Students Missing Education & Missing Students Policy

This policy applies to the whole school including Boarding and the Early Years.
The current version of any policy, procedure, protocol or guideline is the version held on the TASIS England website.
It is the responsibility of all staff to ensure that they are following the current version.

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Approved by:

Head of School	Designated Safeguarding Lead	Chair of the Board
Bryan Nixon	Jason Tait	David King
01 September 2026	01 September 2026	01 September 2026

TASIS England is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

1. Introduction

This policy should be read and understood in conjunction with our Safeguarding Children and Child Protection Policy; Behaviour Management, Discipline and Sanctions; Whistleblowing Policy; Faculty and Staff Behaviour (Code of Conduct) Policy and Data Protection Policy, (available on the school website policy page)**.** This policy takes full account of the child protection procedures agreed by the Surrey Safeguarding Children Partnership and statutory guidance. The terms "students" and "children" may be used interchangeably in this policy, with both terms referring to all those under or over the age of 18 years enrolled at TASIS England. This policy aligns with the Department for Education's Children missing education: statutory guidance for local authorities and schools (updated 8 September 2025).

As an independent school, the Proprietor and leaders must have regard to this guidance when promoting student welfare, and it should be read alongside Working together to Improve School Attendance: (DfE: July 2026), Keeping Children Safe in Education: (KCSIE, DfE 2026).and related statutory guidance.

This policy is reviewed annually and applies to all:

- Activities undertaken by the school inclusive of those outside of usual school hours and away from the school site.
- Who, work, volunteer or supply services to our school - that is all faculty and staff, students on placement, the Proprietors and volunteers working in the school. The terms 'faculty' and 'staff' are used interchangeably within this policy and any reference to faculty or staff refers to any person employed at TASIS England whether they are directly employed, contractors, consultants, bank, agency or volunteers.

Our staff will follow the school's separate procedures for dealing with students who go missing, particularly on repeat occasions. Staff must act to identify any risk of abuse and neglect, including sexual abuse or exploitation. TASIS England will put in place appropriate safeguarding measures, procedures and responses for students who go missing from education. 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, female genital mutilation (FGM) and forced marriage. More information can be found in 'Statutory guidance on students who run away or go missing from home or care': (DfE 2014) and Keeping Children Safe in Education: (KCSIE, DfE 2026).

We support the local authority's CME duty by: keeping named LA CME contact details and a clear internal referral point; agreeing responsibilities and timelines for joint reasonable enquiries; and maintaining an active CME list with steps taken in each case.

2. Missing, Exploited and Trafficked Children (MET)

Child sexual exploitation: definition and guide for practitioners: (DfE 2017)
Modern Slavery: (HO 2014, updated 2024)

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 these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

3. Children Missing from Education (CME)

- Working together to Improve School Attendance: (DfE: July 2026)
- Children missing education: (DfE: 2025)

Overview: This section explains how TASIS England identifies and responds to Children Missing Education and works with the home local authority to secure swift, suitable education. The formal definition is set out in Section 8.

Statutory expectations for schools: Proprietors must have regard to the CME guidance. Schools and local authorities should work together to make "reasonable enquiries" where a child's whereabouts or education are unclear and keep an active record of suspected/confirmed CME and the steps taken to identify and support each child.

As an independent school, TASIS England must also have regard to Working together to improve school attendance (DfE: July 2026). In accordance with the expectations set out in Chapter 2, the School is expected to:

- build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them;
- develop and maintain a whole-school culture that promotes the benefits of high attendance;
- have a clear school attendance policy which staff, pupils and parents understand, and which protects the value of regular attendance;
- accurately complete the admission and attendance registers and have effective day-to-day processes in place to follow up absence;
- regularly monitor and analyse attendance and absence data to identify pupils or cohorts requiring support and put effective strategies in place;
- share information and work collaboratively with other schools, the local authority and other partners where a pupil's absence is at risk of becoming persistent or severe; and
- be particularly mindful of pupils who are absent because of mental or physical ill health or their special educational needs and/or disabilities, providing additional support or reasonable adjustments where appropriate.

