

Attendance Policy



St. Andrew's

Church of England Primary School

ENRICHING LIVES

Our Vision.....

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of

Even the smallest person can change the course of the future."

..... JRR Tolkien

Date Published:	25/05/2023
Interim:	10/12/2024
Review by:	03/04/2026

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1. Introduction

1.1. Attendance

1.1.1 St Andrew's Church of England Primary School recognises that good behaviour and regular attendance are central to raising standards and pupil attainment.

1.1.2 Our Attendance Policy is based on this premise and underpins our school's mission statement:

At St Andrew's Church of England Primary School, we believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all. In a caring environment, children are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity for all children to achieve their full potential.

1.1.3 The policy aims to show our commitment to meeting our obligations with regard school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school
- Promoting and supporting punctuality in attending school

2. Role and Responsibilities

2.1. The Governing Body

- The Governing Body is responsible for: Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate

- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Holding the headteacher to account for the implementation of this policy

2.2 The named safeguarding governor will:

- Meet with Designated Senior Leader Responsible for Attendance 3 times each year.
- Review attendance data with the Designated Senior Leader Responsible for Attendance, for the whole school and emerging patterns for groups of children or individuals.

2.2. The Headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring the impact of the attendance strategies implemented
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Requesting the issue of penalty notices by the Local Authority, where necessary, or authorising the Designated Senior Leader to be able to do so
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
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2.3. The Designated Senior Leader Responsible for Attendance (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff

- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- Liaise with external agencies including the Pupil Reintegration Team, Educational Welfare Officer and the local authority.
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
- Monitoring school-level absence data and reporting it to governors

2.4. The Additional Needs Leader is responsible for:

- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

2.5. Class Staff are responsible for:

- Recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office:
- Morning registration must be completed by 9.05am
- Afternoon registration must ~~be completed-completed~~ by 1.15pm (EYSF and Y1), 1.45pm (Y2 & KS2)
- Welcoming each child into the class ~~by name and with a smile~~
- Promoting and rewarding good attendance at all opportunities
- Welcoming children who have been absent with warmth – “it's great to see you – we have missed you and I am really pleased you are better/back”
- Notifying the DSL and Designated Senior Leader Responsible for Attendance if there are any contextual safeguarding issues which might explain erratic or poor attendance
- Notifying the Designated Senior Leader Responsible for Attendance if there is any suggestion of term time holiday

2.6. Office Staff are responsible for:

- Taking calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Headteacher, Additional Needs Leader, Key Stage Leader where appropriate, in order to provide them with more detailed support on attendance
- Notifying the DSL and Designated Senior Leader Responsible for Attendance if there are any contextual safeguarding issues which might explain erratic or poor attendance
- Contributing to and supporting the continued development of the warm, welcoming, exciting and safe environment for all children
- Greeting the children by name and always with a smile and a greeting
- Making a special effort to provide a warm welcome to children returning with anxiety issues
- Reassuring families that the school will monitor the child's welfare carefully during the course of the day and communicate with the family if there are any issues
- Making contact with parents/carers when the school has not been informed of an absence.

2.7. Parents/Carers

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence (or complete the online absence form) and each subsequent day of absence, and advise when their child is expected to return.
- Provide the school with more than 1 emergency contact number for their child and ensure that contact details are kept up to date
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Where not possible, inform the school of the child's absence in advance by emailing or phoning the school office.
- If their child's absence rates are increasing and are causing concern, an attendance contract may be used to support parents to make improvements. Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Designated Senior Leader Responsible for Attendance, Additional Needs Leader, Key Stage Leader

2.8. Pupils are expected to:

- Attend school every day, on time

3. Absence

3.1 Absence Procedures

3.1.1 If a child is going to be absent parents/carers must contact the school office as soon as possible on each day of absence before 9.20 am explaining why the child is absent. If contact is not made by the parent/carer the school office will attempt to contact them (see 3.2)

3.1.2 If no reason is given for an absence, the school will send a letter home to be completed giving specific reasons for absence.

3.1.3 Where the absence is longer than 3 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

3.2. Following up Unexplained Absence

3.2.1 The School Office will text parents/carers after 9.30am on each day of absence asking parents to contact the school to explain reason for the absence.

3.2.2 If school has not been contacted following this, the School Office will telephone parents/carers.

3.2.3 If contact is not made, the absence will be recorded as unauthorised and the Headteacher/Assistant Headteacher will decide if a home visit is deemed necessary for safeguarding reasons (see missing children – section 7).

