

Libra School

Missing Without Authority Policy & Procedures

Date	Review Date	Coordinator	Headteacher
21.12.17	17.12.18	Julie Farr	Kirsty Crosby

We believe this policy should be a working document that is fit for purpose, represents the company ethos and enables consistency and quality across the company.

This policy applies to all members of the company community and relates to the following legislation:

- Children Act 1989 Section 20 and Section 50.
- Arrangements for Placement of Children (General) Regulations 1991.
- Police Act 1997
- Police Act 1997 (Criminal Records) Regulations 2002
- Education Act 1996
- Education Act 2002
- Children Act 2004
- Education and Inspections Act 2006
- Education (Pupil Registration) (England) Regulations 2006
- Children and Young Persons Act 2008
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Children's Homes (England) Regulations 2015.
- Education (Pupil Registration) (Amendment) (England) Regulations 2016

This policy has been developed and reviewed in accordance with the following legislation and guidance:

- Somerset Local Safeguarding Children Board, Police and Children's Services Protocol: Children Missing from Home or Care in Somerset, Revised June 2016
- Devon Missing Persons, Children in Care / Accommodated, Police Protocol issued by Devon Local Authority
- Devon Missing and Child Sexual Exploitation Forum (MACSE) Guidance This guidance has been approved by the DSCB CSE Sub Group and the DSCB Executive Board on the 29th October 2015.
- Devon Children Missing Education Procedures and Protocols June 2016
- DfE Keeping Children Safe in Education September 2016
- Supporting Young People who run away or go missing, A Briefing for Lead Members for Children's Services, Dfe
- What To Do if You're Worried A Child is Being Abused 2015 – Advice for Practitioners from HM Government

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- A summary of government guidance on children who run away or go missing from local authority care, Dfe
- Statutory guidance on children who run away and go missing from home or care Supporting local authorities to meet the requirements of National Indicator 71 – Missing from Home and Care Issued: July 2009
- Missing Children, Ofsted, February 2013
- Statutory Guidance on children who run away or go missing from home or care, January 2014
- Statutory guidance on children who run away or go missing from home or care Flowchart showing roles and responsibilities when a child goes missing from care, January 2014
- Children Missing Education: statutory guidance for local authorities (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Prevent Strategy (HM Gov)
- Teaching approaches that help build resilience to extremism among people (DfE)

We believe 'all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education (CME) are at significant risk of underachieving, being victims of abuse and becoming NEET (not in education, employment or training) later on in life.' (Children Missing Education: statutory guidance for local authorities (DfE))

We have a duty to monitor pupils' attendance through daily registration within the residential homes and the school and to inform the local authority of children who are regularly absent. The local authorities for each child must have in place 'robust procedures and policies' to enable them to meet their duty in relation to CME. We will address all poor or irregular attendance of day pupils by contacting and discussing the situation with parents / carers.

We will inform the local authority of pupils who are regularly absent from school or have missed ten days or more without permission. The local authority must have in place 'robust procedures and policies' to enable them to meet their duty in relation to CME.

We have in place an Attendance Administrator who is responsible for monitoring pupil attendance within school and will make contact with parents if the school has not been informed of their child's absence.

We have a duty to establish the whereabouts of all absent pupils and will send a member of the staff to a child's home if contact cannot be made by phone with the child's parents/carers. We will inform the police if there is no answer when school staff visit the family home.

For all pupils we have in place at least three emergency contact phone numbers for different adults associated with each pupil.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise

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vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. Staff must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that staff are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims & Objectives

The aim of this policy is to ensure:

- To ensure all children are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- All children placed with Libra are safeguarded from the risk of running away
- All children are risk assessed to ensure strategies are in place to minimise the risk of running away.
- Staff are aware of the signs and risks of children running away
- Staff are aware of the procedures to follow in the event that a child does run away.
- To monitor pupils' attendance through daily registration and to inform the local authority of pupils who are regularly absent from the residential homes and school.
- To investigate any unexplained absences.
- To safeguard and promote the welfare of all children and individuals.
- To identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views.
- To be vigilant against all forms of radicalisation and extremism.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.

