



CUNDALL MANOR SCHOOL

## Attendance Policy 2025

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## **Cundall Manor School Attendance Policy**

### **At a glance:**

- This policy sets out the expectations for staff and pupils in terms of registration and attendance at the School, throughout the term and each day.
- The policy outlines the procedures to follow if a pupil is absent from a lesson, games session or activity, or from a boarding house check-in (either planned or unplanned).
- The policy is relevant for all pupils and all staff.

### **Key principles**

Every child has a fundamental right to be educated and regular attendance ensures children are able to take full advantage of the educational opportunities available to them. Parents and teachers have a duty to ensure maximum attendance at school. All children are expected to attend school punctually except when they are ill, in which case they should be fully recovered before returning.

The safety and wellbeing of all pupils at Cundall Manor School (the School) is our highest priority.

Unexplained or unwarranted absence from education is a safeguarding issue. It is, therefore, the duty of staff to follow up unexplained and unexpected absence of a pupil in a timely manner and to identify and deal with children who go missing from education (see Keeping Children Safe in Education, September 2025, and the Safeguarding Policy)

At the School, education is seen as a partnership between the family and the School. The School is committed to providing the highest quality of education for our pupils, and we look to parents to support this objective.

The school has appointed a School Attendance Champion (SAC) to have overall responsibility for championing and improving attendance in the College. This is Clare Stovin, Deputy Head & DSL.

This policy is written in the context of Boarding National Minimum Standard 20.5: Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times; and Independent Schools Standards Regulations Part 3 paragraph 15: The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006(5). The Deputy Head has responsibility for ensuring any changes in ISSR regulations are reflected in Cundall Manor School practice. Changes in Boarding National Minimum standards are overseen by the Deputy Head.

This policy has regard to the following guidance and advice:

- Working together to improve school attendance (DfE, applies from 19 August 2024);
- Summary table of responsibilities for school attendance (DfE, applies from 19 August 2024);
- Toolkit for schools: communicating with families to support attendance (DfE, September 2023);
- Guidance for parents on school attendance (Office of the Children's Commissioner, September 2023);
- 'Is my child too ill for school?' guidance (NHS, April 2024);
- Keeping children safe in education (DfE, September 2025);
- School behaviour and attendance: parental responsibility measures (DfE, May 2020);
- Children missing education (DfE, September 2016);
- Supporting pupils with medical conditions at school (DfE, August 2017);

- Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
- Mental health and behaviour in schools (DfE, November 2018);
- Mental health issues affecting a pupil's attendance: guidance for schools (DfE, February 2023);
- Support for pupils where a mental health issue is affecting attendance (DfE, February 2023);
- Remote education guidance (DfE, updated February 2023); and
- SEND Code of practice: 0 to 25 years (DfE and Department of Health, May 2015).

Other policies relevant to The Attendance and Supervision Policy

- The Admissions Policy
- The Educational Visits Policy
- The Safeguarding Policy
- Parent contract
- Risk Assessment Policy – pupil welfare

## **The importance of good attendance**

The School recognises the importance of developing good patterns of attendance from the outset. This is an integral part of the School's ethos and culture. In building a culture of good school attendance it recognises:

- the importance of good attendance, alongside good behaviour, as a central part of the school's vision, values, ethos, and day to day life;
- the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions and / or disabilities, mental health issues, safeguarding wellbeing, and support for disadvantaged pupils;
- the importance of setting high expectations for the attendance and punctuality of all pupils and communicating these regularly and effectively to pupils and parents;
- that attendance is never "solved" and is a continuous process requiring revision and updating of messages, processes and strategies; and
- children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect, sexual abuse and child sexual and criminal exploitation.

## **School responsibilities**

The School acknowledges that attendance is the essential foundation to securing positive outcomes for all pupils and that everyone has a responsibility to take proactive steps to manage and improve attendance across the School community.

