes /No</b>	<b>Comments</b>
	Race No	N	
	Ethnic origins (including gypsies and travellers)	N	
	Nationality	N	
	Gender	N	
	Culture	N	
	Religion or belief	N	
	Sexual orientation including lesbian, gay and bisexual people	N	
	Age	N	
	Disability-learning disabilities, physical disability, sensory impairment, and mental health problems	N	
<b>2</b>	<b>Is there any evidence that some groups are affected differently?</b>	N	
	If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?		
<b>3</b>	<b>Is the impact of the policy/guidance likely to be negative?</b>	N	
<b>a</b>	If yes can the impact be avoided?		
<b>b</b>	What alternatives are there to achieving the policy / guidance without the impact?		
<b>c</b>	Can we reduce the impact by taking different action		

## Contents

<b>Executive Summary .....</b>	<b>5</b>
<b>1. Purpose, Scope, Aims and Vision .....</b>	<b>5</b>
<b>2. Policy Context.....</b>	<b>5</b>
<b>3. Responsibilities .....</b>	<b>Error! Bookmark not defined.</b>
<b>4. Occasions when a child may go missing.....</b>	<b>Error! Bookmark not defined.</b>
<b>5. Responses in stages .....</b>	<b>6</b>
<b>6. School Trips .....</b>	<b>7</b>
<b>7. Children who run.....</b>	<b>7</b>
<b>8. Review.....</b>	<b>7</b>
<b>9. Procedures to reduce risk .....</b>	<b>8</b>
<b>Appendix.....</b>	<b>9</b>

## Executive Summary

The safety and welfare of pupils is an education setting's primary responsibility. All staff should be aware of their responsibilities regarding child safety; including what to do if a child goes missing from school/setting supervision. This policy sets out the procedures that should be followed if this happens.

### 1. Purpose, Scope, Aims and Vision

- 1.1 To provide a clear procedure, which is understood and effectively implemented by all staff.
- 1.2 To enable the missing child to be located as quickly as possible and given the appropriate level of safety and security consummate with the pupils age and emotional / behavioural maturity.

### 2. Policy Context

- 2.1 The policy should be read in conjunction with the schools Health and Safety Policy, Attendance policies including Children Missing from Education and Safeguarding Policies including Physical Restraint Policy and School Visits Policy.

### 3. Responsibilities

- 3.1 It is the responsibility of the Headteacher to allocate the roles to specific members of staff should a child go missing e.g. Headteacher, DSL, Office Staff, Site Staff, Class teacher, Pastoral lead etc. Dependant on the setting the child's keyworker may have a specific identified role.

### 4. Occasions when a child may go missing

- 4.1 From **an indoor lesson**  
This could occur when a child is allowed to leave the classroom, unaccompanied by an adult, and fails to return; e.g.
  - to go to the toilet,
  - to collect something from their bag in the cloakroom,
  - being sent to another class or teacher as a punishment,
  - undertaking errands for the teacher such as taking the register to the office.
- 4.2 From **an outdoor lesson**  
This could occur when the class are outside the building with the children spread out and/or engaged in a variety of activities which mean that it is easy for a child to wander away unnoticed e.g.
  - during games lessons on the playground or field
  - during other outdoor lessons e.g. measuring parts of the building
  - at the beginning or end of outdoor lessons when children are getting changed or using the toilet, using drinking fountains etc.

#### 4.3 **Travelling about/around the school**

This could occur when the children are spread out and beyond the teacher's direct total supervision e.g.

- going to and from the hall or outdoors before and after a PE lesson,
- going to and from the hall before and after assembly,
- going to and from the classroom at the beginning/end of lunch/break times.

#### 4.4 **Other Times:**

These include:

- at the start of the school day when children are freely moving about the grounds and building to get to their cloakroom and classroom.
- at break and lunch times.
- at the end of the school day when children and parents are freely moving about.

### **5. Responses in Stages**

- 5.1 The person discovering a child is missing should immediately alert the Headteacher /Senior Leadership and Business Manager stating last known location of the child.
- 5.2 All exits should be secured. The Business Manager should instruct staff to monitor school's main reception and prevent any person from leaving the building. (Even if an adult leaving the building does not have the missing child with them it is important they remain as they may have information to help locate the child).
- 5.3 Register all pupils as quickly as possible. If the child has been noticed as missing during a break then consider using a fire drill procedure, to identify if there are any other children missing.
- 5.4 Site staff and specified classroom staff should instigate a controlled search, starting at the last known location. This should be carried out systematically and include all buildings and grounds, and should include CCTV footage. Care should be taken to prevent panic.
- 5.5 The child's parents should be contacted by the identified member of staff to see if the child has returned home. The conversation should be carefully managed. If the Parent / care cannot be reached, then emergency contacts should be used to try and make contact with parents.
- 5.6 A member of staff should be sent out to trace the child's route home to see if they can be found. Staff should be contactable at all times e.g. with school mobile phone.
- 5.7 If the child is not located the identified member of staff should inform the police on 101 or 999 and provide information about what the child is wearing, and a physical description. The decision of how urgently or if to contact the police will be influenced by their age / emotional maturity/ behavioural concerns / vulnerabilities e.g. CSE concerns / possible truancy etc.
- 5.8 The Headteacher should commence a critical incident log and accurately record all actions / relevant factual information. Ensuring that times and dates are recorded.
- 5.9 If the child is not located, or is known to have been abducted the Headteacher should alert the Local Authority Director of Education and the Schools Chair of Governors.

