

Policy	Behaviour		
Reviewer	Emily-Rose Le Cuirot/ Dan Pateman		
Reviewed	January 2024	Next review	January 2026
Changes	None		
Relevant CYPES policies	Positive Behaviour Support and Restrictive Physical Interventions Improving Behaviour and Reducing Exclusions		

VCP Policy

At VCP we are committed to enabling all pupils to achieve their full potential in a safe, secure and supportive environment. We seek to promote a high standard of behaviour based on mutual respect, self-discipline and positive learning dispositions. We endeavour to develop and nurture **aspirational** students who are **respectful** and **resilient** and these core values form the basis of our expectations for behaviour throughout the whole school community.

We recognise that high standards are best promoted when everyone within the whole school community, including parents, has a shared understanding of VCP's expectations for behaviour and that this is consistently applied. By promoting positive behaviour we can build a safe, happy and caring school.

Whole school expectations

It is important that we have a shared understanding of our behaviour expectations and apply these consistently. Please see Appendix 1 for our behaviour checklist which is to be implemented across the school and Appendix 2 which explains the need for this.

Expectations for behaviour and core values will be communicated to the whole school via an assembly at the start of the academic year. It is important that all school staff be present, including lunch time supervisors etc.

Regular reminders of these expectations will be given in assemblies throughout the year. During each term one of the core values will be the focus for the school. The staff and SLT will actively look for, highlight and reward examples of this core value and its importance will be reinforced in assemblies.

Positive behaviour management within the classroom

Good classroom management is key to promoting positive behaviour. It is the class teacher's responsibility to monitor and promote the positive behaviour of the pupils in their class.

At the start of each academic year, as part of the transition process, each class teacher will work with their class to establish agreed expectations of positive behaviour within the classroom, based on the school's core values. These agreed expectations will be signed by the pupils, their teacher and any other adult that regularly works in the classroom, then be clearly displayed on a class charter. These will also be shared with parents and be referred to in the year group's Parent Information Evening which will take place during the first few weeks of the Autumn term. These expectations should be revisited with the class at the start of each half term and discussed with any new pupils.

Individual teachers have the autonomy to decide on the positive reward systems in their classroom on the understanding that these are clearly communicated to their class / classes.

Teachers should be made aware of the needs of any pupils they will teach and time will be given for these discussions to take place between the relevant staff. The sharing of knowledge of prior trigger factors and management techniques will ensure a more consistent and successful approach to managing behaviour. It may be necessary to make adjustments to the classroom environment in order to help to reduce stress and anxiety and the potential for challenging behaviour. It may be necessary to implement individual behaviour management plans where applicable.

While punctuality and attendance across the school will be monitored by SLT, it is the class teacher who is likely to become aware of repeated incidents of poor punctuality in the first instance and should communicate with parents regarding this, logging the details on SIMS.

Positive behaviour management by non-class teachers

At the beginning of the year non-class teachers should also make the expectations of behaviour and positive reward systems for their classroom or teaching area clear to each class concerned. In addition, the organisation of the pupils regarding PE kit and music equipment will be monitored by these subject leaders and logged and communicated to parents accordingly.

Credits and House Points

The house system encourages pupils to behave positively, act as part of a team and gain credits for their house.

Credits will be awarded for to those pupils who demonstrate our Core Values. Where someone other than the class teacher gives a credit, it will be recorded on a credit slip that each pupil should carry.

Three credits are worth one House point. The class teacher keeps a tally of each pupil's credits and House points on their classes House point chart.

Ten House points are worth a silver star. When a pupil reaches ten house points, he should visit the headteacher, who will issue a silver star certificate which will be awarded and celebrated in the next whole school assembly.

Five silver stars are worth a gold star. A gold star should be an achievable aspiration for the majority of the pupils in the school and the class teacher should ensure that sufficient credits are awarded within their class for this to be possible.

Pupils can also aspire to achieve a Diamond Star, worth 60 House points and Platinum Star worth 70 House points. These certificates will also be awarded in assembly.

Where a whole class have demonstrated exceptionally good behaviour, a whole class credit may be given.

The pupils meet in their Houses at least once per half term where Heads of Houses and House Captains reiterate expectations, practise their house song/chant and encourage the members of their House to earn as many credits as possible, giving examples of where these may be awarded.