The School will consistently promote the benefits of good attendance, setting high expectations for every pupil and consistently communicating those expectations to pupils and parents.

Where there are challenges to attendance, the School will work effectively and respectfully with pupils, their families and, where appropriate, local authorities to address them.

The School responds to non-attendance and / or lateness proactively, firmly, consistently and with care, with appropriate reference to this policy, its safeguarding and behaviour policies and the School's terms and conditions.

It will act in a proportionate and targeted way in response to data or intelligence and ensure intervention is regularly reviewed.

The School has robust systems in place to track and record attendance, reasons for absence and patterns at an individual level and by cohorts or groups in order to identify pupils at risk of nonattendance and those who are persistently absent and it will monitor and analyse this data regularly to facilitate early intervention to address issues.

## **Staff Responsibilities**

### **The SAC**

The School has appointed a senior member of staff of the School's leadership team as SAC to have overall responsibility for championing and improving attendance in school. Details of the individual appointed are at the front of this policy and are widely publicised within School.

The SAC's responsibilities are:

- to set a clear vision for improving attendance in school;
- to establish and maintain effective systems for tackling absence and make sure the systems are followed by all staff;
- to regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes;
- to have oversight of and analyse attendance data; and
- to communicate clear messages on the importance of attendance to pupils and parents.

### **Staff with specific responsibilities for attendance:**

#### **The Boarding House**

The Boarding Parents care for all pupils. Together, they are responsible for pupils when boarding.

The Boarding Parents have day-to-day responsibility for monitoring and promoting good attendance and punctuality. They should:

- have a formal routine for registers being taken accurately each morning and evening;
- look out for trends or patterns in a pupil's attendance and inform the SAC of any specific concerns;
- deal with lateness to lessons consistently and promptly;
- consider appropriate consequences for pupils who arrive late to a lesson in line with the School's behaviour and discipline policies; and

- discuss non-attendance and / or lateness with pupils and parents (where possible) and emphasise the importance of punctuality and attendance.

### **All staff**

- The School ensures that all teaching and non-teaching staff know the importance of good attendance and are consistent in their communication with pupils and parents about it.
- The School provides appropriate training and professional development for staff consistent with their roles and responsibilities.

## **School arrangements**

The School will accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence. These registers must be kept electronically.

## **Monitoring attendance**

The School will undertake regular data analysis to identify and provide additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the School and develop strategies to address them. Such analysis may include:

- monitoring and analysing weekly attendance patterns and trends and provide support in a targeted way to pupils and families;
- using this analysis to provide regular attendance reports to class teachers to facilitate discussions with pupils and to leaders (including the Head of Learning Support and the Designated Safeguarding Lead);
- conducting thorough analysis of half-termly, termly, and full year data to identify patterns and trends;
- benchmarking attendance data at whole School, year group and cohort level to identify areas of focus for improvement;
- devising specific strategies to address areas of poor attendance identified through data;
- monitoring the impact of School-wide attendance efforts, including any specific strategies implemented; and
- providing data and reports to the Board of Governors to support its work.

## **Pupil responsibilities**

School attendance is important to pupil attainment, wellbeing and development. The School therefore has high expectations of pupils as to their attendance and has systems in place to manage poor attendance.

Pupils should be aware that:

- they are expected to be present in-person for the duration of each School day;
- they are expected to arrive on time and attend all timetabled lessons;
- they should not leave a lesson or the School site without permission or otherwise in

accordance with School rules;

- they should engage with the School's arrangements for recording and managing attendance as set out in this policy;
- any unexplained absence will be followed up;
- persistent lateness or non-attendance will result in action being taken by the School. This may take the form of:
- offers of support to seek to identify and address any barriers to attendance;
- communication with parents;
- reporting to other agencies such as children's social care; and
- sanctions against them or their parents in line with the School's behaviour policies.

