



Positive Behaviour Policy

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The Governing Body	
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This policy is reviewed annually to ensure compliance with current regulations

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Policy Objectives:

To provide guidance to school staff, parents and carers, governors and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn.

To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to learners with complex needs at Edith Kay School. To provide a holistic and inclusive model for our understanding of self-regulation and behavioural needs.

KEY BELIEFS

At Edith Kay School we want our Positive Behaviour Policy to reflect our insight and understanding of the needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our learners with complex layered needs. This includes learners with Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs.

We consider that behaviours which challenge always happen for a reason and might be the only way a learner can communicate - it can arise for different reasons which are personal to the individual. Learners who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and some form of specific practice or intervention. Any specific intervention must be ethically appropriate and be absolutely necessary to prevent serious harm, and be the least restrictive option.

At Edith Kay School:

- Our learners want to behave well.
- Behaviour is a means of communication - we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention, learners can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognise that all of our learners are at different stages of the developmental process.
- Some of our learners have learning difficulties and other complex needs which impact how they learn to regulate and manage their behaviour.
- Teachers, mentors and support staff are given the opportunity to learn, understand and have insight into why our learners become dysregulated, and reflect on how and why it impacts on their behaviour.
- We work collectively with our learners, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support

plan to support them to self-regulate and manage their behaviour in a positive manner.

Edith Kay staff can support our learners by:

- Being mindful and reflecting on the quality of our relationships with each other and them.
- Reflecting and being committed to continuously improving the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of their individual needs. Reflecting and planning the "scaffolding" we put in place to support them to learn self-regulation skills.
- By observing, gathering and analysing data on behaviour - to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on- and off-site.
- To work in close partnership with our learners, their parents and carers, and other professionals working with them e.g. occupational therapy, speech and language therapy, CAMHS etc.
- To invest time, and allow safe spaces and opportunities for learners to practice these skills and make mistakes from which they can learn, develop and grow.

The resources, interventions and learning consist of:

- A variety of individualised and accessible modes of communication (Total Communication)
- Clear and realistic expectations.
- Rules and boundaries.
- Routines.
- The language of choice.
- Rewards and consequences.
- Reparation wherever possible and appropriate.
- Descriptive praise.
- Fair and predictable responses to both negative and positive behaviour.

We believe that:

Learners want to behave well. We believe that our learners are happy when their needs are understood and met, allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Learners are better able to behave well when their needs are well met in school, at home and in the community.

How learners behave gives us important information about how they are feeling. Our learners have a wide range of different communication styles; supporting learners to effectively communicate is an important way to promote them to self-regulate and behave in a positive manner.

Learners can learn to improve their behaviour. Some learners at Edith Kay School find learning difficult: learning new behaviour is a task, just like learning to read or write. As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a learner will make when learning to adapt or develop new behaviours.

Most of our learners learn in small, incremental steps over a period of time.

Mistakes are part of the learning process.

We do not make a judgement about it, instead we support our learners to get it right.

All adults can learn strategies to support learners to improve their behaviour.

Most adults have evolved ways of responding to learners' behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Edith Kay School we encourage teachers and support staff to reflect on what may be the underlying issues that drive or trigger behaviour in learners, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way.

As a school we support all staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond.

All adults must be committed to developing their practice and sharing their skills and experiences. We are committed to on-going professional development - our commitment to learning and mentoring, reflective practice and peer support improve practice, professional competence and responsibility.

SUPPORTING SELF-REGULATION AND POSITIVE BEHAVIOUR:

The quality of our relationships

- Our relationships with each other are supported and developed by our Staff Code of Conduct. They provide a framework to help us to provide good models of behaviour at all times for our learners.
- The quality of our relationships with our learners is crucial. Each staff member is a significant adult for our learners. To foster successful, enabling relationships we need to:
 - Actively build trust and rapport with all children and young people.
 - We should have high expectations for all learners. When we demonstrate our belief in them, it supports them to succeed.
 - We treat learners with dignity and respect at all times by communicating carefully and clearly in a way that is accessible and appropriate. Consider the function of the behaviour; why the learner is behaving in this way and what need does it serve?
- Identify the strengths of the learner - identify these with the learner where possible

and build on it. If a learner is not able to do this, advocate for the learner within the team or professional group.

- Apologise if you make a mistake - you are modelling this for the learner and this will support you to build trust and respect.
- Name and manage your own emotional reactions to learners' behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a young person.
- Quietly but firmly hold appropriate boundaries for the learners.
- Seek support from wider professional networks to problem-solve behaviour that challenges.
- We are always respectful to learners; we do not talk about them over their heads or in front of other learners.
- We are non-judgmental about learners' life experiences, but we use behavioural data to inform our planning for them.