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- To work with other schools and the local authority to share good practice in order to improve this policy.

Safeguarding and promoting the welfare of children placed with us is a key duty placed on Libra which requires effective joint working between agencies and professionals. When a child goes missing or runs away they are at risk and for those who go missing from education it can be a potential indicator of abuse or neglect. The Libra Safeguarding policy therefore includes protecting them from this risk. Looked after children missing from their placements are particularly vulnerable. Children in residential care are at particular risk of going missing and vulnerable to sexual and other exploitation

Care Plan and Risk Information for Residential Children

Care planning for a child placed in residential care with Libra involves:

- Risk Assessments to identify and support children showing signs of vulnerability to this risk.
- An whole company ethos around supporting children to consider their placement as their home
- Giving children a voice to be heard when decisions are being made that affect the care planning of the child.
- Developing placement stability

Risk Assessment

To support decision making about reporting a child as absent or missing, the following risk assessment management procedures are completed for each child as part of their placement plan information:

- Libra Young Person General Risk Assessment
- Libra Pre Incident Risk Assessment Part 1 & 2
- Libra Information Sharing Document for Missing Young People
- Libra Return Questionnaire

It is widely considered that when a child or young person particularly but not restricted to being in care has periods of unauthorised absences and or becomes missing from care it is more than likely that they are exhibiting risk taking behaviours which put them at considerable risk to sexual exploitation, trafficking, drug taking and other risky behaviours which have child safeguarding implications. It is vital to ascertain through the risk assessment management procedures the level of risk a child or young person has been exposed to previously in their lives and the likelihood of them attempting to re visit these risks again whilst in the care of Libra. This is an organic process which occurs continually whilst the child is at Libra.

Risk assessment information allows Libra to identify suitable behaviour management strategies to reduce the likelihood of these risk taking behaviours and to tailor an education programme through PSHE and the Keywork programme to educate the young person to understand the risks they are posing to themselves and to provide strategies to help them manage these risks themselves. Particular attention is given to children who go missing from education on repeat occasions.

Registered Managers and Senior Staff use the risk assessment information to make decisions about:

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- The likelihood of the young person going missing
- The level of current supervision/support offered to the young person
- The parents' and or social worker's responsibilities and their views on what action they feel should be taken if the young person goes absent
- The level of risk and vulnerability presented if the young person absconds
- The legal implications of the young person breaking any court order by going missing
- Consideration of any external influences, which may result in a young person's removal without consent
- The possibility of a young person being harboured

Unauthorised absences (Absent without authority)

Examples of 'unauthorised absences' are if a young person:

- Fails to return home at the agreed time
- Runs away (walks off) for a brief period following a difficulty with a member of staff, or another young person.
- Is at a known location but without the agreement of staff.

Unauthorised absences should be kept under close review to consider if the circumstances may cause the young person to be a risk of significant harm. The risk to the young person will be informed by the young person's risk assessment and the risk assessment by senior staff at the time of the young person being absent without authority. Decisions to escalate the young person's status from being 'absent without authority' also known as 'Unauthorised Absence' to 'missing from care' will only be made by the Duty Manager or Senior Staff.

Defining a young person as missing from care

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 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". These are people who are not presently where they are supposed to be and there is no apparent risk.

Procedures

Initial actions when a young person is missing from the care of staff

A number of basic actions should be carried-out, when there is a concern a young person is missing. These will be based upon the circumstances of each young person and in particular, any previous incidents of the young person going missing. The following list should be considered purely as a guide:

- Search the home, (school if appropriate) and grounds
- Ask other Libra young people if they know of the young person's whereabouts
- Search all known areas where the young person has previously been known to frequent
- Attempt to contact young person by their mobile phone (if applicable)
- Attempt to contact any friends or visit known addresses of friends
- Contact parents if appropriate

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The young person's placement plan and risk assessment should be considered to determine whether any risk factors are immediately obvious. In assessing the significance of a young person's absence, consideration must be given to the guidance already agreed on and incorporated into the young person's placement plan and risk assessment. **The maximum time to wait, when a young person is absent without authority, before reporting them to the police missing is dependent upon the risk assessment and is unique to every young person. This time is stipulated on the young person's placement plan.** This is the maximum amount of time to wait and reporting may well be sooner due to the typical vulnerability of our young persons. When either the Senior on Call or the Duty Manager has made the decision to report the young person missing, the local police should be contacted as well as the Local Authority Emergency Duty Team.