If pupils are having difficulties that might discourage or prevent them from attending School or specific lessons regularly, they may speak to any member of staff, although the School encourages them to speak to their Form Tutor or relevant Assistant Head or a member of the Safeguarding team. Pupils are entitled to expect this information to be managed sensitively.

## **Additional needs**

The School recognises some pupils may find it harder than others to attend School, and will work with those pupils and parents to try to remove barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

The School will make reasonable adjustments where a pupil has a disability that puts them at a substantial disadvantage, in comparison with pupils without a disability, in relation to School attendance.

It will also work with parents, and where appropriate with the local authority, to develop specific support approaches for attendance for pupils with special educational needs and disabilities e.g. ensuring the provision outlined in a pupil's education, health and care plan is accessed.

Suitable strategies will also be considered for pupils with any social, emotional or mental health issue that is affecting their attendance. Where barriers are outside of the School's control, the School will work with parents and pupils to identify alternative sources of support or consider, where appropriate, making a referral for early help.

The School will make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using the national absence code I (unable to attend because of sickness) and there are reasonable grounds to believe that the pupil will have to miss 15 consecutive days or more for illness or the pupil's total number of School days missed during the current School year because of illness (whether consecutive or cumulative) will reach or exceed 15 School days.

## **Parent / carer responsibilities**

The law entitles every child of compulsory School age to an efficient, full-time education suitable to their age, aptitude and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education.

This means pupils must attend every day that the School is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the School.

The School will help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development and provide clarity on the short- and long-term consequences of poor attendance.

Parents are bound by the terms relating to conduct and attendance in the parent contract and failure to ensure a child's attendance or engage with the School about it could amount to a breach of contract or a finding that the parent is treating the School unreasonably.

## **Training**

Staff: The School ensures that regular guidance and training on attendance is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. As a minimum this will include all staff understanding:

- the importance of good attendance and that absence is almost always a symptom of wider circumstances; and
- the School's strategies and procedures for tracking, following up and improving attendance.
- Dedicated attendance training is provided to any member of staff with a specified attendance function in their role, including administrative, pastoral or family support staff and senior leaders. This should include:
  - the law and requirements of schools including on the keeping of registers;
  - the process for working with other partners to provide more intensive support to pupils who need it;
  - the necessary skills to interpret and analyse attendance data; and
  - any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.

The School maintains written records of all staff training.

## **What to do if a student has to be away**

If a student is unfit for school, the parent/guardian must contact the School on the morning of the pupil's first day of absence which has not previously been agreed with the School. The School will contact parents/guardians if there has been no communication from the parents/guardians explaining reasons for absence.

The Headteacher has a duty to ensure that term dates are protected and leave of absence will not normally be approved for family holidays in term time. In exceptional circumstances, parents/guardians should write to the Deputy Head, copying in the Form Tutor, explaining fully why the request is being made to remove a pupil from school in term time.

If for any reason a pupil does not want to attend school (school anxiety or 'refusal'), it is important that parents or guardians discuss the problem with the School at the earliest opportunity so that



appropriate measures, such as additional pastoral support and/or the support of appropriate external agencies, can be put in place to address the issues.

## **Arriving and departing from School**

### **All pupils**

All pupils must register during form time first thing with their Form Tutor or Form Assistant.

If a student is late to School (i.e. arrives after 8.40am when the am register has closed) they must sign in at the school office upon arrival. This requirement is notified to all pupils by their Form Tutor and relevant Assistant Head.

### **All pupils**

The School publishes term dates well in advance in order that flights can be booked without disrupting a pupil's education. The School therefore expects pupils to arrive punctually on the first day of term, and not to leave School before the last day of term.

The School reports attendance issues to the local authority in line with CME procedures and the

## **NYSCP Vulnerability Checklist.**

All Looked-After children (LACs) and Previously Looked-After Children (PLACs) have a pupil profile and the Designated Teacher (SENCO) for Looked-After Children and Previously Looked-After Children in conjunction with the DSL closely monitors the attendance of these pupils. The principle under which attendance of LACs and PLACs is managed is 'high expectations' but constantly checking for patterns of non-attendance'.

