

Hunsley Primary Lost Child Policy

This policy is applicable to Hunsley Primary
Version 2.iii

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Name of Responsible Committee/Individual:	Hunsley Primary Local Governing Body
Implementation Date:	Spring Term 2025
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Target Audience:	All Staff, Parents, Pupils, Community Users, Key Stakeholders
Related Policies and Documentation:	HP Uncollected Child Policy HP Child Protection and Safeguarding Policy and Procedure HP SEND Policy

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Policy Statement

This policy outlines the principles and values underpinning the expectations of Hunsley Primary in preventing and responding to the situation of a 'lost child'.

1. Purpose and Scope

Hunsley Primary takes pupil safety and welfare to be the most important factor in our day-to-day care of our children. As outlined in the school's suite of Safeguarding, Health and Wellbeing policies and procedures, the school aims to establish a safe, secure and pupil-centred learning environment at all times where pupil engagement and security are paramount to effective learning.

Hunsley Primary staff must make every effort to continually and effectively monitor the children in their care, whether inside the building, in the outdoor learning areas or on an off-site educational visit.

The purpose of this policy is to make clear the expectations the school has of staff to ensure that each strategy undertaken to monitor and account for every child is done so in the most effective and transparent manner.

2. Roles and Responsibilities

All members of staff in school are directly responsible for the safety and security of the children in line with their professional duty of care.

The Local Governing Body:

- Must ensure that the school has a Lost Child Policy and that it is regularly reviewed every two years
- Must ensure that there is a member of the Senior Leadership Team that has specific responsibility the policy
- Must ensure that the effectiveness of the Policy is regularly monitored and that this is reported to the Hunsley Primary Local Governing Body as required (for example, via the Annual Safeguarding Report to Governors)

Headteacher and Senior Leaders:

- Must ensure staffing ratios are compliant with the relevant frameworks and the specific needs of the children, and that staffing proportions are suitably maintained to reflect absence where appropriate
- Must ensure that all staff are suitably trained and clear on their roles, responsibilities, duties and expectations with regard to supervision of pupils at all times during the school day
- Must make suitable arrangements and carry out risk assessments at points of handover to other agencies including parents and carers to ensure all children are accounted for

All School Staff:

- Must read and adhere to the stipulations of the policy
- Ensure registers are completed in line with statutory requirements and regular headcounts are carried out in line with best practice, especially at points of transition during the school day (e.g.

lunchtimes and movement from building to building) – best practice is to carry out paired headcounts to validate the process

- Ensure that handovers to parents / carers are carried out in a careful and observant manner, where children are only handed over to designated parents / carers (nominated adults) and that all efforts are made to check and ascertain if unsure of the identity of collecting adults
- Ensure that dismissal of pupils at the close of the school day with permission to walk home unaccompanied is carried out in a careful and observant manner and that all efforts are made to check and ascertain if unsure of the permissions existing
- Ensure that collection from school clubs, events and educational visits is completed in a careful and observant manner, paying extra attention to checking the details of handover in these situations.

All Pupils:

- Must take responsibility for their behaviour in an age-appropriate context and follow the rules of movement around the school or on off-site visits

All Parents / Carers:

- Must adhere to the school attendance policy expectations, ensuring that all pupils are brought to school morning registration on time and that no pupil is removed from the school site during the school day unless with the prior agreement of the Headteacher or designated other senior leader

Other Stakeholders (e.g. visitors and volunteers)

- Must adhere to the Expectations of Visitors statement found in the Main Office and in the Volunteer Induction packs

3. Equality, Inclusion and Diversity

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality, inclusion and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged

4. Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all

learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning Rationale

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

5. Systems and Processes

A 'lost child' is one who appears on the school register as being present that day in school or present at an extra-curricular event / activity however is not accounted for via the usual headcount procedures. This can also be referred to as a 'missing child'.

At key movement, transition and handover times, in the Reception and Key Stage 1 classrooms, there are always at least two appropriately qualified adults accompanying the children, in accordance with the relevant statutory requirements. This ratio of adults to children ensures that all children are accounted for at all times. Ratios should be further adjusted depending on the level of risk of the activity using a dynamic risk assessment approach.

On off-site visits, the ratios of staff to pupils will be adjusted accordingly to best practice and the specific needs of the individual pupils in that group.

Transitions:

Classroom staff welcome the children on arrival at the start of the day and oversee the arrival of each child to the classroom for Registration. Staff must ensure that parents have handed over their child to the care of the school at this point, either at the school gate (Years 4, 5 and 6) or the classroom door / gate (EYFS, Y1, 2 and 3)

Parents who wish to use the wraparound provision at school in the morning must note that the wraparound provider takes the role of the parent in this situation, handing the child over to the care of the school at the point of morning registration.

On return to the classroom following lunchtime and breaktime outdoor play, headcounts will be completed by the responsible adult. The afternoon register must be completed promptly, in accordance with the school's timetable.

In Reception, Key Stage 1, Year 3 and 4, at the end of the school day (3.30pm) or following after-school clubs and activities where relevant, staff say goodbye to each child before handing them over directly to the correct carer, one-by-one, using names of the child and appropriate parents or carers, identified by the school as being the parent / carer with responsibility for collecting that child. Parents/carers are requested to inform the school in writing of any changes to pick-up arrangements. In Years 5 and 6, all children will likewise be handed to the designated adult, unless parental permission has been given for the child to walk or cycle home.