Initial report to the police

The police will request the following information when a report of a missing young person is initially made to them:

- Name
- Age
- A description of the young person and their clothing
- Home address
- Local authority responsible for placement at school
- Location missing from
- Circumstances under which the young person is missing
- Is the behaviour out of character?
- Details of any vehicle or transport used
- How much money did the young person have
- Name, address and telephone number of person reporting.
- Address of where the young person is scheduled to reside at the weekend if appropriate

Accurate information is essential to ensure the police place the correct priority on the incident. Any factor that may indicate an increased risk to the young person, or public, must be communicated to the police immediately.

Missing during an external activity of a residential home or school trip

If a young person becomes absent whilst on an external activity, the member of staff in charge will:

- Arrange an initial search in the area the young person went absent
- Contact the school to consult with the Duty Manager and Senior on Call to decide what action is required in the context of this policy.

Informing parents, other agencies and young person relatives

When a young person is reported missing to the police the home or school will always inform parents, unless this is not appropriate as detailed in their care and placement plan. If a young person is a 'looked after young person' the allocated social worker will be informed and the Emergency Duty Team (between the hours of 17.00 and 09.00). Should a young person's absence continue after the matter has been reported to the police, arrangements should be made to inform other young persons if that is in their best interests and would help reduce anxiety and distress.

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Do you know a child at risk of sexual exploitation?

If a child is at immediate risk, please consider the need to contact the Police on 999 and call the MASH on 0345 1551071 (for Devon) to ensure that significant risk of harm matters are not delayed. MACSEs are not an emergency response mechanism and do not replace existing procedures for child protection concerns or individual case planning. For less urgent situations, you can email: missingchildsexualexploitationsecure-mailbox@devon.gcsx.gov.uk

If you have concerns that a child is at risk of CSE and is open to Children's Social Work you should liaise with the child's social worker about your concerns so that they can complete the CSE risk assessment tool and ensure any information and concerns are collated within the CSE risk assessment tool.

If the child is not open to Children's Social Work and you are not sure if your concerns relate to child sexual exploitation, or if you need help completing the assessment and knowing what action to take, you can call the MASH on 0345 155 1071 and request advice from the REACH team (Reducing Exploitation and Absence from Care and Home). Your call will be taken by a customer services advisor who will forward your details and enquiry to the REACH team so that they can respond.

The MACSE forum is committed to ensuring that young people who are at risk of CSE are given the Right Help and support at the Right Time. Escalation to statutory Children's Social Work will only occur when absolutely necessary, for example, when there is a recognised child protection concern. Professionals who contribute to MACSE forums will aim to offer support at an Early Help or Targeted Support Level when appropriate. If you have any uncertainty about the Early Help and Targeted Service offer in Devon please visit; www.devonsafeguardingchildren.org/workers-volunteers/early-help

It is important to note, that in accordance with the above, Working Together (2015) and Article 8 of the European Convention of Human Rights – Right to respect for private and family life; agreement Must be sought from the parent / carer (and where appropriate the young person) prior to completing a MACSE submission, providing this will not place the child at an increased risk of harm.

If you have not sought consent for the MACSE submission, you will be contacted back to advise that this action needs to be progressed before any further action will be taken within MACSE.

Should a parent or guardian refuse to provide consent to a professional to complete a MACSE submission and threshold is not met for a statutory response, consideration should be given to other support services within the community.

PACE (Parents against Child Sexual Exploitation) have an online course about signs and impacts of CSE, which Libra staff receive training in.