## **Tracking pupils attendance**

Pupils are registered in their forms before first period (by 8.30 – 8.40 am) in the morning and at lunch time (2.00 -2.10 pm). The Form Tutor or Assistant taking this register is then required to input the data into Engage to populate the central School register.

If a pupil does not arrive in school by 8.40 am Form Tutors should enter the student as N (reason for absence not yet provided). The school office will attempt to contact parents by telephone at 9.30 am to establish the reason for absence.

If no contact can be established by 12 noon, the Police will be contacted.

If a pupil is absent for an authorised period, then the Form Tutor or the school office is to enter the appropriate code for the pupil on Engage for the length of the absence so that teachers are aware that it is an authorised absence.

Any teacher conducting a school trip which removes a pupil from School is expected to mark the pupils on a education visit or trip arranged by the school (code V) on Engage for the length of the trip. This also can be completed by the school office.

Registers are also done in the boarding house by the Boarding Parents/ staff at 6.00 pm, 8:15 pm, at bedtime (dependent on age) and again at 8:00am the next morning.

The Boarding Parents will then finally confirm the presence of all expected boarders in each year group at their appropriate bedtime; there is a final registration for boarders at 10.30 pm.

This registration information is correlated by the School Office who will check the morning and lunchtime registers are completed for each Form Group.

## **Children Missing from Education**

Children Missing From Education The school views absence as an issue related to both safeguarding and educational outcomes. Measures have been taken to adopt the additional admissions and attendance requirements which came into force on 19th August 2024 with a view to minimising the occurrence of children missing from education. Relevant staff have received training from the school's safeguarding governor in the implications and implementation of these measures. The school liaises with and reports to the Local Authority, as required, on these matters and may take steps that could result in legal action for attendance, or a referral to children's social care, or both. In accordance with the requirements of KCSIE 2025, the school holds, so far as is reasonably possible, more than one emergency contact number for each pupil.

Patterns of unexplainable and or persistent absences from education can be a vital warning sign of a range of safeguarding possibilities. This may include abuse, neglect and exploitation, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absence and children missing from education procedures. It is essential that they are assiduous in their prompt completion of attendance registers, liaise closely with the school office to resolve any unexplained absences, and report any concerns about absence to the DSL. 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 is considered with other known factors or concerns. On a day-to-day basis the reception and administration staff monitor registers for patterns of absence and the DSL and Heads of Phase undertakes a regular review of attendance records to analyse for patterns and trends.

**The DSLs and staff consider the following, as appropriate:**

### **Children 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?
- Is the child being sexually exploited during this time?
- Is the child late because of a caring responsibility?
- Has he or she 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?

### **Children missing single 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 the whereabouts of the pupil?

#### **Children with continuous days of absence:**

- 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 abuse, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?

### **Elective Home Education (EHE)**

Home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Schools must inform their LA of all deletions from their admission register when a child is taken off roll, except if the name is deleted after they have completed the final year at the school. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Government guidance states that: 'Governing bodies should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future'. Statutory guidance can be found [here](#).

Children who are expected to be on roll but are not attending are considered missing from education. This absence may also have safeguarding implications and will immediately be considered under the Safeguarding Policy. Under these circumstances, the School will follow procedures published by North Yorkshire County Council. They define Children Missing from Education (CME) as 'children of compulsory school age who are not on a school roll or not receiving a suitable fulltime education either at alternative provision or at home (Elective HomeEducation)'. Children are classed as CME if:

- they are absent from school for 10 or more days without reasonable explanation;
- they left school suddenly and their destination is unknown;
- they have not taken up an allocated school place.

A referral will be made to the Local Authority by the School's Designated Safeguarding Lead (the DSL) when there are concerns about a student who is missing from education.

