

Missing Student Guidance

Introduction

This guidance is intended as a model of good practice when a student has disappeared and when there are concerns about their welfare.

Students may on occasion be absent from their programme of study. Often this may be for a short period and have been agreed with us (for example, as a formal break in studies or due to pregnancy, parenthood and family care). However, if a student goes missing for an extended period of time, then this guidance should be followed. It is reasonable that an extended period of time could be for more than 2 weeks and when the student does not attend seminars, supervision, appointments with their training analyst, meetings with their personal tutor, attending infant observations, meeting clinical training patients or any other aspects of their programme of study and training.

In an emergency, and where there is a concern that the student may be at risk of immediate harm, then the emergency services should be contacted.

Procedure

It is reasonable to contact a student whose absence is unexpected or out of character to check their welfare or if there are any other problems.

It's important that you follow the [checklist \(Appendix 1\)](#) and keep a chronological log of all actions.

Step 1: Try and make direct contact with the student. This should include:

- By email, which may include sending emails to personal as well as university/work email addresses (if they have been disclosed by the student)
- By phone, including to a landline as well as mobile phone
- By text message

You should check with our Learning Support Coordinator to see if there are any known disabilities which may mean that the student has a preferred communication methods (for example, a different communication platform).

If the student does not respond, move to [Step 2](#).

Step 2: Establish if the student has been in contact with teaching staff, bpf staff or their cohort.

This might include:

- Checking whether they have accessed the library
- Checking if they have accessed Moodle
- Speaking with any known friends (for example, friends from their cohort) to establish when they were last in contact.
- Contacting staff, including seminar leaders, who the student would normally have contact with to establish when they were last in contact.
- If the student is seeing patients through clinical services, whether have their attended their sessions.
- If the student is undertaking an infant observation, contact the Director(s) of Infant Observations and consider contacting the IO family.

Attempts to contact the student should be made at regular intervals and using the various methods available. If the student has not responded and there has been not identified contact, move to [Step 3](#).

Step 3: Escalate concern and case conference

If the student does not respond to messages or phone calls, and you have established that they have not been in contact with friends, colleagues or other aspects of their training, then you should escalate your concerns to the Head of Safeguarding.

The information you should have to hand, and be ready to share:

1. Timeline, in chronological order. The timeline should include:
 - a. time and date of any action or correspondence.
 - b. the last known contact with student (who with, when and how).
 - c. what attempts have been made to contact the student.
2. Reason for concern, and who has raised this concern. For example:
 - a. is the absence unexpected and out of character.
 - b. have other significant concerns be raised about the student's absence.
3. Health, welfare and safety:
 - a. Any known concerns about the safety or welfare of the student.
 - b. Any known health concerns.
 - c. Is the student known to external services, such as mental health services or social services.
4. Accessibility:
 - a. Does the student have a declared disability.
 - b. Are there any reasonable adjustments in place for the student.
 - c. Do they have a preferred method of communication (i.e.: by phone call, email, WhatsApp etc.).

5. Has there been any issues or changes to the student's progress or performance. For example:
 - a. Have they missed, or often miss, deadlines.
 - b. Have they requested any additional considerations.
 - c. Have they previously disengaged from their programme of study.
 - d. What is their normal attendance (percentage).
 - e. Are they subject to a disciplinary process.
6. Financial difficulties:
 - a. Is the student currently owing fees or other money (i.e.: lost library books, fines etc.) to the bpf.
 - b. Have they missed any payment deadlines.
 - c. Have they requested adjustments or instalment plans.
7. Whether we hold an emergency contact for the student. Has the student not given consent to the bpf contacting their emergency contact.

Next steps:

The Head of Safeguarding & Professional Standards Development will organise a case conference with relevant staff to determine any next steps. The case conference may include, but not be limited to:

- Operations Manager
- People & Programmes Manager
- Director(s) of Training or Chair of Training Committee
- Learning Support Coordinator
- Director of Clinical Services
- Director of Membership and Communications
- IT Operations Manager
- CEO.

Version	Date	Description of Amendments	Author
V1	23.03.2026		Head of Safeguarding & Professional Standards Development

Appendix 1: Checklist

1. Identify disengagement

- Student has stopped attending teaching or submitting work.
- Student has stopped responding to correspondence (emails, letters, messages).
- Note the date disengagement was first observed.
- Inform the Director of Training/Chair of Training Committee.

2. Make initial contact attempts

- Email the student using the email address that they have provided and is on file.
- Attempt phone contact to the number(s) that they have provided and is on file (if available), this might include a landline and mobile phone number.
- Log all contact attempts (date, method, outcome, by who e.g. Department Manager, Course Tutor etc.).

3. Identify last contact with the student

- Check with other colleagues for recent contact, including (as relevant and appropriate) personal tutors, seminar leaders, Director of Infant Observations, Clinical Services, Learning Support Coordinator.
- Check when the student last accessed Moodle
- Check when the student last accessed the Library
- Record all actions and information.

4. Refer to Head of Safeguarding

- Collate information ready to share to Head of Safeguarding.

5. Case Conference, possible next steps.

a) Refer case to the Police when there are concerns about the student's safety and welfare.

b) Issue a formal re-engagement request [supported decision-making]

- Send formal email with summary of concerns, action taken, deadline and consequence, for example:
 - return to/continuation of current year of study
 - intermission or maternity/paternity/family care leave
 - voluntary withdrawal
- Log the communication.

c). Initiate exceptional withdrawal for non-engagement

- Notify student of intent to withdraw and give final deadline.
- After deadline, request formal withdrawal via Director of Training/Chair of Training Committee (and CEO?).
- Notify funding bodies if needed.

6. Conduct a Study & Wellbeing Intervention

- If student responds, arrange intervention meeting.
- Discuss support needs or intermission options.
- Document outcomes and agreed actions.

Final documentation

- Record all contact attempts, decisions, and withdrawal confirmation.
- Ensure departmental and student records are updated.