CSE Risk Assessment Tool

<http://www.devonsafeguardingchildren.org/documents/2017/11/macse-risk-assessment-tool-2.docx>

CSE Guidance Tool

<http://www.devonsafeguardingchildren.org/documents/2017/11/macse-guidance-tool.pdf>

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CSE Person or Location of Concern Form

<http://www.devonsafeguardingchildren.org/wp-content/uploads/2015/11/Person-and-Location-of-concern-form.doc>

Missing and CSE Poster

<http://www.devonsafeguardingchildren.org/documents/2015/11/poster-cse.pdf>

Planning for return

If a child goes missing for three days or more, if there has not already been a strategy meeting one must be held. This must include planning for when the child is found. Such plans should address:

- Any identified safeguarding issues
- Whether the child will return to the previous placement / address
- How the child will be conveyed there
- Identification of an appropriate 'independent' person to support the child after their return where appropriate
- Any further meetings that will be needed

Return of a missing young person

If the young person returns to the home or school after being reported missing the following should happen:

- Police, Social Worker or EDT and parents if appropriate should be informed immediately that the young person is no longer missing.
- When children and young people who have been missing return to the home they are welcomed back warmly and are told by staff that they are pleased that they are safe. It is important to understand why children and young people feel the need to absent themselves without permission and the Police will conduct an interview known as a Safe and Well Check at an appropriate time to establish they are safe and well and if they were a victim of crime or abuse.
- If a Social Worker is involved they should visit to speak with the child within 48 hours or provide a reason as to why this is not required.
- Depending upon the Local Authority the Targeted Youth Service should also visit the child within 72 hours to conduct an independent interview and if necessary to complete an assessment of risk to determine if on-going support is required.
- For Residential Children the Registered Manager will complete a Libra Children Missing from Care and Home Return Questionnaire with information obtained from the child and from other professionals who have spoken with the child. This questionnaire is used to:
 - build a comprehensive picture of why the child went missing
 - understand what happened while they were missing
 - understand who they were with when they were missing and where they were found
 - identify what support they require
 - identify any strategies that can be used in the future to prevent a repeat occurrence.
 - share information with all involved professionals.

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- If it emerges that the young person absented his or herself because of victimisation from bullying or abuse the appropriate safeguarding procedures will be followed in line with the Libra Anti Bullying policy and procedures.
- Where a young person persistently goes missing from the home the issue will be addressed within a planning meeting with all interested parties present and any strategies agreed to deal with the behaviours incorporated into the Placement Plan through the use of Risk Assessment Management Procedures.

Absent without Authority Procedures

Any child who absents him/her self from our supervision is considered to be absent without authority.

The following procedure must be adhered to:

- This absence must be reported to the duty manager immediately.
- All staff should carry out a routine search of the house/grounds/area where the young person was last seen.
- All staff should remain in the area where the young person was last seen.
- Upon arrival of the duty manager the search can then be extended further.
- One member of staff should stay at the house/grounds/area at all times in case the client returns.
- If the child has not been sighted or has not returned to the home within a period of 30 minutes then the child must be reported to the appropriate bodies as stated below:
 - The Duty Senior Member of Staff
 - The Police
 - The Young Person's Social Worker/Placing Authority
 - The Young Person's Independent Reviewing Officer (IRO)
 - The Young Person's Parents or Significant Others.
- However, other factors will be taken into consideration such as the weather, the time of day and the area to determine the time scale as to when the police will be notified.
- Details of which bodies that must be contacted are clearly set out in the young person's profile and placement plan, which also includes a full description
- An absconder form must be filled out and completed on the young person's return
- It is Libra's policy that as part of The Children's Homes (England) Regulations 2015 Section 20 (1a) the use of:
 - Physical modification to the premises
 - Behavioural and/or therapeutic approaches to change the client's behaviourCan be used to prevent the child from absconding if it is felt that the client could be putting him/herself or others at risk.
- All children prior coming to Libra will have been risk assessed in this area and will be re-assessed by Libra, leading up to their initial assessment.
- On the child's return to the home, a person independent of the home will come to see the child to consider the reasons for the absence without authority and to further assess the risk.
- Any reasons given for being absent are considered in relation to how the child is cared for and the child's placement plan.
- Any disclosure from a child that he/she went missing from the home because of abuse at the home, must be managed in line with the Libra Safeguarding Policy and Managing a Disclosure procedures and referred immediately to the Local Authority Designated Person.
- The complaints and discipline procedures must then be followed.