Details of the North Yorkshire Children Missing from Education team are found [here](#)

Contact details for North Yorkshire Children Missing from Education team

## **Attendance and Enforcement Officer**

Julie Hodges 01609 532477 [Cme.coordinator@northyorks.gov.uk](mailto:Cme.coordinator@northyorks.gov.uk) [julie.hodges@northyorks.gov.uk](mailto:julie.hodges@northyorks.gov.uk)

## **Child arriving or leaving at a non-standard transition**

When a pupil is added or removed from the School admissions register at a non-standard transition, i.e. where a compulsory school-aged child leaves a school before completing the school's final year or joins a school after the beginning of the school's first year, North Yorkshire Local Authority will be informed by the Admissions Department (on arrival) and DSL (on leaving). The Local Authority of the pupil's customary place of residence will also be informed.

When a pupil leaves the School at a non-standard transition time every effort will be made to establish which school the pupil will attend, whether it be in the UK or abroad. This school will be contacted by the Admissions Department at the School to ensure that the pupil has indeed arrived there, and to ensure the appropriate handover of key information including relevant safeguarding information. This is undertaken by the DSL at the School.

Annex A: Unexplained Absence and Missing Student Procedure (CMS Missing Child Policy 2025)

Unexplained Absence procedure:

## **Procedures**

The welfare of pupils is paramount. Cundall Manor School endeavours to ensure that no child goes missing and has measures in place to minimise the likelihood of this happening and take the necessary action, should the situation arise.

- Formal registration is taken in the morning at 8.30am and closes at 8.40am (Form Time) and the afternoon at 2.00 pm -2.10 pm. Late arrivals sign in at the school office. Registers are taken for enrichment so the School know what time pupils are departing each day.
- The staff maintain the appropriate high level of supervision throughout the day and are aware of the location of the children in their care at all times.
- When on excursions outside the school premises, staff implement strategies to maximise the safety and security of the children in accordance with the school's Health & Safety Policy and Educational Visits Policy.
- When boarding, registration is taken at Tea using the Boarding Register. They are registered again at 20:15 pm and 22:00 pm.
- Staff undertake regular roll calls and head counts.

The above measures ensure that situations where a child could be lost are very limited. These are:

- Where a child wanders off during an off-site visit
- Where a child goes out of a door or gate left open on the school site

- Where a child is taken from the school site by an unapproved adult

The school has rigorous procedures for pursuing unexplained absences, including the aim to contact parents by 9.30 am if a child has not arrived in school and the reason for absence is not known. This should ensure that staff become aware at the earliest opportunity of any child who may have gone missing on the way to school. In these circumstances, this policy will be followed.

School policies relating to health and safety and welfare, if strictly adhered to, should prevent any of the above occurring. However, should a child become lost, the following action will be taken:

### Lost at school

In EYFS, alert the Headteacher immediately, and also the Deputy Head, who will make enquiries of relevant members of staff as to when the child was last seen and where, to eliminate any misunderstanding. A member of school office staff will check the Inventory system to establish whether the child has been legitimately collected from school.

In KS1 - 4, alert the relevant Assistant Head immediately.

Staff must be vigilant in respect of the safety of the other children with regard to supervision and security.

Ensuring that the remaining children are sufficiently supervised and secure, a member of staff should be sent to search each of the following zones, keeping a calm manner and maintaining contact via mobile phone:

**Zone A** – all school buildings

**Zone B** – external surroundings, including woodland, playing fields and car parks

If the child cannot be found within fifteen minutes then the police and parents must be informed. If the search moves to this level, the Critical Incident Policy procedure should be invoked. Meanwhile the office will make available a photograph of the child (from the management information system ) and their description. Continue to search, opening up the area, keeping in touch via mobile phone.

The child must be comforted and reassured when found. The Headteacher will consider calling a fire drill to see if the pupil who is not accounted for arrives at the roll call point.

### Lost whilst off-site (including on sports fixtures and boarding trips)

If a child is lost on an outing, the member of staff noticing the child missing should alert other members of the party and carry out a roll call/head count.