Playtimes / Lunchtimes

We aim to reduce playground problems by ensuring all staff are aware of positive behaviour management, expectations, guidelines and routines. Behaviour during break and lunchtimes is monitored by the staff on duty. The playground guidelines are clearly explained and the pupils are given regular reminders during assemblies and in class.

Staff must make every effort to be out on duty from the beginning of break and be a visible presence, moving within their designated area. The use of mobile phones is not permitted when on duty. Any incidents dealt with by duty staff should be logged using SIMS to communicate this to the class teacher.

Where an undesired behaviour in the playground persists, the pupil may be limited to a smaller area of the playground for a set period of time where his behaviour may be monitored more closely. Our ELSA can help to promote positive interactions in the playground and will be made aware of specific pupils who would benefit from this input.

Please also refer to the 'Playground Procedures' document saved as an appendix to the staff handbook.

Please also refer to the VCP Behaviour Management flowchart in Appendix 3 which gives an overview of the following processes.

Dealing with minor behaviour incidents

e.g. Low level disruption, not listening, preventing others from learning, being disrespectful to other people or their belongings

Good classroom management should keep negative, low-level behaviour to a minimum but, where incidents of this nature do occur, a verbal reminder will be given by the teacher, with pupils being reminded of the expectations and given a chance to address their behaviour. It is important

that the pupil understands where expectations are not being met and the change required in his behaviour in order to meet these. It may be necessary to speak with the pupil privately or at the end of the lesson in order to discuss this.

The folder 'Behaviour Management' contains articles on specific behaviours with suggestions on how to manage these within the classroom.

If the undesired behaviour persists, this must be logged on SIMS, giving details of any action taken – appropriate to the behaviour displayed. The behaviour flow chart demonstrates how this may be escalated.

Where it is deemed desirable for the pupil to have time away from their classroom / class for a short amount of time, they may be asked to work, under supervision, in another area, sent to another classroom within the year group or sent to an available member of SLT. Again, the pupil must understand why this step has been put in place.

If, after the above steps have been taken, the behavior continues to persist, the pupil may be referred to the Deputy Headteacher or Headteacher. It may be necessary to implement individual behaviour management plans where applicable.

SIMS should be updated accordingly with actions taken.

Dealing with more serious behaviour incidents

e.g. theft, vandalism, bullying, deceit, extreme disrespect or discriminatory language

When these incidents occur in the classroom, they will be logged by the teacher on SIMS. Incidents occurring elsewhere in the school may be logged by other teachers, duty staff or LSAs. SIMS will alert the class teacher that there has been an incident regarding a child. The class teacher should speak to the member of staff who logged the incident for details if required. The next steps and appropriate course of action will be agreed by the relevant member(s) of staff in line with the behaviour flow chart.

The Headteacher, Deputy Headteacher and Phase Leaders will check the SIMS log of events weekly and may, when thought necessary, speak to those pupils whose names appear. Behaviour reports will be discussed and evaluated once per half term in Half term welfare checks.

Where an undesired behaviour persists, this should be communicated clearly to the pupil and parents. The pupil will likely require support in making the desired changes to his behaviour. These should be adapted to the individual but possible strategies include:

- Regular communication with parents via phone calls, notes sent home in homework diary or email.
- Setting, monitoring and reviewing specific targets.

- The use of a behaviour chart to focus on short, manageable, achievable targets. This must be discussed with parents prior to implementation. The behaviour chart will be signed by the teacher at the end of each lesson and will indicate whether or not the child achieved the target set. The behaviour chart is taken home each week and signed by a parent/guardian and returned to school the following morning. This **may** also be signed at the end of the day / week by a member of SLT. The length of time a child is a behaviour chart will depend on the effectiveness of this strategy in modifying the child's behaviour. A behaviour chart template is saved in the 'Behaviour Management and Core Values' folder.

The context and understanding of the behaviour is important and should be understood to help shape the resulting actions in the event of a behaviour incident. Phase Leaders, the Deputy Headteacher, and ENCo are all able to support staff in making decisions as to how best proceed with actions. Details of actions taken should be recorded on the behaviour log in SIMS.

It may be necessary to implement individual consistent behaviour management plans where applicable, which should outline the actions to be taken in the event of a serious behaviour issue. The ENCO or Deputy Headteacher will be responsible for writing these plans with the class teacher. These plans must then be communicated with all relevant members of staff, pupils and parents to ensure a consistent approach is maintained.

