



Community Primary School

Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

Mission Statement

The Grange Community Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

The Grange Community Primary School encourages everyone to excel by:

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavouring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

The Grange Community Primary enables everyone take pride in their achievements by:

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

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 during school day hours (0840-1515) and Wrap Around Care Hours (0730-0840 & 1515-1800) 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.

2. Is the Pupil at Significant Risk?

A pupil 'missing during schools 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.
- 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 (Child Sexual Exploitation, 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?

3. Procedure

As soon as 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 immediately 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 contact the pupil via their mobile telephone if known.

4. Notifying the Police – calling 999

It is the responsibility of the Headteacher or in her absence, the Deputy Head teacher to call the Police.

The information required by the Police to assist in locating and returning the pupil to a safe environment is as follows (HT or DHT to supply this information):

- The pupils name/s; date of birth; status (for example looked after child); responsible authority;
- Time and location last seen;
- 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;
- 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.

The HT/DHT will obtain a Police Reference number when reporting the missing pupil.

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 (being brought by a member of the public, parent, staff member etc. or by their own volition) before the Police have arrived then the Police must be informed, and our own school procedures need to be followed.

Option 2 - 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 into place.

Other policies to reference:

- **Critical Incident Plan**
- **Keeping Children Safe in Education**
- **Safeguarding and Child Protection Policy and Procedures**