1. A member of staff (or the whole group if appropriate) should retrace their movements to the last place that the child was seen.
2. Another member of staff should alert the management/security services of the organisation being visited and the School office to let them know the situation.
3. Children on the visit should be asked for any relevant information if appropriate.
4. If the child is not found after fifteen minutes the police will be called and the School will alert the parents.
5. Staff will co-operate with the police and take any action as directed by them.

### Lost during boarding hours

If a child is lost during boarding hours, the Houseparent, or in their absence House Tutors, should alert other members of the party and carry out a roll call/head count.

The Headmaster should be informed immediately by telephone.

Staff must be vigilant in respect of the safety of the other boarders with regard to supervision and security.

Ensuring that the remaining boarders are sufficiently supervised and secure, a member of staff should be sent to carry out each of the following actions, keeping a calm manner and maintaining contact via mobile phone:

1. Search the boarding bedrooms and bathrooms, including common room areas
2. Ask other boarders for any relevant information if appropriate.
3. Search all school buildings
4. Search external surroundings, including woodland, playing fields and car parks
5. Examine the Boarding Register for any notes
6. Check phone and email messages
7. Ring the pupil's mobile phone if they have one
8. In the hours of darkness, rooms and grounds should be fully lit where possible to aid the search

If the child cannot be found within 1 hour then the police and parents must be informed. If the search moves to this level, the Critical Incident Policy procedure should be invoked. Meanwhile a member of staff will make available a photograph of the child (from the management information system ) and their description. Continue to search, opening up the area, keeping in touch via mobile phone. The child must be comforted and reassured when found. The Headteacher/Houseparent will consider calling a fire drill to see if the boarder who is not accounted for arrives at the roll call point.

### Pupil removed from school premises by unapproved adult

No child is allowed to leave the school site with an adult other than a parent without permission being received from a parent either by telephone or email. This rule must be rigorously enforced. In cases where a parent is legally denied access to their child, all staff must be informed in writing of the circumstances together with a photo of the child and the parent, if possible. If a child is seen (or believed) to be taken from the school site by an unapproved adult, the police and parents will be immediately informed.

Measures in place to ensure a child does not go missing include:

- Information to staff about challenging unknown persons on the premises
- Requirement for all visitors to register on arrival with the office, present evidence of identity on their first visit, and obtain a visitor's lanyard and badge
- Boundary security is regularly checked by maintenance teams.
- Supervision of children at all times

- Sufficient staff to maintain ratios appropriate to the venue and the nature of the activity being undertaken
- Collection and non-collection policy for children
- Rigorous risk assessments for trips

### Following up an incident

When the situation has been resolved the Headteacher and SLT will review the reasons for it happening.

This will include:

- Reviewing the incident with the Designated Safeguarding Lead.
- Assessing the effectiveness of risk assessment procedures.
- Taking written statements from and interviewing staff involved.
- Collecting information from any other relevant adult witnesses, including officials from the venue where a child has gone missing off-site.
- Discussion, as appropriate with pupils.
- Informing the Chair of Governors to discuss the review and agree any further action.
- If the incident requires reporting to ISI, in respect of RIDDOR or any other official body, such action will be taken.
- The incident and effectiveness of subsequent action taken will be reviewed at the next Safeguarding, Welfare and Pastoral committee meeting.

SLT will issue advice to staff and pupils and implement any necessary measures to ensure that it does not happen again.

### Training

The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this procedure and have the necessary knowledge and skills to carry out their roles. The level and frequency of training depends on the role of the individual member of staff. The School maintains written records of all staff training.

### Record keeping

All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

The School will keep a full written record of any incident of a missing student including:

- the pupil's name;
- relevant dates and times (e.g. when it was first noticed that the pupil was missing);
- the action taken to find the student;
- whether the Police or Social Services were involved;
- outcome or resolution of the incident;