Detention

An incident that the Headteacher or Deputy Head deems sufficiently serious will result in a detention. The headteacher or deputy head must send a letter to the parents of the child informing them of the detention, outlining the reasons.

Detention will be supervised by the Headteacher or Deputy Headteacher and will generally take place on a Wednesday 3.00pm – 3.45pm, unless otherwise stated on the detention letter.

Suspension and Exclusion

VCP will follow the procedures outlined in the section entitled 'The Use of Exclusion in Schools and Colleges (p12-p21)' of the States of Jersey policy 'Positive Behaviour, Exclusions and Part-time Timetables'.

Staff role and training

The staff should model the behaviour desired of the pupils. It is important that a consistent approach is used and that each member of staff reacts to and deals with negative behaviour in a similar way.

Staff are made aware of training opportunities for the academic year and are encouraged to undertake training in those areas pertinent to their current class' behavioural needs.

The Role of the Senior Leadership Team

For a positive behaviour system to be successful, there needs to be consistency in approach across the school. The SLT will have a high profile amongst the children and develop positive relationships, which will enable a more personal approach to dealing with unacceptable behaviour.

While behaviour management is primarily the responsibility of the class teacher, the SLT will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with CYPES guidance relating to behaviour in schools.

The positive behaviour strategies outlined above should be sufficient to maintain an excellent standard of behaviour in the majority of our pupils.

Pupils with specific needs will be handled sensitively by the staff concerned and this will be communicated to the rest of the staff where necessary.

Where a pupil continues to demonstrate persistent poor behaviour patterns, the class teacher will meet with the headteacher, deputy head or ENCo, the pupil and possibly parents and an individual support plan listing agreed targets will be put in place. The expectations for behaviour will be clearly communicated, as will the resulting consequences if they are not. This will be communicated to other staff as necessary.

Parental Responsibilities

Working with parents is an important part of supporting our pupils at VCP. Communicating good behaviour to parents goes a long way in promoting positive behaviour and in paving the way for communicating poor behaviour to parents when necessary. It is not practical to inform parents of every incident, but they will be notified when the behaviour is of a sufficiently serious or persistent nature. Please see Appendix 4 for parent guidelines.

Other support

At times we may seek support and guidance from other outside agencies if we have concerns about ongoing behaviour issues with certain pupils. We have a number of external departments that are available to support families at home, school or both. Through discussion with the class teacher and parents, the headteacher, deputy head or ENCo can offer guidance about whether other support networks may be a solution and make the necessary referrals or contact as necessary. We work closely with the Children's Services, Education Welfare Officer, SEMHIT, ASCIT, The Outreach Team, Educational Psychologists and CAMHS who can offer provision, advice or training to staff or parents.

Individual Pupil Risk assessments

Further support may be required for those whose behaviour poses a risk to themselves or others. Please see Appendix 5 for the VCP procedure staff are to follow if a child becomes a risk to himself, others or property.

An Individual Pupil Risk Assessment will be carried out by the headteacher, deputy head or ENCo, class teacher, the pupil and possibly parents and revisited regularly. Please see Appendix 7 for template.

Where it is felt that a pupil's behaviour may put either himself or others in danger, after discussion with his parents and the headteacher, he may be withdrawn from extra-curricular activities, visits or residential activities.

Pupil Absconding

Please see Appendix 6 for the VCP procedure staff are to follow if a child absconds (internal and external).

Physical Intervention and Restraint

VCP staff are up to date with MAYBO training. Staff are requested to read our school policy 'Physical Intervention and Restraint' and the States of Jersey policy 'Positive behaviour, exclusions and part-time timetables'. These are both saved in the Safeguarding policy folder in teacher shared.

Appendix 1

VCP behaviour checklist

- Pupils are greeted at the classroom door at the start of the school day and on their return from break and lunch times
- Greetings – Smile, 'Good morning', 'Good afternoon' & name (when known) to and from pupils and staff

- Staff at classroom door to dismiss class at end of each session and reiterate behaviour expectations e.g. walk down the stairs on the left, walk past the office silently, walk on the hill
- Leaving at breaktimes /lunchtimes /end of day – tidy desks and floor, chairs pushed in, standing behind chairs in silence waiting to be dismissed
- Teacher to check uniform when leaving (Including PE/Games kit)
- Pupils are expected to stop and allow adults through doors first and should be thanked for doing so
- Movement throughout the school – in silence and on the left please, including on way to Games / PE, past year 6 and up to the gym
- Movement between teaching rooms should be supervised by the relevant staff
- Correct procedure to be modelled in assembly

Credits should be given regularly to those pupils demonstrating our Core Values.

