



RESPECT. RESILIENCE. INTEGRITY.

Missing Pupil and Children Missing Education Procedure

DATE APPROVED

24 September 2026

NEXT DOCUMENT REVIEW

July 2027

Policy Owner:	Sam Gray, Headteacher, and Raheemot Kaffo, Designated Safeguarding Lead
Confirmed by	Life Changing Education Ltd, acting through Krystian Liptrot, Chair of the proprietor board and company
Approval Status:	Approved
Date Approved:	24 September 2026
Date Implemented:	24 September 2026
Next document review	July 2027 (governors advise; proprietor decides)
Applies to:	All pupils and staff across the site, transport, educational visits, remote activity and commissioned alternative provision. Registered site: Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB.

LCE ACADEMY

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1 Definitions and non-negotiables

- A missing pupil is a registered pupil whose location cannot be established when the Academy is responsible for knowing where they are. This includes leaving a supervised area, failing to arrive at an expected activity, becoming separated on a visit, or being absent from an AP session without confirmed whereabouts.
- Children missing education (CME) are children of compulsory school age who are not registered at a school and are not receiving suitable education otherwise. A registered pupil with unexplained or prolonged absence is not automatically CME, but may become subject to CME procedures and local-authority enquiries. The Attendance, Engagement and CME Policy governs registers, day-one contact, statutory returns and deletion from roll.
- The Academy never delays contacting the police where risk justifies it, never uses a fixed waiting period, never reduces supervision of other pupils during a search, and never treats a missing episode as misconduct before safeguarding and unmet need have been considered.

2 Prevention and individual planning

- Pre-admission and ongoing assessment identifies absconding, exploitation, self-harm, communication, transport, family-contact and environmental risks. Where indicated, the pupil has an individual missing-pupil plan recording triggers, likely destinations, communication profile, photograph with lawful access, safe search information, family and agency contacts, actions that may increase risk, transport/AP arrangements and return support.
- Staff know register and movement routines, boundaries, doors and gates, transition supervision, handover, visit headcounts and AP attendance-confirmation times. Reasonable adjustments, regulation spaces and relational support reduce risk without creating unnecessary restriction.

3 Immediate response: pupil missing from site

- The adult identifying the concern alerts reception and the DSL/Headteacher immediately, states the pupil, last confirmed time/location, clothing, known risks and what has already been checked, and ensures remaining pupils stay safely supervised.
- The DSL or Headteacher becomes incident lead, records a live chronology and allocates staff to proportionate search zones without compromising supervision. Checks include the last known route, regulation and social spaces, toilets, medical rooms, gym, outdoor area, exits, stairwells, lift areas and other safe-to-enter locations. CCTV may be viewed only by authorised trained staff for the safeguarding purpose.
- The incident lead assesses risk continuously and contacts police without delay. Call 999 where there is immediate danger, serious medical or self-harm risk, suspected abduction or exploitation, proximity to traffic or water, or another emergency; otherwise contact Greater Manchester Police on 101. Parents or carers are informed promptly unless police or safeguarding advice identifies a reason not to do so.

Oldham MASH is contacted on 0161 770 7777 or child.mash@oldham.gov.uk, and the Emergency Duty Team on 0161 770 6936, where required.

- Staff do not pursue a pupil in a way that increases danger, search unsafe places, enter private property, physically block traffic or share information on personal social media. They give police accurate information, preserve relevant CCTV/records and maintain a staffed school contact.

4 Arrival, departure and transport

- Failure to arrive is checked immediately against transport, parent communication, agreed timetable, AP/visit arrangements and the attendance register. If welfare cannot be established, the day-one safeguarding and missing-pupil response begins. A pupil is released only through the agreed departure arrangement; an unexpected failure to be collected is supervised, contacts are tried and safeguarding/police advice sought according to risk.