The school must also maintain its admission and attendance registers in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, as required by Standard 15 of the Independent School Standards (see *Independent School Standards guidance*, April 2026, paragraphs 3.13-3.15 and 3.29-3.32).

Work with the "home local authority": Where a student's home local authority differs from the school's location, the school will work collaboratively with that home LA to secure suitable education swiftly.

Patterns of children missing education can be an early indicator of abuse or neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. 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.

Link to attendance: We will follow Working together to Improve School Attendance to reduce barriers to attendance and support rapid reintegration, so that any time out of education is kept to an absolute minimum.

4. Designated Safeguarding Leads (DSLs), faculty 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?
- Are there concerns the child is 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 students 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:

- Do the parents appear to be aware?
- 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?
- Are there concerns the child is being sexually exploited during this day?
- Are the student's peers making comments or suggestions as to where the student 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 school, or local schools)?
- Did we have any concerns about radicalisation, FGM, forced marriage, so called 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.

5. Children Missing from Home or Care

Children who run away or go missing from home or care: (DfE 2014)
The Children's Society - Children missing from home

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 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.

Current police guidance no longer uses the former Association of Chief Police Officers "missing/absent" classification. A person whose whereabouts cannot be established should be treated as missing until they are located and their wellbeing is confirmed. There is no requirement to wait for a specified period before reporting a child missing. Police involvement should be determined by the circumstances and risk, with 999 used where there is immediate danger or a child is at immediate risk of harm.

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
- Complex Needs (domestic violence, mental ill-health and drug/alcohol misuse as defined by Ofsted). Working Together guidance notes that these issues rarely exist in isolation. There is a complex interaction between the three issues.

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 already 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 the police ourselves.

6. Child Sexual Exploitation (CSE)

Ivison Trust (formerly PACE UK (Parents Against Child Exploitation))
Child sexual exploitation: definition and guide for practitioners: (DfE 2017)

Child Sexual Exploitation (CSE) 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 happen via technology without the child being aware; for example, being persuaded to post nude, semi-nude or 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, though sexual abuse can be opportunistic.

Grooming the child: People who abuse children often take care to choose an identified child and spend time building a relationship with the child, making the child believe that they know and trust them, this can make the child dependent on the abuser.

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 CSE:

- 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 wellbeing; 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 sexualised 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.

There could be physical symptoms such as 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 Surrey Safeguarding Child Sexual Exploitation (CSE) Screening Tool and associated guidance to identify students 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.

7. Trafficked Children

Human trafficking is defined by the United Nations High Commissioner for Refugees (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 may have 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 a single 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.

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 DSL for referral to be considered to children's social care.

8. Definition of Children Missing Education

Serious safeguarding incidents (where relevant). Where absence intersects with a serious child safeguarding incident (e.g., death or serious harm with abuse/neglect suspected), reporting and notifications are made in line with our Safeguarding and Child Protection Policy and local procedures (including the Child Death Overview Panel - CDOP) and notification of the relevant inspectorate (ISI) and RIDDOR where required.

Children missing education (CME). Statutory Guidance on Children Missing Education (DfE, updated 2025) defines children missing education as those who are not on a school roll or receiving suitable education otherwise than at school. Children who are regularly absent or who have missed **10 school days or more without permission** may be at risk of becoming 'children missing education'.

Children absent from education. This refers to all children of compulsory school age:

- who are absent from school, particularly repeatedly and/or for prolonged periods
- who may have patterns of repeated absence, or a significant number of days off
- but are **not** absent for more than ten consecutive days (where there is not a clear reason, e.g., holiday)

First-day response and escalation: We follow up unexplained absences with a phone call on the morning of day 1 and notify Children's Social Care if a child on our safeguarding register has an unexplained absence of more than two days.