The following document by Charlie Taylor (Appendix 2) outlines the necessity for a behaviour checklist.

Appendix 2

'Getting the simple things right: Charlie Taylor's behaviour checklists'

Why is it that some schools continue to struggle with managing and improving behaviour?

At a recent event at King Solomon Academy in Paddington I gathered together a group of headteachers of outstanding schools who succeed with some of the most deprived pupils in

England. I asked them to outline what they felt were the key principles that they had followed for improving behaviour in their schools. What soon became clear was how much similarity there was between the approaches that the headteachers had followed. Many of them emphasised the simplicity of their approach, but they agreed that most important of all is consistency.

Where there is inconsistency in schools, children are more likely to push the boundaries. If a pupil thinks there is a chance that the school will forget about the detention he has been given, then he is unlikely to bother to turn up. If he gets away with it, the threat of detention will be no deterrent in the future.

Often it is doing the simple things that can make a difference with behaviour. For example, the teacher who takes the time to meet and greet pupils at the door will find they come in happier and ready to learn.

I recently read the 'Checklist Manifesto' by Atul Gawande, a surgeon who was concerned that so many patients seemed to suffer serious complications in the days after their operation. He realised that many of these problems were caused by operating staff failing to follow basic procedures. For example, a surgeon failing to wash his hands could cause an infection, or failing to account for all the swabs used in the process could lead to one being left in the patient's body.

Gawande developed a checklist to be read out before each operation to ensure that all of the simple, but essential procedures were followed. The outcome was a marked decrease in the number of patients becoming seriously ill or dying after surgery.

I took the idea of a checklist and adapted it to help schools to improve behaviour. My list is a menu of ideas from which schools can develop their own checklist. The list is not exhaustive and some parts would apply just to secondary or to primary schools. School staff or headteachers decide what their priorities are for improving behaviour and then create a bespoke checklist of between five and ten essential actions to promote good behaviour. The teachers run through the checklist first thing in the morning and again after lunch to ensure the correct preparations are in place. It serves as a reminder of what needs to be done and ensures consistency across the school.

I have asked some schools to look at areas of behaviour they want to improve and devise their own checklist. Examples have included:

- making sure all adults in the room know how to respond to sensitive pupils with special needs;
- ensuring that children actually receive rewards every time they have earned them and receive a sanction every time they behave badly;
- carefully following each stage of the behaviour policy rather than overreacting to poor behaviour; or
- simply remembering to stay calm.

Teachers who follow these guidelines find there is more consistency of approach to managing behaviour, both in the classroom and around the school. When children know that teachers will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

The checklist may seem too simple, but managing a school or a class is a complex operation and because of this complexity it is easy to fail to get the simple, but essential, things right.

After all, who could have believed patients die in hospitals because staff fail to wash their hands properly?

In the special school where I am headteacher, we have considerable expertise with the most challenging behaviour. Yet a few years ago, one of my teaching assistants pointed out that we had become very good at ensuring children got the sanctions they had earned, but they were not getting their rewards with the same consistency. The message we were inadvertently sending to our pupils was that your good behaviour is less important to us than the things you are doing wrong. A checklist would have stopped us getting into this situation.

Like Gawande's checklists for surgeons, mine are not written in tablets of stone and purporting to be perfect. They have been tested in a few schools who have gone on to develop and refine them to suit their own particular context, just as surgeons are now doing in hospitals. This is the start of a grassroots project led by heads and teachers – not a Government initiative in which schools are told what to do.

I thought the idea of the checklist was exciting and I hope more people will try it out in their schools or classrooms. I would be interested to hear the views of colleagues on the checklist and I would be keen to visit schools who decide to use it.

CHARLIE TAYLOR

Government's Expert Adviser on behaviour in schools

Key principles for headteachers to help improve school behaviour

Policy

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that the behaviour policy is clearly understood by all staff, parents and pupils.
- Display expectations clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff.

