



IPSWICH HIGH SCHOOL
WOOLVERSTONE HALL
SUFFOLK

Missing Child Policy



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56 Missing Child Policy (including EYFS)

Junior School including EYFS - Procedures to be followed to minimise the risk of a child being lost:

- All exits from the premises are locked/guarded in a way which makes it impossible for a child to leave unobserved/unattended, while allowing rapid exit for the whole group in the case of an emergency
- An accurate and up-to-date register is kept, including individual lessons registers
- Children sign in and out to attend music/tennis lessons
- Special care is taken to ensure that children know where they may and may not go (via form tutor/class teacher/assemblies)
- All children are told the rules, and the reasons for them
- Prominent notices alert any visitors to the need to keep doors closed and to the reason for this
- Parents and staff work together for the safety of all the children in the group. New parents are helped to take an active role by being made aware of the group's safety procedures and by being encouraged to alert a member of staff if they notice a child whose behaviour suggests that she might be thinking of trying to leave

Senior School Procedures to be followed if a student is absent from a lesson or activity:

- Reception should be informed by the member of staff aware of the missing pupil as soon as possible
- If there are special circumstances for the student, the member of staff should copy in the Assistant Head (Wellbeing), the HoY, the School Nurse and the Deputy Head
- The receptionist will check the signing out book and inform the teacher if the pupil has signed out
- If the pupil has not signed out, the receptionist will contact the caretakers to search the school premises and the Assistant Head (Wellbeing), the Deputy Head, the HoY and the School Nurse to assist with the search of the school buildings

In the best regulated situations, however, accidents can and do happen. These are the procedures to follow if you cannot find a child/pupil:



IPSWICH HIGH SCHOOL
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1. Find Out Quickly

The chances of finding a missing child/pupil safe are greatest if the child/pupil's absence is soon discovered. Know how many children/pupils should be present and make someone responsible for regular counted checks.

2. Search Systematically

Junior School inc EYFS: The class teacher is responsible for the missing child and also for the other children in the group. Gather the remaining children into one large group – having a story, perhaps, with one adult – while the rest search.

Without alarming them, ask the children themselves whether they have seen the child who is missing. They can sometimes be a useful source of information.

Check that all the adults are present and that all know the problem. It is useful to establish, if you can, who last saw the child, when and doing what.

Check every room in the building and also any accessible outside area, using the caretakers via reception.

Senior School: Caretakers and key staff (identified above) search every room in the school buildings and all accessible outside areas, including out of bounds areas. Key staff will try to make contact via the pupil's mobile phone.

3. Parents

Alarming them as little as possible, call the child/pupil's parents to warn them that the child/pupil may be attempting to get home.

4. The Police

If the above steps do not locate the child/pupil, the police must be called. They have the resources to conduct a search and speed is important.

5. The Accident and Incident Book

This is important, even if, as is likely, the child is found safe within a few minutes. The Accident and Incident book provides an invaluable ongoing record of potential hazards as well as actual accidents. Include in the record the last definite sighting of the child and anything unusual that day about the behaviour of that child or of any other children.

When the child/pupil is found:

During the time a child/pupil is missing, however briefly, all the adults involved – parents and others – suffer great fear, guilt and distress. It is not always easy to control all these emotions when the child/pupil is found. It is important to remember:



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SUFFOLK

- That the child/pupil also might have been afraid and distressed and might now be in need of comfort
- That the child/pupil may be completely unaware of having done anything wrong
- That the incident provides a good opportunity to talk to all the children/pupils to ensure that they understand that they must not leave the premises, and why.

School Trip

Before any school trip, all pupils will be instructed on what to do should they become separated or find themselves on their own (specific detail should be given relating to site) and also be told the procedure which will be followed in case a child/pupil is lost.

Off site:

- Each group of pupils is the responsibility of the school staff on the trip. Adults who have not been cleared by the DBS may not have sole responsibility for a group of pupils or single child.
- Each responsible adult will have a list of pupil names for whom they are responsible, full details of the procedure for the trip, telephone numbers and names of the responsible adults as listed on the risk assessment and first aid.
- Each responsible adult will ensure pupils are registered or counted on the coach and regularly during the trip.
- Pupils must remain with the adults responsible with them throughout the trip. If a pupil's absence cannot be accounted for during the trip the following procedure should be followed:
 - Pupils and adults to be asked where absent pupil was last seen.
 - Leader of the trip and activity centre staff/security to be informed.
 - All pupils to be collected in one place and made the responsibility of nominated staff while other teaching staff, activity centre staff and responsible adults are given areas to search. Activity centre procedures to be followed.
 - If the pupil is not found within 20 minutes, the trip leader is to inform the police and school. School to inform parents.
 - Police procedure will be followed.

Please also see our Trips Policy and Supervision Policy for more information.

November 2010

Updated December 2017 by Joanna Fox Assistant Head (Wellbeing)