

# Missing Learner Procedure

Academic year 2026–2027



# LIMISHA

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# TRAINING ACADEMY

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Hair • Beauty • SEND Provision

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# Missing Learner Procedure

## 1. Purpose

This procedure provides a clear response when a learner does not attend as expected, cannot be located during provision, leaves without agreement or appears to be missing from education. Attendance concerns are considered alongside safeguarding, exploitation, mental health, transport, family circumstances and SEND.

For the purposes of this procedure, a learner is treated as missing when their whereabouts cannot be confirmed and there is concern for their safety, welfare or access to education.

## 2. First-day response to unexplained absence

- Check the agreed timetable, transport arrangements, recent messages and known appointments.
- Attempt contact with the learner and parent/carer using all agreed numbers.
- Review current risk information and consult the DSL immediately where risk is elevated.
- Contact the commissioning school or local authority on the same day, in line with the placement agreement.
- Where there is immediate danger, call 999. Where welfare is uncertain, seek advice from police or children's social care through the DSL.
- Record every attempt, response, decision and person notified.
- Continue follow-up until the learner's safety and educational status are established.

## 3. Learner missing during the day

- Check the immediate premises without placing others at risk.
- Confirm when and where the learner was last seen and whether they have taken belongings.
- Notify the DSL and senior lead immediately.
- Contact the learner and parent/carer.
- Consider vulnerabilities, likely destinations, transport routes and known associates.
- Notify police where the learner is missing and risk warrants this; do not delay because internal searches are continuing.
- Notify the commissioner/home school and record the incident.
- On return, complete a welfare conversation and review the risk and support plan.

## 4. Children Missing Education

The Academy is not the statutory decision-maker for removal from a school roll. Where a learner's education status is uncertain, attendance has ceased, or the family cannot be contacted, the Director/DSL will urgently liaise with the commissioning school and relevant local authority Children Missing Education service. Records will show the dates, information shared and agreed responsibility for next steps.

## **5. High-risk indicators**

- Known or suspected exploitation, trafficking, county lines or gang association.
- Self-harm, suicidal ideation or acute mental ill health.
- Domestic abuse, forced marriage, honour-based abuse or family conflict.
- Recent placement breakdown, exclusion, homelessness or care instability.
- SEND, communication needs or limited ability to keep safe independently.
- A pattern of going missing, unexplained travel, new adults or peers, gifts or money.

## **6. Return and review**

A return conversation should be private, non-judgemental and adapted to communication needs. It should establish safety, identify barriers and consider whether a safeguarding referral or plan change is required. The Academy will not conduct a statutory return-home interview unless commissioned and competent to do so.

## **7. Monitor and review**

The Director/DSL will monitor all missing learner incidents, unexplained absences and Children Missing Education concerns to identify patterns, repeat vulnerabilities and the effectiveness of agreed actions. Monitoring will include attendance information, contact attempts, safeguarding concerns, risk assessments, agency responses and outcomes.

- Review individual plans following any missing episode, repeated unexplained absence or new safeguarding information.
- Check whether agreed actions have been completed by the Academy, parent/carer, commissioning school, local authority or other agencies.
- Escalate promptly where contact is not restored, risk increases, or responsibilities are unclear.
- Review this procedure at least annually, and sooner following a serious incident, change in statutory guidance or identified weakness in practice.
- Report themes and learning to senior leaders so that staff training, risk assessment and commissioning arrangements remain effective.

## 8. Record Keeping

| Date/time | Incident /<br>absence | Checks and<br>contacts | Risk<br>assessment | Agencies<br>notified | Outcome | Plan<br>reviewed<br>by/date |
|-----------|-----------------------|------------------------|--------------------|----------------------|---------|-----------------------------|
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