After-school clubs will keep a paper register with the designated member of school staff overseeing that club or activity. All registers will be issued by and handed back to the Main Office.

Parents using the wraparound provision at school in the evening must note that the school will take the role of the parent in this situation, handing over the child to the wraparound provider at the end of the day and into their care.

Monitoring numbers in school buildings:

A register is taken in accordance with the Hunsley Primary Attendance Policy every morning and afternoon session to record the presence/absence of all children on roll.

Classroom and lunchtime supervisory staff are instructed to maintain a careful count of children, either in their whole class or group setting.

Staff must **never** leave children unsupervised.

Communication between members of staff is vital to ensure that all children are accounted for. Each staff member must be clear, when working as part of a team delivering learning to groups of children, which children they are responsible for. This is done through communication and constant awareness to update colleagues and remain vigilant.

Staff are advised to always be vigilant in their checks and head counts, always counting twice and following the guidance to pair count with a colleague to validate the headcount.

Staff may choose to use a range of methods, such as the collection and posting of name tags or the carrying of 'out of class passes' to ensure that children are accounted for as they move across a range of activities. These routines also ensure that children are encouraged to learn how to take responsibility for their behaviour. Children might also be included in the routines of risk assessment and safeguarding in this way, by participating in the headcount themselves. Thus is there every opportunity to embed safe practices in school, as well as make the most of learning opportunities to practise counting. Children visiting the toilet in Key Stage 1 and 2 may be issued with a toilet pass, add names to the board or similar routine from their class teacher, for example, to ensure that only one child at a time visits the toilet and is accounted for.

Monitoring Numbers in Outside Areas:

Children are counted in and out of the building when taking part in outdoor learning. All exits and entrances to the building are controlled by electronic lock or are monitored by staff. Staff must be aware of the dangers of invalidating fire security measures by manually locking fire escape doors or wedging fire doors open – this therefore should not be done but staff must remain vigilant of all doorways out of the school. Magnetic locks are overridden when the fire alarm is triggered.

The school gates are secured at all times during the school day, and only accessible via electronic security procedures controlled at the main office. School outdoor playing areas are secured by anti-climbing fencing.

Visitors to the site during the school day are required to sign in on entry in the office and must wear badges clearly displayed.

Radio communication is employed by all staff during the school day and should be used in the first instance to communicate to relevant staff members, e.g. senior leaders. A child's name must never be used on the radio and initials only should be used.

Parents / carers wishing to leave the school site with their child during the school day (for example, to attend an appointment) must report to the main office and undergo the relevant signing out procedure as detailed in the Attendance Policy, before being allowed to remove their child from the school site. Registers will then be amended accordingly.

Action in case of a lost child from the school buildings/playground

In the highly unlikely event that a child is no longer accounted for by the classroom staff's regular headcounts, the following stepped emergency procedure immediately applies:

1. The most senior staff member available at that point in school (Headteacher, Assistant Headteacher or other school leader) will take the lead in the stepped response
2. The register will be taken for the whole class to identify the missing child and rule out any further missing children
3. It will be established who was last to see the missing child, when and where.
4. The school leader will then allocate duties to staff:
 - i) supervise those children present
 - ii) doors and gates to be checked to ensure there is not a breach of security whereby a child might exit the premises or person might enter without the school's knowledge
 - iii) execute a thorough search of all rooms in the school and outside areas with the assistance of other members of staff available
5. If the child is still missing, the leader will contact the police and the child's parents immediately, alarming them as little as possible
6. Parents / carers may be asked to bring a recent photograph of the missing child to the school
7. Continue with the search until further advised
8. The member of staff responsible for the child involved will complete an incident report as fully as possible
9. The report will be stored electronically for future reference
10. Under no circumstances should the name of the child or the matter be discussed with anyone outside of the immediate situation, beyond school leaders, police, parents
11. School staff will work with the police and take advice on next steps
12. The Headteacher to be advised by trust leaders and the Local Authority Designated Officer as appropriate to carry out an investigation into the case of the lost child – see below:

Investigating the Lost Child Incident

The Headteacher will carry out a full investigation, taking statements from all adults present at the time, according to the Trust procedure, with the support of the HR team, and where necessary the LA Local Area Designated Officer (LADO).

The Headteacher will write an incident report for Governors detailing:

- The date and time of the incident;
- The names of staff/children present and the adult/s directly responsible for the child;
- When the child was last seen and by whom;
- If possible, a transcript of the child's statement
- What action has taken place since that time;

The Headteacher must give a copy of the report to the Executive Principal, HR Manager and the Local Governing Body. Depending on the outcomes and severity of the incident, the Headteacher will be given further instruction.

Further action, outcomes or requirements will be decided by the appropriate body or authority.

12. Monitoring of compliance with and effectiveness of the policy

The **Hunsley Primary Local Governing Body** is responsible for the final approval of this policy and procedure and for ensuring that this policy and procedure is implemented fairly, consistently and objectively.

The **Headteacher** is responsible for overseeing the introduction, implementation, monitoring and review of this policy.

13. Review

This policy will be reviewed within 2 years of the date of implementation.