



Archers Brook SEMH Residential School

Missing From School Policy

Archers Brook SEMH Residential School is committed to safeguarding and promoting the welfare of children and young people and requires all staff to act in the best interests of our pupils at all times.

Introduction

For the purpose of this policy, Archers Brook SEMH Residential School has adopted the term 'missing' to describe a child who is absent from the School or Residential provision without permission for any length of time where their age, experience, background or ability make this a concern.

This includes circumstances where:

- Learning difficulties
- There is identified or imminent risk of the child being exposed to significant harm.
- The child poses a risk of significant harm to others.
- The absence is out of character or unusual behaviour.
- There are indications that the child has already come to harm.
- The child is not expected to return within reasonable time limits, is not staying at the homes of others known to them or cannot be easily located.

Missing is not considered the same as 'unauthorised absence', which occurs when a Pupil is absent for a short period of time and/or their whereabouts is known, or thought to be known but unconfirmed; and after a thorough risk assessment and consideration of their individual needs, the absence does not raise concern for their immediate safety or that of anyone else. Children who are 'unauthorised absence' should be reported to the Police as absent and must be the subject of a continuous risk assessment review process while they remain absent. If there is evidence of any of the 'missing' circumstances outlined above being present they should be re-categorised as missing.

Roles and Responsibilities

The designated senior member of staff with overall responsibility for the implementation and monitoring of the Policy at Archers Brook SEMH Residential School is the **Head Teacher and the members of SLT.**

The role of the **Designated Person** is to:

- Check any risk management plans which may already exist
- Ensure that all pupils, staff, parents and governors are aware of Archers Brook SEMH Residential School's Policy and procedures;
- Take a lead role in managing missing-from-school incidents in accordance with local protocols and Archers Brook policies;
- Ensure effective recording, reporting and information-sharing procedures approved within this document are implemented;
- Offer advice, guidance and support to senior staff in circumstances where they may be responding to incidents;
- Co-ordinate and/or host multi-disciplinary meetings in response to incidents e.g. a multi-agency risk management, strategy or planning meeting;

- Monitor, analyse and report on the levels and frequency of incidents to Archers Brook SEMH Residential School's Leadership Team
- Provide advice, guidance and support to staff involved in / affected by incidents;
- Provide advice, guidance and support to pupils involved in / affected by incidents;
- Liaise with Archers Brook SEMH Residential School's Designated lead about all safeguarding concerns, as soon as reasonably possible.
- Liaise with Para professionals involved with the pupil.

It is the responsibility of **all professional staff** to familiarise themselves with the procedures approved within this document; and to report and record any suspicions or concerns to a senior member of staff.

While Archers Brook acknowledges that young people may run away for a variety of reasons; experience suggests that the majority of our pupils often do so on impulse. These coupled with their propensity for greater risk-taking behaviours and their lack knowledge, skills and understanding necessary to keep them safe increases the probability of harm to an unacceptable level. Thus, it is imperative that all Archers Brook staff adopt a pro-active approach to supervising and monitoring the location and behaviour of young people at all times, particularly within boarding, trips off site and when young people are unsettled. Knowledge of individual young people is all-important in terms of the likelihood of running away and their influence on other more vulnerable pupils. Information on these issues may be found through a number of sources including a pupil's pupil profiles, Risk Assessment, Behaviour Management Plan and IEPs. In the event that a student does attempt to run away the staff response should be influenced by a number of factors, including:

- the age, ability and understanding of student(s) involved;
- the frame of mind, vulnerability and perceived risk to the individual and others;
- location and circumstances of the incident; and
- the number/experience of staff and young people present.

Runaway from an Offsite trip/or school Transport

Outside visits are typically one of the least structured and most unpredictable activities we undertake with young people. Thus, the importance of good planning, preparation and risk assessment should never be underestimated. Staff should also maintain the highest level of vigilance and supervision possible at all times. If a student is believed to have run away from an School trip or transport it is important that staff act to prioritise the welfare and good management of the group. Failure to do so may provoke a large-scale incident involving greater risk-taking and more young people. Irrespective of the circumstances, it is essential that senior staff is informed as soon as possible.

On being notified of an alleged incident Senior Staff should establish the facts and follow the procedure outlined on the missing pupils form.