10 consecutive days / CME notifications: The DSL will notify the applicable local authority (the child's normal residence) where a student has been absent without the school's permission for 10 consecutive school days. In line with Working together to improve school attendance (DfE: July 2026) and regulation 13 of the 2024 Regulations, we provide the local authority with attendance returns (names and addresses of students of compulsory school age who fail to attend regularly or who have been absent for a continuous period of 10 school days recorded with one or more of the unauthorised codes G, N, O and/or U) at the frequency agreed with the local authority, and no less than once per calendar month, together with New Pupil and Deletion returns when a student's name is added to or deleted from the admission register outside standard transition times.

Deletions from roll (non-standard transitions): A student's name will be removed from the admission register only where one of the statutory grounds in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 is satisfied. The applicable grounds and conditions are set out in Appendix 1 of this policy. Before any deletion, the school will ensure that all conditions attached to the relevant ground have been met, including any requirement for joint reasonable enquiries with the local authority. The School will make the required Deletion Return to the applicable local authority in accordance with regulation 13.

Notification to the local authority will be made in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024. This supports the local authority's duty to identify children missing education and to follow up where a child may be at risk of not receiving suitable education and/or at risk of harm.

Students withdrawn from school: Where a student is withdrawn, we will take reasonable steps to identify the **destination school**, sending educational and (separately) child protection records securely. Where parents do not provide destination details, we may make a **referral to Children's Social Care** depending on the circumstances. A student's name will only be removed from the Admission Register **in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024** (see Admissions Policy).

9. Emotionally Based School Non-Attendance (EBSNA)

Emotionally Based School Non-Attendance (EBSNA) is a term used to describe the difficulty some children and young people experience in attending school due to emotional reasons, such as stress, anxiety and/or feeling

overwhelmed. This can result in prolonged periods of absence from school. For more information on EBSNA please see the Surrey Council website.

10. Staff Training and Development

All staff receive mandatory annual training on safeguarding issues, including training on child sexual exploitation (CSE), trafficking, and other related topics. This training is coordinated by the DSL and includes both in-person sessions and online modules. Additional refresher will be provided as necessary, particularly following any updates to statutory guidance or school policies.

Appendix 1 - Admissions

Admissions movements are managed in line with current *Children Missing Education* statutory guidance, including our duties when **adding/removing a child's name to/from the admission register** and **notifying the local authority at the point of deletion**; where school-side systems are not available to us, we liaise directly with the LA CME team to complete checks

Grounds for notification to Local Authority for Additions/Deletions from TASIS England Admission Register of a student of compulsory school age

(Annex A: grounds for deletion under regulation 9(1) of the School Attendance (Pupil Registration) (England) Regulations 2024 - see Working together to improve school attendance (DfE: July 2026), Chapter 7. A student's name must not be removed for any other reason; doing so could constitute off-rolling. Where a name has been entered in error, it may be corrected in line with the July 2026 guidance.)

(Please note that if you are subject to UKVI requirements the timelines may differ in accordance with those requirements, please see our Attendance Policy for more details)