3.3 Authorised and Unauthorised Absence

3.3.1 The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. The headteacher will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

3.3.2 A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

3.3.3 We define 'exceptional circumstances' as unexpected, unavoidable, and outside of your control, such as hospitalisation, a serious illness or a bereavement of a close relative. A leave of absence must still be requested, where possible, in advance by a parent/carer who has parental responsibility.

3.3.4 Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

3.3.5 As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday or celebration (including a wedding).

3.3.6 The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

3.3.7 Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence. This should be done either by e-mail or by completing an 'Absence Request Form' available at school office. The headteacher may require evidence to support any request for leave of absence.

3.3.8 Other valid reasons for authorised absence include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers.
- Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

3.3.9 Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school

- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

4. Supporting Attendance

4.1 The foundation for good attendance is a strong partnership between the school, parents and the child. To help us all to focus on this the school will:

- Provide information on all matters related to attendance in our regular newsletter and on our website;
- Report to parents how their child is performing in school, what their attendance and punctuality rate is.
- Set targets for the school and display these in the newsletter;
- Deliver a stimulating and engaging curriculum that encourages children's enjoyment of school;

4.2 In line with government guidelines, our attendance expectations are as follows:

- | | |
|----------------------|--------------------------------------|
| • 95% to 100% | Good Attendance |
| • 91% - 94% | At risk of persistent absence |
| • 80% - 90% | Persistent Absence |
| • 51% - 79% | At risk of severe absence |
| • 0% - 50% | Severe Absence |

4.3 In this school, a pupil becomes a 'persistent absentee' when their attendance level falls below 90%. Absence at this level is causing significant damage to a child's education and we need the fullest support and co-operation of parents/carers to tackle this.

4.4 Please note that the school is open for 190 days per year so a child with 90% attendance is missing 19 days per year. If they remain at this level of attendance, they would miss 133 days or almost $\frac{3}{4}$ of a year by the end of their primary schooling. This time can not be made up.

4.5 Reducing persistent and severe absence is central to the school's strategy for improving attendance.

4.6. Attendance falling below 95% - The Designated Senior Leader Responsible for Attendance and class teacher will review the absences and where appropriate contact will be made by the class teacher to discuss the concern and to offer support. This will be recorded on CPOMS.

4.7. Attendance falling below 92% - An initial letter will be sent by the Designated Senior Leader Responsible for Attendance to inform the parent/carer of the current attendance level of their child and offer support. This will be recorded on CPOMS.

4.8. Attendance falling below 90% - Parents/carers will be invited in to meet with the Designated Senior Leader Responsible for Attendance. The reasons for the absences will be discussed and ways to support the child will be identified in an Attendance Action Plan. These could include:

- ELSA/CASY support
- Emotion Based School Avoidance resources
- Flexible/supported starts
- A time limited part-time timetable so the child can build success

4.9 Attendance falling below 80% - Parents/Carers will be invited to meet with the Designated Senior Leader Responsible for Attendance and the Additional Needs Leader. The reasons for the absences will be discussed and ways to support the child will be identified in an Attendance Action Plan. At this point, no further absences will be authorised without medical evidence. These could include:

- ELSA/CASY support
- Emotion Based School Avoidance resources
- Flexible/supported starts
- A ~~timelimited~~time limited part-time timetable so the child can build success
- Early Help Assessment
- Involvement of outside agencies such as: School Nursing Team/Pupil Reintegration Team

4.10 If there is no improvement a Notice to Improve may be issued, or a Penalty Notice may be requested.

4.11. Attendance falling below 50% - Attendance at this level will be reported to the local authority. Parents/Carers will be invited to meet with the Designated Senior Leader Responsible for Attendance and the Additional Needs Leader. The reasons for the absences will be discussed and an Early Help Assessment may be completed. At this stage, additional support for the Local Authority Attendance Team/Pupil Reintegration team will be requested unless the child is absent for medical (or other authorised) reasons. A Notice to Improve may be issued, or a Penalty Notice may be requested. If there is no improvement, further legal proceedings may be taken.

5. Supporting pupils who are absent or returning to school

5.1. Pupils absent due to complex barriers to attendance

5.1.1 The Designated Senior Leader Responsible for Attendance, parents and Additional Needs Leader will meet to identify the barriers to good school attendance and an Attendance Plan will be put in place to support progress towards improved attendance. If appropriate, the child's views will also be gathered.