Building

- Visit the lunch hall and playground and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand the special needs of pupils.

Individual pupils

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display expectations in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

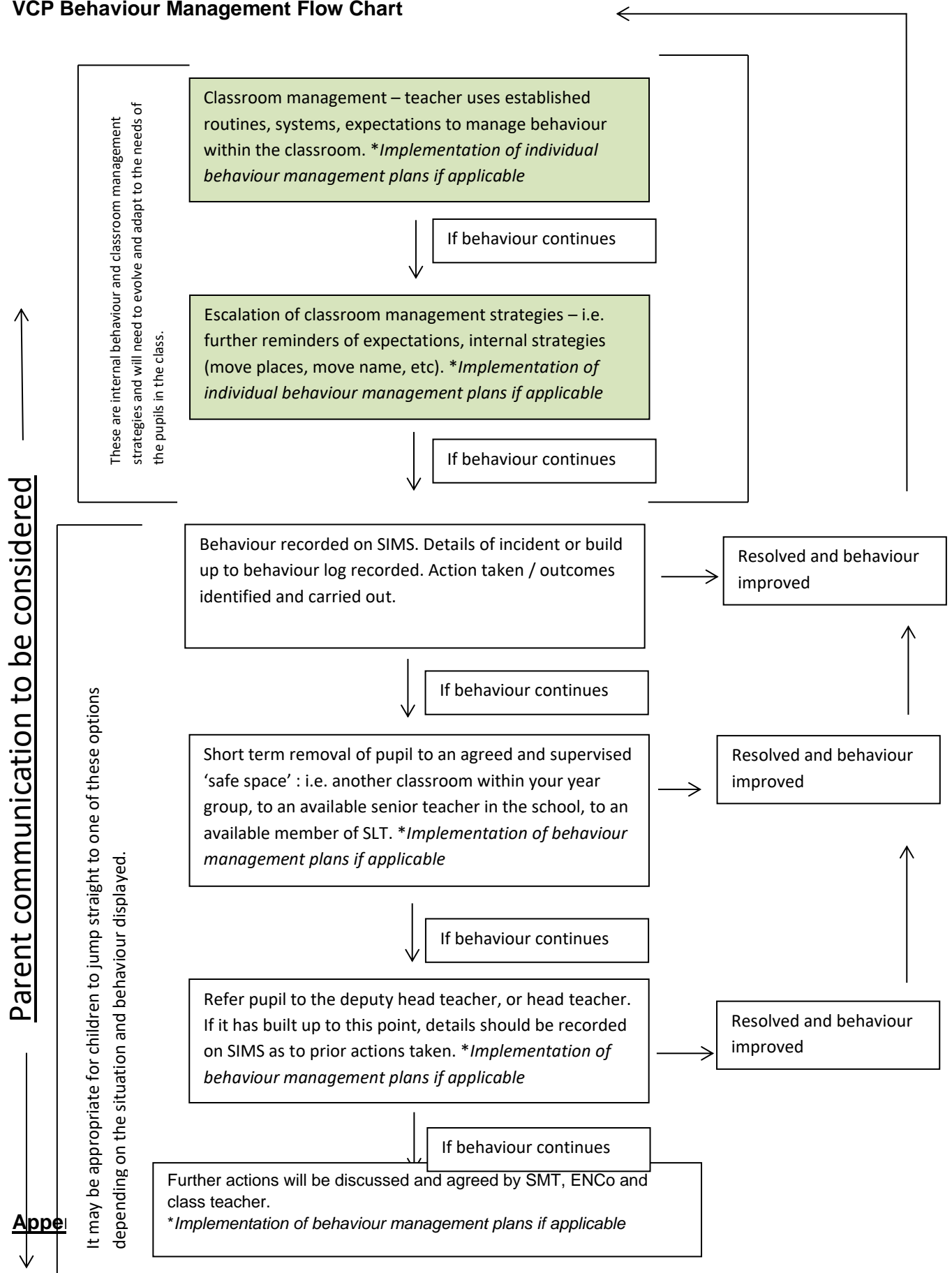
- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- **Teach** children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Appendix 3

VCP Behaviour Management Flow Chart



Parent guidelines

In order to foster a working relationship with parents the school will:

- Welcome parents into the school.
- Maintain good communication channels.
- Provide positive feedback on work / behaviour via the homework diary, good news notes etc.
- Provide formal opportunities to discuss a child's progress at parent consultations.
- Encourage family involvement in school functions and fund raising events.
- Encourage parents to provide teacher support for visits.
- Once per term invite parents into school to view current work.

