

SUN HILL JUNIOR SCHOOL

CHILDREN MISSING IN EDUCATION



Name of School	Sun Hill Junior School
Date of Policy Issue/Review	September 2022/September 2023
Name of Responsible Manager/Head teacher	Amy Craig (AST & DDSL) Sue Griffiths (HT & DSL)
Chair of Trustees	Katy Toms
Date approved by Trust Board (if statutory)	

Definition of Children Missing Education

In Children Missing Education - Statutory Guidance for Local Authorities (2016), children missing education are defined as those who are not on a school roll or receiving suitable education otherwise than at school. Those who are regularly absent or have missed 10 school days or more without permission may be at risk of becoming 'children missing education'. There will not always be a safeguarding concern for children and young people who are missing education. Most children and young people are moving schools supported by their parents/carers, schools and local authority admissions services. A smaller number, however, are at risk of dropping out or disengaging from education and, being out of school, they are at risk of exploitation, going missing and significant harm.

Risks

These 'missing' children can be vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish, at the earliest possible stage, the reasons for the child being missing.

Possible reasons that should be considered include:

- Failure to start appropriate provision and never enter the system;
- Stopped attending, due to illegal exclusion or withdrawal by parent/carers;
- Failure to complete a transition between schools;
- Children from refugee and asylum -seeking families;
- Children from families who are highly mobile;
- Children at risk of a forced marriage;
- Children experiencing abuse and neglect.
- Children supervised by the Youth Justice System

Children who remain disengaged from education are potentially exposed to higher degrees of risk such as anti-social behaviour and/or sexual exploitation.

Families moving between local authority areas can sometimes lead to a child becoming 'lost' in the system and consequently missing education. When a child has moved, local authorities should check with other local authorities, either regionally or nationally, and share information to ascertain where the child is living. Once the location of the child is established, the relevant local authority must ensure that the child is receiving an education either by attending a school or otherwise.

Identifying

As a result of daily registration, schools are particularly well placed to notice when a child has gone missing. If a member of school becomes aware that a child may have run away or gone missing, they should try to establish with the parents/carers, what has happened. If this is not possible, or the child is missing, the designated safeguarding teacher/advisor should, together with the class teacher, assess the child's vulnerability.

Enquiries into the circumstances surrounding a child who is missing from school can be effectively supported by schools adopting an admissions procedure which requires a parent/carer to provide documentary evidence of their own and the child's identity, their status in the UK, and the address at which they are residing. Schools should ensure that a family's contact details are regularly updated. These checks, however, should not become delaying factors in the admissions process. In the circumstances of a child going missing who is not known to any other agencies, the Headteacher should inform the Children Missing

Education (CME) Officer of any child who has not attended for 10 consecutive school days without provision of reasonable explanation. Prior to doing so, the school should have made enquiries to ascertain whether the child is still residing at the home address and is not attending or whether the child is missing.

School Action

At SHJS if a child is identified as 'missing' the school follows the below procedure;

Day 1 of unexplained absence	<ul style="list-style-type: none"> • Contact via phone, text or email sent to parent/guardian's main contact information • Documented on CPOMS/SIMS
Day 2 of unexplained absence	<ul style="list-style-type: none"> • Continue to contact via phone, text or email sent to parent/guardian's main contact information • Check with children's peers to see if they are aware of where they might be • Documented on CPOMS/SIMS
Day 3 of unexplained absence	<ul style="list-style-type: none"> • Continue to contact via phone, text or email sent to parent/guardian's main contact information • Contact schools of siblings to discuss any absence • Documented on CPOMS/SIMS
Day 4 of unexplained absence	<ul style="list-style-type: none"> • Continue to contact via phone, text or email sent to parent/guardian's main contact information. • Leave a message to inform that a home visit will be undertaken if they do not hear back from them. • Documented on CPOMS/SIMS
Day 5 of unexplained absence	<ul style="list-style-type: none"> • Home visit completed by two members of staff • Documented on CPOMS/SIMS
Day 6 – 10 of unexplained absence	<ul style="list-style-type: none"> • Continue to make contact as above • Alert the Children Missing Education Officer