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Responsibility for the Policy and Procedure

Role of the Directors / Headteacher

The Directors / Headteacher will:

- ensure all staff, pupils and parents are aware of and comply with this policy;
- ensure that security measures are in place and are effective;
- ensure that all staff are aware of security procedures and the roles of staff when a child goes missing:
 - on-site;
 - during an educational visit or sporting fixture;
 - by being removed from the school premises by an unapproved adult.
- notify and reassure parents of school security procedures and the procedures for dealing with a missing child;
- work closely with the link governor and the School Security Committee who will:
 - monitor security procedures;
 - ensure risk assessments are in place in the event that a child should go missing on or off site;
 - undertake a review of security measures if a child should go missing by:
 - interviewing all eye witnesses involved with the incident;
 - assessing and updating risk assessments;
 - updating this policy if necessary and making school aware of the changes;
 - ensure all staff are aware of any changes to the security measures.
 - consider all suggested ideas from staff, governors, parents, pupils and visitors for improvement;
 - inform parents of new and improved security measures;
 - undertake an annual review of security procedures;
- when children are added to the admissions register:
 - record the expected start of the child;
 - inform the local authority if the child does not arrive on the start date;
 - inform the local authority 'within five days when a pupil's name is added to the admission register and provide all the information held within the admission register about the pupil'.
- when a pupil leaves the school record in the admission register:
 - the name of the pupil's new school; and
 - the expected start date at the new school.
- inform the local authority when a pupil leaves the school and supply the following information:

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- the full name of the pupil;
 - the full name and address of any parents with whom the pupil lives;
 - the parent's telephone number
 - the name of the pupil's destination school
 - the pupil's expected start date there
 - the grounds under which the pupil's name is to be deleted from the admission register.
- monitor pupil attendance;
 - have in place initiatives to improve poor pupil attendance;
 - in the interests of pupil safeguarding will investigate any unexplained absences;
 - send out data sheets every term for parents to confirm or correct pupil contact details;
 - check all pupil emergency contact telephone numbers to ensure they are correct;
 - inform the local authority:
 - of pupils who are regularly absent from school
 - of pupils who have missed 10 days of school or more without permission
 - of irregular attendance patterns
 - when a pupil has been added to the admissions register
 - if a pupil is to be deleted from the admission register in certain circumstances
 - arrange full-time education for excluded pupils;
 - ascertain the name of the receiving school when parents remove their child to attend a school another area;
 - will contact the receiving school to ensure the child has been registered;
 - transfer pupil information to the receiving school when the parents register their child;
 - contact the local authority when a pupil leaves this school without clear indication of a receiving school;
 - ensure good practice is shared throughout the school;
 - work closely with the link governor and First Day Contact Supervisor;
 - provide leadership and vision in respect of equality;
 - make effective use of relevant research and information to improve this policy;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by speaking with pupils, school staff and parents.

Role of the Coordinator

The coordinator will:

- lead the development of this policy and all linked policies throughout the school;
- work closely with the Directors / Headteacher;
- monitor closely attendance data paying particular attention to children who repeatedly go missing from education;
- ensure that 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;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- review and monitor;

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Role of the Attendance Administrator

The Attendance Administrator is responsible for:

- monitoring class registers;
- contacting parents if they have not reported their child's absence by 10.00a.m;
- continuing to contact the parents throughout the day until contact is made;
- sending appropriate school staff to the family home of an absent pupil if no contact has been made with the parents by telephone;
- informing the police if no contact has been made even after visiting the family home of an absent pupil;
- contacting the key worker if a child is on the child protection register and no reason has been given for the child's absence;
- keeping up to date emergency contact details of all pupils;
- informing the Headteacher of trends in absence.