Parents have a major influence on their child's personality and behaviour. We actively encourage parent responsibility through:

- Ensuring that their son attends school in good health, punctually and regularly - this includes not taking holiday during term time.
- Ensuring that their son has correct uniform and is properly equipped.
- Providing prompt notes or phone-calls / emails to inform the school of absence.
- Providing support for discipline within the school and for the teachers' role.
- Ensuring that policies and guidelines for behaviour are supported.
- Being realistic about their son's capabilities and offering encouragement and praise.
- Participating in discussions concerning their son's progress and attainment.
- Ensuring early contact with school to discuss matters that affect their son's happiness, progress and behaviour.
- Allowing their son to take increasing personal and social responsibility as they progress through the school.
- Taking an active interest in the child's learning by keeping informed about life at Prep through parent meetings, homework diaries and other information from school.
- Adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

Appendix 5

VCP Procedure for staff to follow if a child becomes a risk to himself, others or property

The duty of care that we have towards all pupils requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

For children who have been identified as likely to put themselves or others at risk an Individual Risk Assessment should be in place. This should be written by the class teacher with the support of ENCo and/or the Deputy Head and any relevant external agency.

The following document outlines procedures expected to be followed in the case of a pupil, or pupils, who respond in a manner which puts themselves or any other individual or property at risk of serious harm.

Staff should read and follow the following States of Jersey Education Policies in line with the VCP Positive Behaviour Policy:

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Positive%20Behaviour%20Support%20and%20Restrictive%20PI%20Policy%2020171031%20JR.pdf>

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Improving%20Behaviour%20and%20Reducing%20Exclusion%20Policy%2020160510%20CC.pdf>

For pupils who pose a risk for behaving in a way which puts themselves or others at risk of harm. These pupils should have an Individual Risk Assessment to help identify and manage triggers, actions, and consequences. These plans should be written with the support of the ENCo and/or Deputy Headteacher - with the support of external agencies such as SEMHIT if applicable. These plans should outline the procedures that will follow in the case of an incident.

In the unlikely event that a child without an individual risk assessment behaves in a way which puts themselves or others at risk of serious harm, then the following procedures may be followed:

- Attempt to deescalate the situation using MAYBO training/advice.
- Call for support – either using a member of staff from the year group, calling the office, Headteacher, Deputy Headteacher or ENCo or sending another member of the class to the office to ask for assistance.
- A lead member of staff will direct the course of action.
- The resulting actions will depend on what behaviours are being displayed and the context of the situation. The lead member of SLT will take a lead on the appropriate course of action in regard to the behaviours being displayed.
- Details of the incident must be logged on SIMS and parents must be informed.
- Parents may be called in to help deescalate the situation.

Appendix 6

VCP Procedure staff to follow if a child is to abscond (internal and external)

The following document outlines procedures expected to be followed in the unlikely case of pupils who abscond.

The duty of care that we have towards all pupils requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

<u>Internal absconding</u>	<u>External absconding</u>
Where the pupil leaves the care of the responsible person without permission but remains on the school site	Where a pupil leaves the school site without permission
Where a pupil leaves a lesson without permission but remains on the school site	Where a pupil leaves an offsite provision without permission e.g. Games lesson
Where a pupil leaves an after-school club without permission but remains on the school site	Where a pupil leaves a defined area or supervision of the responsible adult without permission. e.g. educational visit

Preventative measures

Site security

- Regular site checks carried out and Headteacher present on regular Health & Safety meetings at VCJ.
- Standing item on SLT and Staff Meeting agendas to give staff opportunity to raise any site security concerns.
- Procedures set out in staff handbook in locking school gates during the school day.
- Site security review carried out by SMT.
- FOB entry system
- Fire exits to be alarmed.

Effective supervision

- Pupils should not be left unattended and ratios must be adhered to at all times.
- Handover times between teachers should be in line with expectations set out in the staff handbook.
- In some cases, additional support may be required which would be set out in an Individual Pupil Risk Assessment or a Risk Assessment for an external visit or school trip.