1. Ground A - The student has been registered at another school (reg 9(1)(a)), unless a school attendance order naming this school is in force, the student is a mobile child and this is their main school, or dual registration at more than one school has been agreed.
2. Ground B - The student was admitted to receive nursery education and has not, on completing it, transferred to a reception or more senior class at the school (reg 9(1)(b)).
3. Ground C - The student is also registered at one or more other schools; the school has no reasonable grounds to believe the student will attend again; each school has consented to the deletion; no school attendance order naming the school is in force; and the student is not a mobile child for whom this is the main school (reg 9(1)(c)).
4. Ground D - The student is the subject of a school attendance order that previously named the school, but another school has now been named on that order (reg 9(1)(d)).
5. Ground E - A school attendance order naming the school has been revoked because the local authority is satisfied that arrangements have been made for the child to receive suitable full-time education otherwise than at a school (reg 9(1)(e)).
6. Ground F - The parent has notified the school in writing that the student will cease to attend after a specified day and will be educated otherwise than at a school (e.g. elective home education); that day has passed; and no school attendance order naming the school is in force (reg 9(1)(f)).
7. Ground G - The student no longer normally lives a reasonable distance from the school, the school has no reasonable grounds to believe they will attend again, and the student is not a boarder (reg 9(1)(g)). A temporary or occasional absence does not affect whether a student normally lives a reasonable distance from the school.
8. Ground H - The student has not attended within the ten school days immediately following the expiry of a granted leave of absence; the school has no reasonable grounds to believe the absence is due to sickness or unavoidable cause; and the school and the local authority have jointly made reasonable efforts to establish the student's location and circumstances, without success, or have located the student and jointly agree there are no reasonable grounds to believe they will return (reg 9(1)(h)).
9. Ground I - The student has been continuously absent for 20 school days or more; the absence was unauthorised throughout (no circumstance in regulation 10(3) Table 2 or 10(4) Table 3 applied other than codes G, N or O); the school has no reasonable grounds to believe the absence is due to sickness or unavoidable cause; and the school and local authority have jointly made reasonable efforts to establish the student's location and circumstances, as in Ground H (reg 9(1)(i)).
10. Ground J - The student is detained under a sentence of detention, and the school has reasonable grounds to believe they will not return on release; students remanded to custody awaiting trial or sentencing cannot be removed under this ground (reg 9(1)(j)).
11. Ground K - The student has died (reg 9(1)(k)).

12. Ground L - The student will be over compulsory school age when the school next meets, and either the school has no reasonable grounds to believe they will attend again or they do not meet the academic entry requirements for the sixth form (reg 9(1)(l)).
13. Ground M - The student is a boarder at a school maintained by a local authority or an academy and charges for board and lodging remain unpaid at the end of the term to which they relate (reg 9(1)(m)) [not applicable to TASIS England as an independent school].
14. Ground N - The student has ceased to be a pupil at the (independent or non-maintained) school, the school not being maintained by a local authority or an academy (reg 9(1)(n)) - the principal ground for students leaving TASIS England as an independent school.
15. Ground O - The student has been permanently excluded from the school (reg 9(1)(o)).
16. For students not of compulsory school age, the grounds are set out in regulation 9(3): the student is not a boarder and the school has no reasonable grounds to believe they will attend again; the student is a boarder and has ceased to be a pupil at the school; or the student has been continuously absent for 20 school days or more without leave, with no reasonable grounds to believe the absence is due to sickness or unavoidable cause, and reasonable efforts to establish their location have been made. On every deletion, a Deletion Return is made to the local authority with the information required by regulation 13(4).

Appendix 2: Students Missing Class or Showing Unexplained Absence During the School Day/Boarding Times

These steps should be followed immediately, preferably simultaneously and without unnecessary delay.

Procedure for PreK-Grade 4

We have a duty under the Welfare Requirements of the Early Years Foundation Stage to safeguard and promote children's welfare. Children are signed in and out of the school and after school club by their parent/career. All classes (PreK-Grade 4) complete the register by 8:30am. We have processes in place to ensure the building and surrounding site is secure.

Lost Child Procedure (within the building and grounds):

In the unlikely event of a child going missing from the building the following process will be followed:

Role of the Teacher:

- As soon as a child is thought to be missing, inform your work colleague and your line manager or the main office, who will alert the Head and/or Deputy Head of Pre K - Grade 8.
- Gather remaining children together. Remain calm, do not alarm the other children. **Remember we have a responsibility to all children; their safety is paramount at all times, and we have a duty to ensure we work within the ratios of the Welfare Requirements.**
- Make a quick, but thorough, search of all areas the child has used.
- The Head and/or Deputy Head of Pre K - Grade 8 will organise regrouping of children and redeployment of staff to enable a search of the whole premises, including toilets, home corners, outdoors, sheds, to be made.
- Those searching away from the immediate building will take a walkie-talkie with them so that contact is maintained with all staff.
- **If the child is found** the incident will be recorded by those staff involved.
- The parents will be advised of the incident by the Head and/or Deputy Head of Pre K - Grade 8 when they arrive to collect the child unless they are distressed, then they will be informed immediately.
- A risk assessment will be undertaken to establish precautions to be put in place to ensure the incident does not happen again.
- **If the child is not found immediately** the Head of School will be informed along with other senior members of staff and security, the parents will be informed, and the police will be contacted.
- Staff will continue to search until advised otherwise by the police.
- **The Head of School will notify the relevant authorities where required.**
- Reports of the incident will be produced, signed and dated by all those involved in the incident.
- A risk assessment will be undertaken.