5.1.2 The following measures may be implemented:

- School-based interventions may be offered: ELSA, CASY, a consultation with Primary Behaviour Support, flexible/supported starts, a time-limited part-time timetable so the child can build success,
- Emotion Based School Avoidance resources/support from the Pupil Reintegration Team
- External Interventions may be offered: referrals to Primary Behaviour Support, Educational Psychologist, CAMHS, Early Help/Family Support Services
- A home-school book may be established to maintain clear communication between the parents and the class staff

5.2 Pupils absent due to mental or physical ill health

5.2.1 If a child's attendance is affected by a long-standing medical condition or stay in hospital and subsequent convalescence, it is possible for the school to consider alternative arrangements to support the child's education. At such times, it is important to contact the school to discuss and agree an In-School Health Support Plan.

5.2.2 This is an opportunity to discuss with the school what educational support might be available and could involve input from the Additional Needs Leader and health care professionals. Medical evidence will be required in the form of a letter from the doctor stating that the level of absence is reasonable considering the medical issues.

5.2.3 The Additional Needs Leader and Classteacher will discuss the attendance with the parents/carers where an agreed Health Care Plan is in place at the beginning of the autumn, spring and summer terms to plan for any foreseen prolonged absences.

5.3. Pupils returning to school after a lengthy or unavoidable period of absence

5.3.1 As soon as parents have informed the school of the expected date of return the class teacher will organise a welcome pack back for the child to receive before they return. It may include: messages from the class, timetable for their first day back and a reading book.

5.3.2 The Designated Senior Leader Responsible for Attendance will meet with the parents (and child if appropriate) in advance of the first day to discuss expectations, reasonable adjustments and individual health care plans that may be in place.

5.3.3 The child will be given the option to arrive through the school office, where they will be welcomed by an adult known to them. ELSA or CASY sessions will be available to support the child's return.

6. Attendance monitoring

6.1. Monitoring attendance

6.1.1 The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

6.1.2 Specific pupil information will be shared with the DfE on request. The school has granted the DfE access to its management information system so the data can be accessed regularly and securely. Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

6.2. Analysing attendance

6.2.1 The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

6.3. Using data to improve attendance

6.3.1 The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and

their families

- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders (including Additional Needs Lead and Designated Safeguarding Leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

7. Legal Proceedings

7.1 Penalty Notices

7.1.1 The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

7.1.2 If the school wishes to issue a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

7.1.3 Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

7.1.4 A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

7.1.5 Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

7.1.6 The payment must be made directly to the local authority, regardless of who issues the notice.

7.1.7 If the payment has not been made after 28 days, the local authority can decide whether to

prosecute or withdraw the notice.

7.1.8 If issued with a first penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

7.1.9 If a second penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

7.1.10 A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

7.2. Notices to Improve

7.2.1 If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

7.2.2 Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school. They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

7.3. Prosecution for non-attendance

7.3.1 If there is no improvement in attendance, parents can be the subject of legal proceedings in the Magistrates Court if they continue to fail to ensure that their child attends school regularly.

7.3.2 For each child who fails to attend school regularly, each parent could be:

- fined up to £2,500 and/or

- sentenced to up to three months imprisonment.

7.3.3 In addition, the Local Authority has the option of applying for an Education Supervision Order in respect of the child.

7.4. Education Supervision Orders

7.4.1 An Education Supervision Order is one legal option available to the Local Authority if a child is not attending school regularly. The Local Authority must consider whether this action is appropriate before starting proceedings (under Section 444 of the 1996 Education Act).

7.4.2 Education Supervision Orders are:

- part of the Children Act 1989;
- heard in the Family Proceedings Court;
- intended to support parents in fulfilling their legal responsibilities;
- only suitable when there is co-operation between the Local Authority and the family.

7.4.3 Education Supervision Orders are not criminal proceedings. They are not designed to punish either the parent or their child. Education Supervision Orders usually last for one year, but can be extended for up to three years.

7.4.4 If an Education Supervision Order is granted, the Local Authority will take on some parental responsibilities in connection with education. For example, the parent would not be able to move their child to another school without the Local Authority's agreement.

7.5. Education Supervision Order Process

7.5.1 The Education Welfare Officer would prepare a comprehensive report on the situation, taking the welfare checklist into account. The report would include:

- a work plan, telling the Court of the intended educational provision;
- any other agencies to be involved;
- any direction to be included.

7.5.2 Parents would be shown this report and given the opportunity to record any disagreement. The family and representatives would be required to attend the Family Proceedings Court when magistrates will decide whether to grant the order. Following this, the Local Authority would appoint a Supervising Officer.

7.5.3 In order to grant the supervision order the Court must be satisfied that:

- child of compulsory school age is not being properly educated;
- making an order would be better than making no order.

