



MAYVILLE HIGH SCHOOL

Founded in 1897

Missing Child Policy

Where appropriate, this policy applies to children in the Foundation Stage and Out of School Care.

Every effort is made to ensure the safety of your child whilst they are in our care at school.

The school Missing Child Policy sets out our procedures for maintaining safety and dealing with the unlikely event of a child going missing.

Responsibilities

It is the Headteacher's responsibility to ensure that all staff are aware of this policy, to ensure staff are aware of their relevant responsibilities, what is reasonably expected and the procedures to follow and to ensure that the policy is reviewed regularly.

It is the responsibility of all staff to read the policy and act at all times according to its guidance.

It is the responsibility of parents to ensure that they provide correct and updated contact information on a termly basis and know the procedures for handover of the child at the beginning and end of sessions. Contact detail forms are sent to all parents at the start of each school year.

It is the responsibility of Governors to ensure they are aware of the school's procedures and to challenge/support the school in its review of this policy.

Procedures aimed at reducing risk of a missing pupil

At the start of the Day

- Ensure parents are fully aware of the points at which responsibility for the care of their child passes from staff to them and vice versa — this is on entry to the building in Nursery Pre-Prep & Junior classes and from 8.30am in Clarendon & Livesey which is when staff are on duty
- Pupils entering the Pre-Prep & Juniors are welcomed at the door by a member of staff
- The door into this area of the school is closed at 9.00am
- Pupils for Kestrels enter via controlled doors to the red stairwell and will be greeted by a member of staff
- Parents of children enter the nursery by ringing the door bell, which is answered by a member of staff
- Pupils enter Livesey & Clarendon via code-controlled doors
- Staff mark registers promptly and accurately — mornings and afternoons

Outside Time/Lunch/Playtime

- When children are outside they are protected by fencing and locked doors & gates and are supervised by an adult
- If pupils leave the classroom to work in other parts of the school ensure that adequate supervision is maintained at all times and all pupils are accounted for on return to the classroom
- Wherever possible, pupils move round the school in pairs and never in isolation
- Updated contact information for parents and carers is sought and maintained and held in the office. Contact details are also available via SchoolBase

Home time

- Staff take pupils to the exit doors and ensure that all pupils are collected by the appropriate adult
- Pupils must have sight of parent before they leave their teacher
- Pupils who are left are taken to aftercare, where they are added to the register
- Form teachers are aware of how the pupils in their form normally go home

Visits

Thorough risk assessments and adequate staff-pupil ratios must be adhered to:

The level of supervision will depend upon the activity to be undertaken, but as a general rule of thumb the following should be followed:-

Nest/Cygnets	1:3
Swans/Transition	
Lower I and Upper I	1:5
Lower II upwards	1:10 when off Portsea

Lower II upwards	1:16 when on Portsea for timetabled lessons
Seniors	1:15/20 (normally the school would expect 1:10 on journeys to new locations outside Portsmouth.

Adequate communication contact and a list of pupils/groups to be taken on visits out of school. Mobile phones taken on every visit and mobile contact numbers left at school.

Procedures in the event of a child going missing

In the event of a member of staff fearing that a child has gone missing while at school:

- Member of staff who has noticed the missing child will calmly inform the nearest member of the SMT and contact the office
- Staff will promptly but calmly round up all pupils to a pre-arranged area and a designated member of staff will undertake an age-relevant activity
- Staff will count and name check all the pupils present against the register while the group are assembled in one place
- AT THE SAME TIME all other available staff will conduct a thorough search of the premises and notify the SMT member if the child is found immediately
- A thorough check of all exits to be made to make sure all gates were locked/bolted and there are no other ways a pupil could have left the school. If something is discovered this needs to be drawn to the attention of the staff immediately
- If the child has not been found by the time the register check is completed the SMT member will notify the Headteacher. Staff will begin a search of the area immediately
- If the child has not been found after 10 minutes (15 minutes in the Senior School) from the initial report of them as missing then parents should be notified. In discussion with the parent the Headteacher or next most senior member of staff on site will decide at which point the police need to be contacted
- Recent photographs of pupils are held on SchoolBase
- Staff must try to remember and write down a description of what the child was wearing and any distinguishing features
- If the missing child has any special medical or learning needs then these need to be noted, to be disclosed to police or other agencies.

In the event of a member of staff fearing that a child has gone missing while off school premises:

- Visit leader must ensure safety of remaining pupils
- One or more adults should immediately start searching for the child
- If the child is not found within 5 minutes the Visit Leader must contact the tour operator and in discussion with them decide when the police should be contacted
- Visit leader should contact school to alert them
- Visit leader should alert school that the police have been contacted and school will make arrangements to notify parents, after which procedures above to be followed

If the event of a parent contacting the school to report that their child has not returned home after school the Headteacher and or office should be contacted immediately.

Using staff available the following procedures should be set in place AT THE SAME TIME:

- All other available staff will conduct a thorough search of the premises and notify the SMT member if the child is found immediately
- Staff running clubs, fixtures, after school activities should be contacted ASAP to ascertain whether the pupil is at any of these
- If the pupil was travelling by contract bus the coach company (Lucketts) should be contacted
- The registering form teacher must be contacted to ask if they have any relevant information
- If the pupil is still unaccounted for after a maximum of 30 minutes of the time reported by the parent and in consultation with the parent, the police should be contacted
- Parents are requested to inform the school (Headteacher at home) when the pupil is home safely.

Early Years Foundation Stage Policy for a Missing Child.

The most important responsibility of staff is to ensure that the Missing Child procedures are NEVER NEEDED! Keep a close watch on children at all times, check your key group regularly particularly before and after they move to other areas. If you consider that a child should still be with you check the daily registration sheets to see if he or she has been collected early. Check that areas are safe before taking children into them, are doors/gates shut, are fences secure etc.

In the event that it does appear that a child is missing:-

1. Staff must remain calm.
2. Recount the children.

3. Inform the senior member of staff and the Headteacher.
4. Start lost child procedure relative to the area of the setting that you are in.
5. Ensure remaining children are cared for and kept safe and undisturbed.
6. Senior member of staff will interview staff to ascertain last sighting of child and will organise a search of surrounding area.
7. If incident occurs away from the Mayville premises, the senior member of staff and Headteacher must be informed immediately in order to organise additional staff to support search. (See policy for outings.)
8. Once a search proves negative (and within ten minutes maximum) parents/carers and police will be informed by the Head teacher.
9. Police will be provided with a description of the child, copy of Child's photograph and details of any particular distinguishing features.
10. Parents/carers will be invited to come to the setting to assist in the search or will be kept informed regularly by phone if preferred.
11. Senior member of staff will complete the Missing Child Form.
12. Headteacher will inform Chairman of Trustees and OFSTED
13. Headteacher and senior members of early year's staff will review safety procedures of the setting.
14. A letter will be sent to parents fully explaining the situation.

Children Missing from Education on a regular basis during the school day

Children going missing / persistent absences during the school day is a potential indicator of abuse or neglect, particularly when it is repeated. Staff should alert the Headteacher immediately if a child is missing and follow the **Missing Child** policy.

In the absence of the Headteacher, the Deputy Heads or either of the Assistant Heads (Pastoral) should be contacted and in the absence of both the Main Office should be alerted and School procedures will be followed.

CME could be an indicator that a pupil could be a victim of child sexual exploitation or child criminal exploitation.

CSE (Child sexual exploitation) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Different forms of harm often overlap. Perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

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