Procedure for uncollected children

- At TASIS England we are committed to the care of any uncollected child at the end of the day until that child is collected. Parents/carers are asked to advise the Pre K - Grade 4 School Office if they will be late to collect their child.
- The Early Years program ends at 3.10pm. The children are supervised by the class teacher until their parents arrive. If a child has not been collected the child will stay with a member of staff, the Pre K - Grade 4 School Secretary or the Head and/or Deputy Head of Pre K - Grade 8 until the parent/carer arrives.
- In the event that a child is not collected by the due time a telephone call will be made to parents, to ascertain the situation. The child will remain supervised at school until the parent/carer arrives.
- At TASIS England a child is never released to an unauthorised person, even if the collection is late, unless an authorised person telephones to state that, because of an emergency, a different person will be collecting the child. The authorised person should give the name, address and a physical description of the unauthorised person and the member of staff should check this description and details before permitting the child to leave.
- If someone other than the parent/carer will be collecting a child, we ask that the parent/carer introduce the third party to staff prior to the arrangement.
- Where safeguarding concerns arise during enquiries about a student's whereabouts, staff must make a referral to children's social care; where a crime is suspected, police must be involved. All actions and outcomes should be recorded on the student's file.

Missing Day Student Protocol (Grade5-8 & Upper School Students)

These steps should be followed immediately, preferably simultaneously and without unnecessary delay

Student missing from first period class:

- Student absence is communicated by the teacher.
- The US Attendance Manager or MS Secretary confirms the student is not in the scheduled class.
- The Upper School Pastoral Coordinator is alerted that the family has not provided communication for the student missing school.
- The nurse will be contacted to see whether the student has missed the class/activity due to illness.
- The school bussing coordinator is contacted to confirm that if the child rides a school bus, the child took the bus to school.
- Parents are phoned to confirm the reason for absence.
- Parents emailed if they do not answer the phone.
- If the family cannot be contacted or the reason for the absence has not been accepted, the DSL is informed that the student is still missing or that the reason for absence has not been accepted.

Student marked present but missing during school day:

- Student absence is communicated by the teacher.
- The US Attendance Manager or MS Secretary confirms the student is not in the scheduled class.
- The nurse will be contacted to see whether the student has missed the class/activity due to sickness.
- Inform DSL, check with the School Counsellor and Learning Resource Specialist to ensure student is not with them.
- The US Attendance Manager or MS Secretary checks the sign-out book to confirm the student did not leave without permission.
- Inform the DSL, the Head of Pre K - Grade 8 or Upper School and the Head of School.
- The students' mobile phone number should be called.
- Check with the previous class teacher and the student's friends for info about the previous class.
- A search of campus will then follow, looking at common spaces on campus: Dining Hall, Student Centers, Library, Locker rooms, toilets, etc.
- Parents contacted to confirm whether they collected their child without alerting the School Office.
- Security is asked to check the CCTV surveillance of the campus.
- The Police are called, and a "missing person report" is filed.

Students absent from after school activity:

- Student absence is communicated by teacher/coach/activity leader.
- The US Attendance Manager or MS Secretary confirms whether the student was present in classes that day.
- The nurse will be contacted to see whether the student has missed the class/activity due to sickness.
- Bus attendance is checked to see if the student went home early without informing the School Office.
- Inform the DSL, check with the School Counsellor and Learning Resource Specialist to ensure the student is not with them.
- The students' mobile phone number should be called.
- A search of campus will then follow, looking at common spaces on campus: Dining Hall, Student Centers, Library, Locker rooms, toilets, etc.
- Parents contacted to confirm whether they collected their child without alerting the School Office.
- The Head of School is notified.
- Security is asked to check the CCTV surveillance of the campus.
- The Police are called, and a "missing person report" is filed.