7.5.4 The welfare checklist will also be considered. This includes:

- the established wishes and feelings of the child;
- his or her physical, emotional and educational needs;
- the likely effects of a change in circumstances;
- his or her age, sex and background;
- any harm suffered or at risk of suffering;
- the capability of parents or other relevant persons in meeting the child's needs;
- other powers available to the Court.

7.5.5 At every stage the school will support children and parents/carers to ensure that their children maintain a good attendance level. However, it is a criminal offence for parents/carers to allow a child not to attend school regularly and it is the parent's/carer's responsibility to ensure this is not the case.

8. Lateness

8.1 Poor punctuality is not acceptable. If a child misses the start of the day they can miss work and time with their classteacher, missing vital information and news for the day. Late arriving pupils also disrupt lessons, can be embarrassing for the child and can also encourage absence. Good time keeping is a vital life skill which will help our children as they progress through their school life and out into the wider world.

8.2 The school day starts at **8.50 am** and we expect our children to be in the classroom before this time. A child arriving between **8.50am** and **9.20am** will be marked as an authorised late.

8.3 Children arriving after **9.20am** will receive a mark that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence for that session. This means that parents/carers could face the possibility of a Penalty Notice if the problem persists.

8.4 If a child has a persistent lateness record (recorded as arriving late more than 5%), this will be identified by the Assistant Headteacher who will then seek to meet the parents/carers, to discuss ways in which the issued could be resolved. We would always encourage parents/carers to approach us at any time if they are having problems getting their child to school on time. The school will encourage good punctuality by being good role models to the children and celebrate good class punctuality through individual praise and rewards e.g. use of iPads, stickers

9. Children not collected at the end of the day

9.1 The school asks that parents/carers inform the school as soon as they are aware that they are not able to collect their child at 3.20pm or, when the after-school club or activity that they are

booked into ends. The school understands that on occasion, exceptional circumstances can mean that parents/carers are unable to collect their child promptly.

9.2 Action if a child is not collected - If the parent/carer has failed to contact the establishment to explain that they are going to be late, an adult should telephone all the contact numbers (including emergency numbers) available for that pupil and make every effort to contact a responsible adult. There will be very few occasions when this procedure is needed.

9.3 After one hour if it has not been possible to contact a parent/carer/emergency contact, then at the Headteacher's discretion, the appropriate care officers will be contacted in the Local Authority.

9.4 Children who are not collected at the end of the school day may be looked after at St Andrew's After-School Club. It is at the school discretion whether this is charged for (at the standard rate for this facility).

9.3 Action to follow up an incident of a child not being collected - On the first occasion when a child has not been collected, the school will consider the most appropriate response to ensure the incident is not repeated. The level of action will depend on the context of the situation.

9.4 For parents/carers who repeatedly fail to collect their child on time from the school, or after school childcare facility, meetings with parents/carers will be set up to address this. If this fails to improve the situation the Children's Social Care Access and Assessment Team can be contacted. They can give advice and guidance to schools, settings and childcare providers about any concerns in this area and can advise when a referral to Children's Social Care may be appropriate.

9.4 Persons other than parents/carers collecting a child - To comply with safeguarding our children, parents/carers are asked to telephone the school office if someone unfamiliar to the school staff is collecting their child. The information should contain a description of that person and their name. For Nursery/EYFS children, a password will be given by parents to use as confirmation.

10. Missing Children

10.1 The safety and welfare of the children at St Andrew's is our paramount responsibility. Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible - see Appendix 2.

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

10.3 It is the responsibility of all staff to be familiar with the procedures and act according to the guidance.

10.4 It is the responsibility of parents to ensure they provide correct and updated contact information on a timely basis, ensure that they, or one of the alternative adults on the contact details is available, and know the procedures for handover of their child at the beginning and end of sessions.

10.5 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.

11. Children who leave the school before the end of Year 6

11.1 Parents should inform the school in writing when they are planning to withdraw their child from the school. They should indicate which school their child is transferring to ~~to~~ enable records to be sent and ensure a smooth transition. If the child has not been allocated a place at another school, the child will remain on roll for ten school days before being reported as a 'Child Missing Education'. Following this, they will be removed from the school roll only with the approval of the LCC.

11.2 Where there are any safeguarding concerns regarding the child who is leaving, the Additional Needs Leader, Head teacher and Assistant Headteacher, along with the class teacher (if appropriate) will meet to discuss steps to be taken immediately.

12. Children Missing Education

12.1 As previously stated, the School Administrator will attempt to contact parents/carers of every child on the first day of absence if no reason has been provided.

12.2 If no contact is made and the absence continues, the School Administrator will inform the Assistant Headteacher. For the next 2 days attempts will be made to establish contact.