Individual Pupil Risk Assessments

- Where there is a foreseeable risk of absconding, there should be an Individual Pupil Risk Assessment in place for that child.

- The Assessment should clearly outline the individual control measures to reduce the risk of absconding.
- The class teacher should complete the Assessment with the support of the ENCo and/or Deputy Headteacher and external agencies if applicable.
- Resources can be found in Appendix 1 and 2 of the following States policy to help: <https://www.gov.je/SiteCollectionDocuments/Education/P%20Positive%20Behaviour%20Support%20and%20Restrictive%20PI%20Policy%2020171031%20JR.pdf>
- A VCP template is appendix 7 of the Positive Behaviour Policy.

Actions to be taken in the event of a child absconding - External visits

If there is a foreseeable risk of absconding, an Individual Pupil Risk Assessment should be in place for that child. This should be discussed with the parents prior to the trip and any agreed actions put in place before the trip where possible.

The class teacher should complete this process with the support of the ENCo and/or the Deputy Headteacher and this communicated and shared with the parents.

If the pupil is missing, use and follow the Child Missing from Education Policy. The Critical Incident plan may be implemented.

In principle, the following actions should happen in the event of a pupil absconding whilst on a school trip:

- A member of staff will immediately alert the trip leader, this lead person will direct the course of action.
- If the pupil remains on site, the trip leader will direct staff accordingly drawing upon additional staff to ensure that both the pupil (s) who has absconded and the rest of the pupils are supervised.
- It is important to note that actions taken will depend on the individual pupils involved and any Risk Assessment already in place.
- The aim is to deescalate the situation safely, using conflict management techniques (MAYBO) or actions identified on risk assessment to re-engage the pupil back in to a safe environment. Call upon other members of staff to support if needed, or to take on a lead role.
- If situation continues, refer to the individual risk assessment for next steps if applicable, and call SLT for support and further actions will be decided.
- Post event – ensure situation is logged, and SLT informed of situation. Check in with staff involved and debrief on what has happened. Evaluate the risk assessment and consider any amendments that need to be put in place. SLT can support in this.

Actions to be taken in the event of a child absconding

The actions taken in the case of a child absconding will vary depending on the case and situation that has occurred. Children who have been identified at risk for absconding should have an Individual Risk Assessment which must be followed. In the unlikely case of a child without a plan absconds, the following procedure should be followed.

In principle, the following actions should happen in the event of a pupil absconding:

1. A member of staff will immediately alert the Headteacher, (in his absence) the Deputy Headteacher or the deputising Senior Leader; this lead person will direct the course of action.
2. If the pupil remains on site, the lead SLT member will direct staff accordingly drawing upon additional staff to ensure that both the individual and the rest of the class are supervised. The following actions will depend on the individual and any Risk Assessment already in place.
3. If the pupil is missing, the 'Lost Child Procedure' will be followed.

If the pupil is attempting to leave the school site, or actually leaves the school site but is still in sight of staff:

1. The lead member of SLT will direct the course of action.
2. A member of staff who ideally knows the pupil well and has a good relationship with the pupil will follow the pupil to the perimeter fence, exit or gate and will attempt to deescalate the situation safely.
3. As active pursuit may encourage a child to leave the site and may also cause the pupil to panic; possibly putting him at risk by running onto a busy road, staff will not chase but will try to keep a child in sight at a distance.

If the pupil leaves the school site and is missing:

1. The lead member of staff will direct the course of action and implement the 'Lost Child Procedure'

Parents and Carers

Parents and carers of pupils are responsible for supporting the work of the school and encouraging their children to keep to all school procedures and policies.

Once school has informed the parents that their child has absconded, parents and carers are responsible for actively supporting the school with subsequent procedures and actions. This could include coming into school to help secure the safety of their child as well as meeting with a Senior Leader in order to agree subsequent actions.

Monitoring and Evaluation

Each incident will be monitored and evaluated by the class teacher and SLT.

Appendix 7

Individual Risk Assessment

Name of pupil: Class teacher:					
Support in place for pupil: Additional preventative measures:					
Identified risk or Situation of concern	Risk	Proactive interventions to prevent risk	Reactive interventions to respond to and manage risk	Possible further actions to be considered/ taken	Evaluation and reflection (to be completed post event)