

Emergency Contact and First-day Calling Procedures

(Setting's Safeguarding response to children who are absent from school and missing education)

Overview

Nationally, there have been three notable cases that have come to our attention which highlight the need for more robust emergency contacts and first-day calling procedures. These cases emphasise that such procedures are not only important for children who the school may consider 'vulnerable' but are actually important for all children as their absence in itself may be indicative that they have become vulnerable. The cases also highlight the fact that schools are strongly advised to hold at least **3 emergency contact** details including details of someone who does not live in the child's household. The cases are summarised below for context:

- A mum died from an epileptic seizure while bathing her children aged 3 and 4. The next morning the school phoned home immediately after checking registers, no answer and so continued ringing through the contact list until they had an answer. A family member went straight to the house and found mum had died, but the children were safe.
- A dad died from natural causes, Mum was working away from home, and the children were 2 and 4. In the morning Mum rang dad, no answer, but assumed he was doing the school run and continued with her working day. The school noted the absence of the 4-year-old. They started first day calling 2 hours after registration and rang dad only, leaving a message. They did not ring anyone else on the contact list. They repeated the call to Dad at 3.40. Mum rang home at the end of her working day and now worried rang another school mum. Grandmother went to the home and could not gain access because of a key in the lock inside. The Police gained entry at 8pm; the children had been alone with their deceased Dad all day.
- A mum died. School made a call to her when the child was not at school; the contact list was not used. No further calls were made. A letter was sent to the parent 3 days later. Eventually the house was entered 5 days later. The child, age 6 or 7 had also died. The child was non-verbal and had SEN.

Children who are absent from the school/setting, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign to a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. It may also be a sign of domestic abuse in the family where the children could be choosing to stay at home to protect the non-abusive parent or they could be kept at home by the parent/s to hide the abuse from school staff. It is important the school's response to children missing from education supports identifying any abuse and helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a cared-for child), where going missing from education may increase known safeguarding risks within the family or in the community.

All settings must follow up on absences in a timely manner.

Further information and support, including information schools **must** provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the DfE statutory guidance: [Children Missing Education](#) and [Working together to improve school attendance](#). The [EYFS Statutory framework for group and school-based providers](#) provides information for managing and following up absences in settings to which the statutory guidance applies. It is important that staff are aware of their setting's unauthorised absence procedures and children missing education procedures.

In order to ensure that schools have appropriate procedures in place **which must be shared with staff**, below is a model 'first day calling procedure' (School's safeguarding response to children who are absent from school and missing education) along with an **example** Emergency Contact form which asks for key information. It is recommended that schools review their current procedures and consider adopting these recommendations where appropriate. This is an **example** emergency contact form that does not need to be used in its entirety if suggested information can be added into current forms/templates/pupil management information systems.

Children placed in Alternative Provision

It is imperative that schools also consider what arrangements have been made when children have been placed in Alternative Provision around Emergency Contacts and First-Day Calling Procedures. In the context of a child being absent without contact from parent please consider the following:

- Who is responsible for following up an absent child?
- Are the Emergency Contacts shared – when/how?
- Would the same first-day calling procedure be followed and by whom?
- Does the school accurately record the attendance of children in Alternative Provision?

It should be noted that these procedures must **NOT** be confused with the procedures to follow when children go missing whilst under the care of school staff. Further guidance and [model procedures](#) can be found on the KAHub. Reference will also be made to the School's Attendance Policy.

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Emergency Contact Form

Child's Details

Child's Surname		Child's Forename	
Date of Birth		Year Group	
Address			
Child's Phone Number (If have own phone)			
Adult(s) at this address			
Sibling within school		Sibling's Year Group	
Sibling within school		Sibling's Year Group	
Sibling within school		Sibling's Year Group	

Contact Details (Please include at least one contact that does not live at the same address as the child)

Name		Relationship to Child	
Address			
Parental Responsibility? (Y/N)		Is this person able to collect? (Y/N)	Could the child stay overnight? (Y/N)
Contact Number			
Additional Number			
Additional Number			
Email Address			

Contact Details

Name		Relationship to Child	
Address			
Parental Responsibility? (Y/N)		Is this person able to collect? (Y/N)	Could the child stay overnight? (Y/N)
Contact Number			
Additional Number			
Additional Number			

Email Address					
Contact Details					
Name			Relationship to Child		
Address					
Parental Responsibility? (Y/N)		Is this person able to collect? (Y/N)		Could the child stay overnight? (Y/N)	
Contact Number					
Additional Number					
Additional Number					
Email Address					

Contact Details of Key Professionals (<i>Delete if not required</i>) (e.g. for child who is CP or CLA– Social Worker/Virtual School, or YOT Worker)					
Name			Relationship to Child		
Contact Number					
Additional Number					
Additional Number					
Email Address					

Name			Relationship to Child		
Contact Number					
Additional Number					
Additional Number					
Email Address					

Date Form Completed:					
Date Received in School:					



First-Day Calling Procedure

Fairfield Primary School



1. Registers saved by 9am.
2. Late children checked against registers if recorded separately.
3. Absence calls listened to/attendance emails checked.
4. Attendance meeting at 9.15am between Mrs. S. Little and the Admin Team.
5. First day text sent to first name on contact list within half an hour of school start time asking for response.
6. If no response to text start calling first name on contact list within 45 minutes of school start time.
7. Ring down contact list until reply is received, ensuring where possible that someone from outside of the family home has been contacted.
8. Alert Mrs. C. Evans (alert a DDSL in Mrs. C. Evan's absence) that this child is absent and no contact has been made within an hour of school start time.
9. If no reply, send second text and email to first and second contacts on list.
10. Home Visit made if possible/appropriate by school or other agency involved (2 members of staff).
11. Contact Police and LA Children Missing from Education Officer if all other stages have been completed and there is still no contact regarding the absent child. This should be done using the **101** number.