12.3 On the third day, the Assistant Headteacher will contact the schools of any known siblings for further information.

12.4 Following this, the Assistant Headteacher along with the Additional Needs leader will contact relevant agencies that have been involved previously. After no more than five days, the Headteacher/ Assistant Headteacher accompanied by an appropriate member of staff will conduct a home visit.

12.5 If it is ascertained that the family are no longer living at their given address, the child should be reported as Child Missing Education (CME) within 5 days. After 20 days they can be off-rolled using a CML which will notify the local authority - see **Appendix 1**.

12.6 If the family are still at the home address or have moved within the local area and the child could still attend the school, the child should be reported as not attending regularly. After 10 days non-attendance the local authority through the Pupil Not Attending Regularly (PNAR) notification survey.

12.7 Attempts to contact the parents/carers by phone will continue throughout this process. Records will be kept of each step taken and all attempts made to make contact.

12.8 St Andrew's reports all leavers and arrivals to the Local Authority as soon as possible using agreed Authority procedures. Information about any children leaving/starting the school will be shared at the weekly safe-guarding briefings and information passed onto staff as appropriate.

12.9 The Assistant Headteacher responsible for pupil welfare will ensure that the School Administrator have uploaded the CTF file to the DFE website and CML file has been sent to the Local Authority. Any safeguarding records will be forwarded to the new school (either physically or digitally as appropriate) and receipts will be obtained. The Headteacher will ensure this is completed at the weekly safeguarding/welfare meeting.

12.10 Appropriate coding on the CTF file will be used to identify whether the transfer destination is known, unknown or home school.

13 Elective Home-Schooling

13.1 If a parent wishes to remove their child from the school roll and home-school them, the parent should inform the governors in writing. Either the Assistant Headteacher or the Additional Needs Leader will contact the parents to discuss the reasons for their decision and invite them to meet in school if appropriate.

13.2 The Assistant Headteacher responsible for pupil welfare will ensure that the administration team have uploaded the CTF file to the DFE website and CML file has been sent to the Local Authority. The Local Authority Home-Schooling Team will also be informed and the child will be moved to the former school roll. The Local Authority will be made aware of any safe-guarding issues or concerns at this point. The Headteacher will ensure this is completed at the weekly safeguarding/welfare meeting.

14. Children who leave school at the end of Year 6

14.1 The Local Authority will oversee the removal of children from the school roll at the end of Year 6. The school will move the cohort to former roll on Integris and the School Administrator will send CTF to secondary schools and paper records will be forwarded.

15. Mid-year Admissions

15.1 Any child joining the school at any time other than September of their reception year is classed as a mid-year admission. Initial enquiries will be logged in the admissions file and where appropriate, an appointment will be made for a tour of the school with either the Headteacher or with another member of SLT/MLT. The parents will be advised to make an application to LCC. The county admissions team will inform the school administration team of any applications for places by e-mail.

15.2 The School Administrator will:

1. Access the application details on SAM.
2. Forward the details to the appropriate Key Stage Leader, Headteacher and Assistant Headteacher who will liaise and decide whether a place can be offered.
3. Reply to the application by e-mail within 48 hours.

15.3 Once the child is confirmed to be starting, the School Administrator will contact the parents and send relevant paperwork to be completed and returned along with the child's birth certificate. At this point a start date will be agreed and the Key Stage Leader will allocate a class and inform the class teacher.

15.4 On the child's first day at the school the School Administrator will:

- Contact the previous school for the CTF and download this.
- Save then upload the file to Integris current role.
- Update Integris file using the admission paperwork.
- Upload CMJ to perspective lite for LCC to add the child to our roll.
- Forward paperwork for any additional information including safeguarding/SEN/medical to Headteacher, Assistant Headteacher and Additional Needs Leader who will pass on the information and action as appropriate.

15.5 Re-joining the school - If a child left previously and then returns to the school the child's previous file on Integris should be located. Their original start and end dates should be noted before the CTF from DFE S2S is downloaded. The child can then be put on the current roll on Integris on their first day at St. Andrew's. The previous start and leave dates should be recorded within the UDI module.

Appendix 1 – Register Codes

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed (9.20am/1.15pm)
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the

		local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2 – On/Off Rolling Checklist

All information should be logged in the appropriate file.

