



THE AMERICAN SCHOOL IN ENGLAND

Students Missing Education Policy

Document

Information Sharing Category	PUBLIC
TASIS Document reference (Org, Doc, version, date)	TASIS_SME_V2_0_17082017
Version	2.0
Date published	17-08-2017
Date ratified by Head of School	17-08-2017
To be reviewed before	12 months of above date
Responsible area	DSL & Head of School

Introduction

This policy should be read and understood in conjunction with our Safeguarding Children – Child Protection, Behaviour Management, Whistleblowing Policies, the Staff Code of Conduct and the Lost and Missing Children Procedures for each division along with children missing from Boarding. This policy takes full account of the child protection procedures agreed by the Surrey Safeguarding Children Board and statutory guidance *Working Together to Safeguard Children*.

Applies to all:

- Activities undertaken by the school inclusive of those outside of the usual school hours and away from the school site
- Who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, the Proprietors and volunteers working in the school.

Our staff will follow the School's separate procedures for dealing with students who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. TASIS will put in place appropriate safeguarding measures, procedures and responses for students who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. More information can be found in 'Statutory guidance on students who run away or go missing from home or care' and KCSIE (DfE: September, 2016).

Missing, Exploited and Trafficked Children (MET)

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

<https://www.gov.uk/government/collections/modern-slavery>

Within our School, the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

Children Missing from Education

<https://www.gov.uk/government/publications/school-attendance>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

DSLs and staff should consider:

Missing lessons:

- Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher?
- Does the child remain on the school site or are they absent from the site?
- Is the child being sexually exploited during this time? Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

Single missing days:

- Is there a pattern in the day missed?
- Is it before or after the weekend suggesting the child is away from the area?
- Are there specific lessons or members of staff on these days?
- Is the parent informing the school of the absence on the day?
- Are missing days reported back to parents to confirm their awareness?
- Is the child being sexually exploited during this day? Do the parents appear to be aware?
- Are the pupil's peers making comments or suggestions as to where the pupil might be?

Continuous missing days:

- Has the school been able to make contact with the parent? Is medical evidence being provided?
- Are siblings attending school (either our or local schools)?
- Did we have any concerns about Radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?

The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

Children Missing from Home or Care

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

<http://www.childrensociety.org.uk/what-we-do/policy-and-lobbying/children-risk/runaways>

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living.

Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

The association of chief police officers has provided the following definitions and guidance.

“A missing person is: ‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.’

An absent person is: ‘A person not at a place where they are expected or required to be.’

All cases classified as ‘missing’ by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as ‘absent’ will be recorded by the police and risk assessed regularly but no active response will be deployed. The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to ‘missing’.

Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers; Feeling powerless;
- Being bullied/abused; Being unhappy/not being listened to;
- The Toxic Trio of domestic abuse, mental ill-health and substance misuse.

Pull factors include:

- Wanting to be with family/friends;
- Drugs, money and any exchangeable item;
- Peer pressure;
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker.

As a school we will inform all parents of children who are absent (unless the parent has informed the School). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to directly contact the police to inform them, or contact them ourselves.

Child Sexual Exploitation (CSE)

<http://paceuk.info/>

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive ‘something’ as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money. Child sexual exploitation can

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

happen via technology without the child's being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

Characteristics of Child Sexual Exploitation and abuse: it is often planned and systematic—people do not sexually abuse children by accident, through sexual abuse can be opportunistic;

Grooming the child: People who abuse children often take care to choose an identified child and often spend time making them dependent;

Grooming the child's environment: Abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse: Some of the following signs may be behavioural indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions; who associate with other young people involved in exploitation; have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant; who suffer from changes in emotional well-being; children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and regularly miss school or education or do not take part in education; staying away from certain people or avoiding being alone with someone; displaying sexual behaviour that is inappropriate for their age;
- Inappropriate masturbation or self-harm (including eating disorders) and an unwillingness to remove clothes when changing for PE etc.

Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain. The concerns listed are not exhaustive. Staff can and should also record and report other concerns about a child, such as general welfare concerns.

As a school we educate all staff in the signs and indicators of sexual exploitation. We use the Sexual Exploitation Risk Assessment Form (link - [SERAF](#)) and associated guidance to identify pupils who are at risk and the DSL will share this information as appropriate with children's social care. We recognise that we may have information or intelligence that could be used to both protect children and prevent risk.

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

Trafficked Children

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK);
- For the purpose of exploitation

Any child transported for exploitative reasons is considered to be a trafficking victim.

There is significant evidence that children (both from the UK and other citizenships) are being trafficked internally within the UK. There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day; Works in various locations;
- Has limited freedom of movement; Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice; is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner;
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links; and/or
- Inappropriate use of the Internet and forming on-line relationships, particularly with adults.

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case. If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead for referral to be considered to children's social care.

We will follow-up unexplained absences of any student with a telephone call from the school on the morning of the first day of absence and notify Children's Services if there is an unexplained absence of more than two days of a student who is on the School safeguarding register. The DSL shall also inform the applicable local authority of any student who has been absent without the School's permission for a continuous period of 3.5 school days within a 6-week block or more, as agreed between the school and the local authority. Additionally, the DSL will notify the applicable local authority (within which the student resides) when not at TASIS of any student who is going to be deleted from the admission register under the 15 grounds detailed by Children Missing From Education Statutory Guidance Annex A (Appendix 1). We will also notify the local authority within 5 days of new students on commencing at TASIS.

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than the time of deleting the student's name from the register. This will assist the local authority to fulfil its duty to identify students of compulsory school age who are missing in education and follow up with any student who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Students being withdrawn from school: If a student is withdrawn from the school, all efforts will be made to identify the school to which the student is being admitted; their confidential educational and student protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, a referral may be made to Children's Services depending upon each individual case circumstances. Educational records sent to our school concerning a student who is not registered by the parent will be returned and the school advised to refer to their Local Authority Education Welfare Service. A student's name will only be removed from the School's Admission Register in accordance with the Child Registration Regulations. Further information is contained in our Admissions Policy.

Notifiable Incidents: This is an incident involving the care of a student that meets any of the following criteria:

- A student has died (including cases of suspected suicide) and abuse or neglect is known or suspected;
- A 'looked after' student has died (including cases where abuse is **not** known or suspected);
- A student has been seriously harmed and abuse or neglect is known or suspected;
- A student in a regulated setting or service has died (including cases where abuse is **not** known or suspected).

Any such incident should be reported to Surrey Safeguarding Children Board (SSCB) Child Death Overview Panel (CDOP) coordinator whose contact details are: telephone 01372 833319 Email: CDOP@surreycc.gov.uk

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

Ofsted and the DfE are also to be informed along with the *Reporting of Injuries, Diseases and Dangerous Occurrences* (RIDDOR) in accordance with the regulations of 2013.

Appendix 1 Grounds for notification to Local Authority for Additions/Deletions from TASIS Admission Register (Annex A: taken from Children Missing From Education 2016)

1. Where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2. Except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
3. Where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4. In a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5. Except in the case of a boarder that he has ceased to attend the school and no longer ordinarily resides at a place, which is a reasonable distance from the school at which he is registered.
6. In the case of a pupil granted leave of absence in accordance with regulation 7(1A), that —
(i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7. That he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8. That he has been continuously absent from the school for a period of not less than twenty school days and (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is
9. That he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10. That the pupil has died.

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

11. That the pupil will cease to be of compulsory school age before the school next meets and—
 - (i) the relevant person has indicated that the pupil will cease to attend the school; or
 - (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.
12. In the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.
13. That he has been permanently excluded from the school.
14. Where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.
15. Where—
 - (i) the pupil is a boarder at a maintained school or an Academy;
 - (ii) charges for board and lodging are payable by the parent of the pupil; and
 - (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.