Role of the Local Authority

The Local Authority will:

- have in place robust procedures and policies;
- ensure children's welfare and safety;
- have in place a named person that schools can make referrals to;
- undertake regular reviews in order to evaluate their policies and procedures;
- contact other local authorities to ensure that children who change areas do not get lost in the system;
- serve notice on parents to establish if their child is receiving suitable education;
- issue School Attendance Orders on parents who fail to satisfy the Local Authority that their child is receiving suitable education;
- prosecute parents who do not comply with a School Attendance Order;
- prosecute or fine who fail to send their child to school regularly;
- apply to court for an Education Supervision Order for a child;
- provide full-time education for excluded pupils;
- trace children known to be missing education by having close links with:
 - the Department for Works and Pensions
 - the UK Border Agency
 - HMRC

Role of Staff

Staff will:

- Be aware of and comply with this policy;
- be aware of all other linked policies
- comply with and implement this policy;
- set an example of punctuality and good attendance;
- ensure that registers are taken at the appropriate times and are accurate and up to date;
- be responsible for identifying trends in attendance and punctuality by monitoring class and individual attendance patterns;
- inform the school office of any concerns about attendance or suspected truancy;
- emphasise the importance of punctuality and good attendance with pupils and parents;

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- discuss individual pupil attendance at parent-teacher meetings.
- inform and remind pupils of security procedures such as the reporting of unidentified school visitors;
- remind pupils that they should not leave the school premises or to wander off while on an educational visit;
- must every day be aware of the following:
 - window security
 - challenging and dealing with unauthorised people on the school site
 - security alarms
 - outside lighting
 - security of valuables and personal possessions
 - visitors and contractors
- be aware of and trained in the following procedures:
 - In the event of a **child has gone missing on the school:**
 - Inform the Headteacher/Senior Management Team/School Office
 - Search the premises
 - Check the CCTV footage
 - If the child is still not found then contact the police giving full details of the child
 - Search the immediate area surrounding the school
 - Contact the child's parents
 - When the child is found review security procedures
 - In the event of a **child has gone missing during an educational visit:**
 - Inform the party leader
 - Search the venue
 - Search the area
 - Inform the police
 - Notify the school
 - School to notify parents
 - When the child is found review security procedures
 - In the event of a **child has been abducted from the school site by an unapproved / identified adult:**
 - Inform the Headteacher/Senior Leadership Team/School Office
 - Contact the police giving full details of the child
 - Check the CCTV footage
 - Search the immediate area surrounding the school
 - Contact the child's parents
 - When the child is found review security procedures
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;

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- report any concerns they have on any aspect of the school community.

Role of Children

Children must:

- be aware of and understand this policy;
- Understand the risks they face when they leave the home without authority;

Role of the School Council

The School Council will be involved in:

- reviewing the effectiveness of this policy with the Senior Leadership team.

Role of Parents/Carers

Parents/Carers are responsible for:

- complying with this policy;
- ensuring their children of compulsory school age are receiving efficient full-time education whether it is at school or at home;
- ensuring that their children are punctual and know the importance of good attendance;
- informing the school on the first day of absence;
- informing the school of any changes to their contact details;
- collecting their children on time
- taking part periodic surveys conducted by the school;
- not taking holidays in term time;
- supporting the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Training for Staff

All staff:

- have equal chances of training, career development and promotion
- receive training where appropriate on this policy on induction:
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations, IEP and PEP meetings
- school events
- meetings with school staff
- communications with home such as newsletters

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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Directors / Headteacher.

Linked Policies

Safeguarding	Sexual Exploitation, Trafficking and Risky Behaviours
Care Planning	Equalities
Staff Training	Attendance
Extremism, Radicalisation inc Prevent	

Headteacher:	Kirsty Crosby	Date:	21.12.17
Director of Care:	Gina Dyer	Date:	21.12.17
Local Authority Police Constabulary	Allyson Murray	Date:	06.12.17

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Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Missing Without Authority	Yes stated			✓

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	yes	yes	yes	yes

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			

Conclusion We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Kirsty Crosby	21.12.17	Gina Dyer	21.12.17

Libra School

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Nominated Director in place			x	
• Coordinator carries out role effectively	x			
• Headteacher, coordinator and nominated Director work closely	x			
• Policy endorsed by governing body			x	
• Policy regularly discussed at meetings of the governing body			x	
• School staff aware of this policy	x			
• School staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
A statement outlining the overall effectiveness of this policy				
It is effective and suitable for purpose				