1A. Checklist for off-rolling pupil – going to another school

1. Parents requested to provide written confirmation
2. School Administrator will add child to 'leavers log in file' with date and initial each step of the process
3. Parents complete LCC leaver form
4. The School Administrator will inform: class teacher, Headteacher, (appropriate) Key Stage Leader, Assistant Headteacher and Additional Needs Leader
5. Contact is made by new school –
6. School Administrator will attempt to contact new school if no contact has been made after 2 days
7. School Administrator, in consultation with Assistant Headteacher, will report as child missing education to the local authority if no contact is made after 2 weeks
8. School Administrator will remain in regular contact (2 x weekly) with parents/carers until the child starts allocated a new school.
9. School Administrator will upload the CTF to be sent through to the new school through DFE website
10. School Administrator will complete and upload CML file onto perspective lite to LCC
11. School Administrator will then move the child to former roll on Integris
12. Paper records will then be sent to new school by the School Administrator – including safe-guarding and receipts obtained
13. Child moved to former roll on Integris by School Administrator
14. Update of current position and confirmation, when achieved, that appropriate administration process has been completed will be given by the Assistant Headteacher to the Headteacher at the weekly welfare meeting
15. Once all appropriate administration procedures are complete the case is signed off by the Assistant Headteacher

1B. Checklist for off-rolling pupil - where a parent has elected to home tutor.

1. Parents asked to notify school in writing
2. School Administrator will add child to 'leavers log' in leavers file and date and initial each step of the process
3. School Administrator will inform: class teacher, Headteacher, (appropriate) Key Stage Leader, Assistant Headteacher and Additional Needs Leader.
4. Assistant Headteacher will contact the family to discuss reasons for choice and discuss exit plan. The Assistant Headteacher will make a copy of the EHE leaflet available.

5. School Administrator will complete survey with LCC, with the support of the Assistant Headteacher as required. This will include passing on information including safe-guarding
6. CML file will be completed by the administration team and uploaded onto perspective lite to LCC with the appropriate coding.
7. CTF file will be completed and uploaded onto the DFE website with the appropriate coding.
8. School Administrator will move the child to former roll the child on Integriss
9. Update of current position and confirmation that appropriate administration process has been completed will be given by the Assistant Headteacher to the Headteacher at the weekly welfare meeting
10. Once all appropriate administration procedures are complete the case is signed off by the Assistant Headteacher

1C. Checklist for Mid-Year Admissions

1. Initial enquiries will be logged in the admissions file
2. An appointment will be made for a tour of the school with either the Headteacher or with another member of SLT/MLT.
3. The parent/carer will be advised to make an application to LCC.
4. School Administrator to access the application details on SAM.
5. School Administrator to forward to the Key Stage Leader, Headteacher and Assistant Headteacher who will liaise and decide whether a place can be offered.
6. School Administrator to reply to the application by e-mail within 48 hours.
7. School Administrator to make contact the parent/carer to agree start date and send relevant paperwork to be completed and returned along with the child's birth certificate.
8. Once a class has been allocated (see 5), the key stage leader will inform the class teacher.
9. School Administrator to contact the previous school for the CTF
10. School Administrator to download the CTF and upload the file to Integriss admissions role.
11. School Administrator to update Integriss file using the admission paperwork.
12. On the child's first day at school, School Administrator to move the child to the current roll on Integriss and upload CMJ to perspective lite for LCC to add the child to our roll.
13. School Administrator to forward paperwork for any additional information including safe-guarding/SEN/medical to Headteacher, Assistant Headteacher and Additional Needs leader who will pass on the information and action as appropriate.

1D. Checklist for re-instating a child to the school roll – in addition to mid-year admissions Is this logged anywhere when we are first aware of them returning – so that all admin staff, Assist Head and Headteacher are all aware

1. Retrieve the child's file from the 'former roll' on Integriss.
2. Make a note of their original start date and leave date.
3. Move the child to the current roll on Integriss (this will overwrite the start and leave dates so ensure you have made a note first).

4. Download the CTF from DFE S2S (this will overwrite the start and leave dates so ensure you have made a note first).
5. Access the UDI module and enter their previous start and leave dates to maintain an accurate record.
6. Does School Administrator need to contact previous school for paperwork and forward this as per 1C (13)