- 5.10 No press briefing should take place unless directed by the police and with the input from Cheshire East Communications and Media Relations Office (Phone:01270 686577). Social media will need to be monitored, and staff should be reminded not to respond to anything on social media sites.
- 5.11 The Headteacher should hold a staff briefing, when possible, to advise of the current situation. Ensure staff are aware of information sharing protocols.
- 5.12 Under the direction of the Headteacher all staff should work with multi-agency partners to ensure parents / carers, and family members are supported whilst the matter is resolved.
- 5.13 **Post event:** The Headteacher should arrange an emergency Governing Body meeting to review the school's critical incident paperwork and safeguarding arrangements.

## **6. School trips**

- 6.1 If a child goes missing on a school outing or visit the teacher in charge must ensure the safety of the remaining children, at least one member of staff should stay with them. The group leader should make a professional judgement at the time with respect to the size of the pupil group, the needs of the pupils, time of day etc.
- 6.2 One or more adults should immediately start to search for the child.
- 6.3 The group leader should immediately contact school to alert them.
- 6.4 If the child is not found within 5 minutes the group leader must contact the police by telephoning 999, with a description of the child.
- 6.5 The group leader should alert school that the police have been called and school will make arrangements to contact parents / carers, after which the procedures in section 5 should be followed.

## **7. Children who run**

- 7.1 If a child runs away from school and is in the eye line of an adult the adult should inform another member of staff. They should call after the child and try to encourage them to return. Care should be taken not to alarm the child and cause them to run further away.
- 7.2 A child should not be physically restrained or grabbed, unless they are in immediate danger of hurting themselves or putting themselves in a dangerous situation e.g. running into the road.

## **8. Review**

- 8.1 When a missing child has been located and safely returned then the Headteacher will conduct an investigation into the circumstances of the child going missing. This will identify any factors which need to be addressed by the school or communicated to the parents to prevent a recurrence of the child going missing.
- 8.2 The risk assessment for the child should be reviewed and amended accordingly.

- 8.3 It may also be necessary to contact the police if any information is found about where the child has been and with whom (consider Child Sexual Exploitation / Criminal Exploitation etc.)

## **9. Procedures to reduce risk**

- 9.1 In order to reduce the risk of a missing pupil, the following procedures are completed routinely:
- Clear procedures for welcoming pupils to school.
  - Registers are marked promptly and accurately at the start of morning and afternoon sessions.
  - External gates are closed when children are on the premises.
  - If pupils leave a classroom to work elsewhere the class teacher must ensure that adequate supervision is maintained at all times and all pupils are accounted for on return to the classroom.
  - Updated contact information for parents and carers is sought and maintained.
  - Staff patrol all areas of the playground throughout break times.
  - Senior Leadership Team members are available at lunchtime to support midday assistants.



## Appendix 1

**Missing Child Incident Form** (To be completed as soon as possible after the event has been resolved)

<b>Date of Incident</b>	
<b>Location of Incident</b>	
<b>Child (ren) involved</b>	
<b>Supervising Adults at time of incident</b>	
<b>Details of incident</b> Please include details of how long the child was missing; who was involved in the search; whether the police, parents/carers, and/or ChECS informed, how the incident was resolved etc.	
<b>Suggestions to improve procedures</b>	
<b>Report Completed by:</b>	
<b>Date:</b>	

## Appendix 2

(Taken from Pan Cheshire Missing from Home Protocol 2020-2022: Cheshire East Safeguarding Children's Partnership website: <https://www.cescp.org.uk/professionals/missing-from-home.aspx>)

In line with the College of Policing guidance, with effect from 1st June 2017, Cheshire Police have adopted a risk-based approach to managing incidents where children or young people go missing.

### Definition of 'missing'

**'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed.'** All reports of missing people sit within a continuum of risk from 'no apparent risk (absent)' through to high-risk cases that require immediate, intensive action.

### Risk Assessment and Response