Attendance during school hours

The US Attendance Manager or MS Secretary monitors and tracks all unexcused absences throughout the day until satisfied that the absence can be appropriately coded.

Role of The Upper School Attendance Manager and the Grades 5-8 Secretary Regarding Students Missing Education

- Check email, answer the phone and check nurses' appointments for absentees for the day or for late arrivals/medical appointments and enters the data on the Daily Attendance Record and Axiom.
- Opens both "Class Attendance not Taken" and "US/MS Class Unexcused" in Axiom (if applicable) and runs a query regularly to update.
- Checks late sign in sheet for late excused students.
- Calls the Houseparent's for unexcused boarders and checks in with the Health Center.
- Contacts parents or guardians for unexcused day students.

Follows up unaccounted absences with automated emails.

Missing Students During Off-Campus Activities

In the event a student goes missing during an off-campus trip or activity, the staff member in charge should:

- Immediately contact the Home Contact (and Head of School if necessary) to inform them of the situation.
- Alert local emergency services if the student is not found within 15 minutes of the initial search.
- Follow the same procedures as outlined for on-campus missing student cases, including contacting the student's parents and the DSL.
- Ensure all other students are safe and accounted for while the search is ongoing.

Missing Boarder Procedure

Arrangements for boarders who are missing have regard to the National Minimum Standards for Boarding Schools (DfE: May 2026).

Between 8am - 5pm

- Any absence of a boarding student from a scheduled class/activity must be communicated as absent to the Director of Pastoral Care and Attendance Manager.
- The school nurse should also be contacted to see whether the student has missed the class/activity due to sickness.
- The Director or Deputy Head of Boarding must be notified immediately.
- A phone call is made to the missing student, using the boarding phone number directory.
- Friends of the missing student may be approached and asked if they know the whereabouts of the missing student.
- Security is asked to check the CCTV surveillance of the campus.
- With the help of the Director or Deputy Head of Boarding, the students' room and boarding house are searched, along with the commonly used areas on campus such as the changing rooms and in the local village.
- A further search is made of the campus, further asking friends, roommates and teachers if they have seen or heard news of the whereabouts of the missing student.
- Parents/guardians/carers will be contacted.
- The police are called and a 'missing person report' is filed.
- Head of School informed.

Between 5pm - 11pm

- Any absence of a boarding student from a check-in should be followed up by the person initiating the check-in.
- An initial check should be made of the Orah checkout system to see if the student has already signed out to leave campus.
- A phone call is made to the student using the boarding phone number directory.
- The students' friends are contacted and asked for any information.
- The students' room and boarding house are searched, along with commonly used areas on campus and in the local village.
- Security is asked to check the CCTV surveillance of the campus.
- The Director of Boarding / SLT on call is notified.
- A further search is made of the campus, asking friends, roommates and teachers if they have seen or heard news about the whereabouts of the missing student.
- Parents/guardians/carers will be contacted.
- The police are called and a 'missing person report' is filed within a maximum time of 1 hour of knowing the student is missing. A report may be filed sooner depending on the circumstances but should not exceed 1 hour.
- The Head of School should be notified.

Between 11pm - 8am

- If a student is found to be missing between the hours of 11pm and 8am, then a search of the whole boarding house should be made immediately.
- A phone call is made to the student, using the boarding phone number directory.
- Security is asked to check the CCTV surveillance of the campus.
- A further search is made of the campus, asking friends, roommates and teachers if they have seen or heard news of the whereabouts of the missing student.
- The Director of Boarding is notified.
- Parents/guardians/carers will be contacted.
- The police are called and a 'missing person report' is filed within a maximum time of 1 hour of knowing the student is missing. A report may be filed sooner depending on the circumstances but should not exceed 1 hour.
- The Head of School is notified.