1E. Checklist for Children Missing Education

1. On the first day of absence, the School Administrator will attempt to contact parents/carers.
2. Repeat attempts to contact parents/carers until day 3 of absence
3. On day 3 inform Assistant Headteacher.
4. The School Administrator will make on-going attempts, beginning on the first day of any unexplained absence, to contact the pupil's parents/carers either by:
 5. telephone
 6. text messaging
 7. Following this the school will attempt to make contact via e-mail.
8. The Assistant Headteacher will contact any other schools where the pupil or their siblings are known to have been pupils
9. By day 5 the Headteacher/Assistant Headteacher to complete home visit accompanied by another member of staff.
10. The class teacher will check with the pupil's peer group to ascertain if they are aware of any change in the pupil's place of residency
11. The Additional Needs Leader or the Assistant Headteacher will contact any relevant agency, for example, the family welfare officer in the relevant armed forces in the case of a service child.
12. After 10 days of unauthorised absence the School Administrator, supported by the Assistant Headteacher will inform the local authority through the Pupil Not Attending Regularly (PNAR) notification survey
13. The School Administrator will continue to attempt to contact parents/carers.
14. After 5 more days, or earlier if it is known that the child is no longer at the place of residence known by the school, the School Administrator, supported by the Assistant Headteacher will report the child as child missing education (CME) notification survey. Do not take off roll.
15. After 20 days, if no further information following joint investigation between school and local authority, the School Administrator will remove from roll and complete CML file.

Records of every action will be recorded in the appropriate file/CPOMS.

Appendix 3 - Child Missing in Education Flowchart Summary

A child/young person is on roll of a school but not attending	A child/young person moving out of county	Family indicate they are moving to another country	School Admissions
School attempts to contact parents. Good practice is to contact from day 1 of absence but no later than day 3 The school must: - make on-going attempts, beginning on the first day of any unexplained absence, to contact the pupil's parents/carers either by telephone, or text messaging - make further attempts to contact the parents, either by letter or by home visiting - contact any other schools where the pupil or their siblings are known to have been pupils - check with the pupil's peer group to ascertain if they are aware of any change in the pupil's place of residency - contact any relevant agency, for example, the family welfare officer in the relevant armed forces in the case of a service child. School should be following their school attendance and safeguarding procedures if no contact is made with parents/carers, complete home visit School/Academy should continue to make an effort to engage the family using e-mails telephone and other contact methods. Records of each attempt to contact must be made, ensuring there is a complete and comprehensive record of the steps taken including dates, actions and outcomes for each step If there is confirmation that the child is at the place of residence known to the school but not attending, the school continues to follow their non school attendance procedures Do not remove from roll After 10 days of unauthorised absence inform the local authority through the Pupil Not Attending Regularly (PNAR) notification survey If there is confirmation that the child is no longer at the place of residence known to the school but can still attend the school, make amendments to child's file and continue with non-school attendance procedures If there is confirmation that the child is no longer at the place of residence known to the school and will not be attending the school, check that the child is attending the new school if known before removing from roll. Once confirmed remove from roll and complete CML file. If a new school is not known, report the child as child missing education (CME) notification survey. Do not take off roll. After 20 days, if no further information following joint investigation between school and local authority, remove from roll and complete CML file.	Check that the contact details for the parent(s) are/is correct. This includes the family's new address, name of new school (if known), leaving date, email addresses of family and new school (if known) The new school should make contact. If not, make contact with the school given to confirm that the child is on roll. If confirmation received that child is attending, take child off roll and complete CML file. If no new school is given or child is not attending new school and that school does not have a start date, after 5 days from leaving date, report the child as CME through the notification survey. Do not take off roll After 20 days, if no further information following joint investigation between school and local authority, remove from roll and complete CML file. Health Related Absence If a child has been out of school for 15 days or more (consecutive or cumulative) due to health reasons and there is robust medical evidence to support the absence, school can follow the process of referral to the Local Authority for alternative provision as outlined in the LA Policy on Education for Children with Medical Needs. Child who is not in receipt of full time education A child not in receipt of full time education (usually 25 hrs) must be entered on the Reduced Timetable notification survey	Check that the contact details for the parent(s) are/is correct. This includes the family's new address, name of new school (if known), leaving date, email addresses of family and new school (if known) If the information is provided, remove child from roll and complete the CML file within 5 days of leaving date If the information is not provided complete the CME notification survey After 20 days, if no further information following joint investigation between school and local authority, remove from roll and complete CML Looked after Children (LAC) If a LAC child is moving placement and no longer attending the same school, the current school needs to liaise with social worker and virtual school. Do not remove from roll until directed by Virtual School	If a school place has been allocated. (reception, transfer from infant to junior or year 6 to 7) and there has been no acceptance/agreed start date, by parent/carer, school should make attempts to engage (telephone, texts, e-mails letters and home visit) If a child has been allocated a place and they do not arrive on the expected day i.e. start of term, the school must follow non-attendance procedures (see column one and follow same procedure). Do not assume that child is at another school. Mid- year application If application is to transfer schools, the leaving school should keep on roll until it has been confirmed by the new school that they have been put on roll of that school. A child should be placed on roll at the point of acceptance by parent/carer. If there is no confirmation, the leaving school must follow non-attendance procedures (see column one) Traveller Children If a parent notifies the school that they are travelling, the school should ask the parent for a return date and contact details. The family should notify the school if there is any change to the return date and provide a new date. If the child does not return to school on the agreed date and is not able to confirm or approve the alternative, the school follow the non-attendance procedures (see column one)

Appendix 4 – Missing Children

A. Basic School Procedures

A1. Start of the day

The school will:

- Ensure parents are fully aware that the responsibility for the care of their child passes from parents to staff at the external door to the school building
- Ensure external doors are locked at 8.50am allowing only access through the main entrance after this time
- Ensure all playground gates are locked at 9.00am.