5 Educational visits and community activity

- The visit leader carries the register, emergency contacts, medical information and pupil-specific plan; completes headcounts at planned transitions; and knows the venue's lost-child procedure. If a pupil is missing, the visit leader alerts venue security and LCE immediately, keeps the group supervised, searches only as safe and directed, and contacts police and parents according to risk. The EVC and Headteacher retain incident oversight.

6 Commissioned alternative provision

- The written agreement states when and how the provider confirms attendance and escalating absence. LCE obtains confirmation for every expected session. If the provider cannot locate a pupil or the pupil does not arrive, it contacts LCE immediately and begins its emergency procedure; LCE applies the same safeguarding, family and agency escalation as for an on-site pupil. Responsibility is not delegated away.

7 When the pupil is found or returns

- The pupil's immediate physical and emotional safety is checked and first aid or emergency help obtained. Staff welcome the pupil calmly, use communication adjustments, avoid accusatory questioning and notify police, parents and agencies that the pupil has been located. The DSL obtains the pupil's account when safe, considers exploitation, abuse, bullying, unmet SEND, mental health, transport and environmental factors, and makes referrals where necessary.
- The incident, decisions, searches, contacts and outcome are recorded factually on CPOMS, with attendance/Arbor records corrected as appropriate. A post-incident review takes place promptly with the pupil and relevant adults; risk assessment, support, staffing, site controls, timetable, transport, AP or visit plans are changed and checked. Supportive and educational behaviour work may follow, but safeguarding is not converted into punishment.

Children missing education and deletion from roll

- The Academy makes every return and notification required by the School Attendance (Pupil Registration) (England) Regulations 2024 and local procedure, including the five-day new-pupil return at non-standard transition points and returns when a pupil is added to or removed from roll outside standard transition points. Suspected CME is referred as soon as the evidence indicates that a pupil may no longer attend and the next education or whereabouts are not confirmed; there is no fixed waiting period where welfare risk exists or reasonable checks have been exhausted. Oldham's Missing Pupil Form is used, with CME advice available from cme@oldham.gov.uk or 0161 770 4201. For deletion grounds H and I, enquiries continue throughout the relevant statutory period. Deletion occurs only when the exact statutory ground is evidenced and the Academy and local authority have jointly made and failed reasonable enquiries; the passage of ten or twenty school days does not itself authorise off-rolling.
- No pupil is removed from roll until the exact legal ground is evidenced, reasonable joint enquiries with the local authority are complete where required, the Headteacher has authorised deletion and an EHCP pupil's statutory framework has been respected. Attendance, behaviour, safeguarding difficulty or commissioner pressure is never treated as a reason for informal off-rolling.

Communication accessibility and equality

- A pupil may be unable to explain where they are going, respond to unfamiliar adults or use a phone. Staff use the pupil's communication passport, SaLT advice, visuals/AAC and known regulation strategies, and give police information that prevents behaviour linked to SEMH, autism, language or sensory need being misread. Searches and return interviews respect dignity, protected characteristics and trauma.

Records, learning and assurance

- Required evidence includes the live chronology, register/headcounts, individual plan and risk assessment, call and decision log, police/reference details, CPOMS record, parent/agency communication, return conversation, post-incident review and completed actions. The DSL reviews every incident; Sam Gray reviews patterns at least termly; Krystian Liptrot receives anonymised assurance on incidents, timeliness, recurrence, equality/SEND themes and action closure.

Training, rehearsal and assurance

- All staff rehearse an on-site and off-site scenario before pupils arrive and after material change. Reception, DSL/EVC, site, transport and alternative-provision staff know their exact roles. The Headteacher retains an assurance record showing that contact lists, search zones, CCTV permissions, site plans, visit kits, alternative-provision response times, the individual-plan template, chronology form and local police/CME routes are confirmed and tested. Any failed control is corrected before the affected activity proceeds.



Authoritative sources and operating references

- DfE: Children missing education statutory guidance
- DfE: Working together to improve school attendance
- Keeping children safe in education 2026