Return Procedure

When the student is located, their return to Archers Brook should be managed by senior staff in order to minimise disruption to other young people and Archers Brook's protocols followed. While it may be tempting to label a student as 'the problem', running away should be seen as an indicator of underlying problems which may need further intervention. Where issues external to the School are trigger factors in a student going missing, staff will need to continue to offer them warm and consistent care when they return. In this instance, it would be counterproductive and detrimental to the pupil's wellbeing to use their absence as a reason for disengaging from positive and constructive relationships.

Given the significant risks faced by young people who go missing it is critically important that they are given the opportunity to explain why they have runaway so that a plan can be developed with input from the student to reduce the risk. Irrespective of the circumstances a pupil's concerns must be taken seriously and addressed where appropriate. Interviewing a student on their return from a missing episode is necessary to understand why they went missing or ran away in the first place and will enable appropriate support to be put in place, reducing the occurrence of repeat incidents. This could take the form of a risk management plan.

Missing From School Policy

Signed:
Mrs Myers-Whittaker
Headteacher

Date:

Signed:
Mr R Crompton
Chairman of Governors

Date:

Appendices

Archers Brook School

Missing Pupil Form

Students leaving School without permission before the end of their School day



Details of Student: CLA YES / NO

Student:	Tutor Group:
Date:	Time:

Details of Incident:

Reasons for early departure:		
Staff involved:		
Phone calls made by:	Phone call made to:	Time:
Senior staff informed: SJ Myers-Whittaker/ J Hilditch/ I Dean/T Boram/ A Westwater	Time:	
Police informed by:	Time:	
Follow up:		
Copies sent to:		

IMPORTANT: To be filed in Students file and copy passed to Mr Dean

Missing Pupil Procedure

Day School	In Residence/Evening
After 5 minutes absence from the right place, class staff make initial enquiries.	After 5 minutes absence from the right place, Care Staff make initial enquiries.
After 15 minutes continued absence, with a search of the school and grounds completed, a member of the leadership team to be informed.	After 15 minutes continued absence, with a search of the school and grounds completed, care staff to inform the leadership team member on call.
After 30 minutes member of SLT informed. Parent/carer to be contacted and made aware that Police to be informed in 15 minutes. Serious incident and missing persons form completed and phone calls logged. The grounds should continue to be searched.	After 30 minutes on call informed. Parent/Carer to be contacted and made aware that Police to be informed in 15 minutes. Serious incident and missing persons form completed and phone calls logged. The grounds should continue to be searched.
After 40 minutes member of the SLT will inform the Police and Parent/Carer. Incident number to be recorded on missing persons form.	After 40 minutes member of care staff will inform the on call/Police and Parent/Carer. Incident number to be recorded on missing persons form.
The member of SLT who informs the Police should be available onsite to coordinate procedures.	The whole SLT team to be informed at the start of the school day if there has been no resolution about the child being found safe.
If the child missing status then continues into the evening school all details about the situation should be passed onto the on call for that evening and Care Team informed through the Head of Care.	A senior member of the Care Team should remain onsite to coordinate procedures and relay information to the On Call.
<ul style="list-style-type: none"> • If at any time the child re-appears, all parties should be notified immediately. • <u>Check if the pupil has a Risk management/supervision plan in place</u> • Consideration to be given to the missing pupil policy • Following the resolution of the 'missing from care' situation. Mr. Dean must have all the details presented to him in order for the documentation to Ofsted to be completed and dispatched. • These are the maximum timings there are occasions when these may be reduced dependent on the vulnerability of the child. 	

Archers Brook SEMH Residential School
Risk Management and Supervision Plan for Individual Pupils who Regularly Leave
the School Site

Name:	Class:	Date:	Review Date:
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Picture	Contact Details Address Background
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Potential Triggers/Key Themes	
What we want to see	Strategies to maintain
First signs that things are not going well	Staff strategies to support
Known areas were ----- will go	What we are trying to avoid
Any known risk of CSE and level of risk Pan Cheshire CSE risk assessment completed	Interventions necessary
Known associates/friends	Reviewed by: I Dean/S J Myers-Whittaker Passed onto: Whole Staff Team