A2. During lesson time

The school and staff will ensure:

- Staff mark registers promptly and accurately – mornings and afternoons.
- All staff must ensure that the external gates to any outside area are locked when pupils are playing outside.
- 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.
- EYFS/KS1 pupils/vulnerable pupils move round the school in pairs and never in isolation.
- Updated contact information for parents and carers is sought and maintained.

A3. Playtime

The school and staff will ensure:

- Staff are on the playground before pupils come onto the playground.
- External gates locked
- Staff patrol areas in playground
- Exit/ entry doors are closed behind the last member of staff as they come off the playground

A4. Dinner time

The school and staff will ensure:

- Staff are on the playground before pupils come onto the playground.

- External gates locked
- Staff patrol areas in playground
- Exit/ entry doors are closed behind the last member of staff as they come off the playground
- SLT available at dinner time

A5. Hometime

The school and staff will ensure:

- Gates opened 10 minutes before home time to allow access for parents
- Pupils leave by designated exits.
- Pupils in EYFS & KS1 are collected by their parent from the classroom door.
- A member of staff is present on the exit door
- Pupils have sight of parent before they leave through the door
- Pupils inform staff that they can see parent so staff aware they are leaving
- For KS2 children, appropriate staff take pupils to the school door and ensure that all pupils are collected by the appropriate adult.
- Up to date list in every classroom detailing how the pupils are to go home and with whom. Reviewed each year and maintained with up to date contacts when parents make any changes. All changes are made in writing.
- After 10 minutes pupils who are left go to main entrance to wait.

A6. Visits

The school will ensure that:

- Thorough risk assessments and adequate staff/pupil ratios are provided when pupils leave the school premises.
- 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

B. Procedures in the event of a child going missing

B.1 Initial Steps

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

- Member of staff who has noticed the missing child will calmly inform the school office who will inform the Headteacher/SLT.
- Staff will promptly but calmly round up all pupils to a pre-arranged area and a designated member of staff will read the group a story/continue with learning activities.
- 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 Headteacher if the child is found immediately.
- A thorough check of all exits to be made to make sure all gates/doors 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.

B2. If the child has not been found by the time the register check is completed, the following steps will be taken:

- Available staff will begin a search of the wider area immediately – including sending a staff member to the child's home if it is ~~within walking distance~~ deemed appropriate.
- The safety and care of other pupils is paramount so the security of the school and the ~~number of staff remaining to~~ supervise the other pupils in the school must be adequately maintained while the search continues.
- AT THE SAME TIME the CCTV will be reviewed.
- If the child has not been found after 10 minutes from the initial report of them as missing then parents should be notified. The Headteacher or next most senior member of staff on site will decide at which point the police need to be contacted. When contacting parents or carers please ask them to bring with them a recent photograph of their child.
- 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.
- The Headteacher will inform the chair of governor and the school's Local Authority Designated Officer.

B3. In the event of a member of staff fearing that a child has gone missing while off school premises. The school will ensure that:

- An immediate head count/register should be taken.

- The visit leader must ensure safety of remaining pupils. At least 2 staff must stay with them.
- One or more adults should immediately start searching for the child.
- Visit leader should contact school to alert them.
- If the child is not found within 5 minutes Visit Leader must contact police by phoning 999.
- 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.

B4. In the event that a child goes missing on the way to school.

The school will ensure that:

- When a child is absent, and no contact has been made by a parent to inform them of the reason for absence, the school will attempt to contact the parent.
- If there is no response, other adults on the contact list will be called.
- The Headteacher/Assistant Headteacher will be informed of any instances where contact has not been possible before 10am.
- The Headteacher will decide if a home visit is necessary for safeguarding reasons.

B5. After speaking to the parent/when there is cause for concern:

- If the child normally walks to school but does not arrive, one or more adults should immediately start searching for the child along their normal route.
- The Headteacher or next most senior member of staff on site will decide at which point the police need to be contacted in liaison with the parents, after which follow the procedure above.