The quality of our relationships with parents and carers

It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. Positive behaviour plans are co-created with parents, the team around the child and regularly reviewed. This includes any form of restrictive physical intervention used to keep a child or young person safe during their school day.

The quality of our relationships with other professionals/MAST (Multi-Agency Support Teams)

It is important to ensure we are working collaboratively with other therapists and professionals working with learners to ensure their input into planning and strategies e.g. speech and language therapist, occupational therapists or CAMHS. It is also the school's responsibility to share any needed information or strategies with other professional teams to ensure consistency in strategies and in enabling learners to regulate and manage their behaviour in different contexts, lessons and environments.

The quality of our provision

If we are able to meet each learner at his/her point of need and development, it is more likely that challenging, harmful or self-injurious behaviour will decrease or stop.

To do this we need to:

- Have communication systems in place and readily available when a young person is presenting as dysregulated. This is their "voice" and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the learner to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.

- Accurately assess and understand the learners' needs by referring back to their EHCPs and minutes from their Annual Reviews.
- Plan to meet the learner's range of needs specific to the plans drawn up by their professional group e.g. equipment, staffing, sensory needs and diets.
- Support the learner to develop high levels of resilience and have high expectations for every learner.
- Support learners to develop high self-esteem, so that they believe that they can succeed.
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the learner to do.
- Know what motivates each learner and use this as positive reinforcements.
- Personalised learning to ensure that we meet each learner at his/her point of development and learning.
- Where appropriate, include the learners in the target- setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment).
- Give the learner feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the learner praise and do this for their specific achievements.
- Actively teach young people behaviour for learning.

ORGANISING THE CLASSROOM FOR EFFECTIVE COMMUNICATION AND BEHAVIOUR

The guidance offered to staff reflects on the support our learners need to learn how to self-regulate and manage their own behaviour successfully.

Rules to support positive behaviour should be:

- Few in number
- Where developmentally appropriate, agreed with learners.
- Communicated in a way that the learners can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive - things we are going to do.
- Regularly referred to by staff.
- Appropriate to the activity/lesson and developmental range of the learners.

Routines

Consistent lesson and activity routines support our learners to understand expectations, manage anxiety, mentally and physically prepare themselves for their day - allowing them to learn how to self-regulate, engage with learning and activities and manage their behaviours positively. This must be explicitly taught - do not assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our learners. Routines also support behaviour for learning. Staff should however also reflect on how they support learners to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practiced using appropriate visual resources

when needed to allow our learners to learn that changes can be managed in a positive manner.

Communication and social interaction needs

Most of our learners need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication. To support a learner who has become dysregulated or in distress we should aim to understand the function of the behaviour, e.g. what is causing the learner to become distressed. Staff need to have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively. Staff need to consider the following and how it can impact on our learners' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but to also allow our pupils to have a voice, make choices and express their needs
- That our young people often need time to process information.
- Some of our young people have difficulty with verbal and non-verbal communication (body language).
- Difficulties in understanding facial expression and tone of voice.
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty predicting what will/could happen next - this can cause anxiety
- Lack awareness of danger.
- Needs to be prepared for changes and transitions.
 - Difficulty in coping in new or unfamiliar situations.
 - Difficulty with managing social expectations and/or interactions with peers including friendships and bullying.

Staff may use alternative forms of communication, recognising that:

- Visuals are permanent - spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferrable between environments and people e.g. between home and school, or when going on trips or visits off-site.
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.

Sensory processing needs

Sensory processing difficulties can impact on our learners' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions.

Staff should:

- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.).
- Speak clearly, slowly and calmly, and give pupils time to respond.
- Ensure learners' sensory needs are supported through embedding sensory diets and movements break into their daily class routine
- Teach learners to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Take social demands of working with other learners into account.
- Monitor the physical and emotional well-being of pupils and recognise signs or signals of being distressed, unwell, in pain or upset.
- Develop enabling environments through making reasonable adjustments, which is a statutory obligation in disability law (see Equality Act 2010).

Understanding self-harming behaviour

Self-harming behaviour is when a learner physically harms themselves. When it happens staff should work collaboratively with the learner, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently when a learner self-injures. Even if you think what the learner is doing is to get attention, it is never appropriate to ignore severe self-injurious behaviour.
- Keep responses low key: Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands as the learner might be finding a task too difficult or overwhelming.

KEY STRATEGIES AND POSITIVE BEHAVIOUR APPROACHES

The language of choice

This is part of helping our learners to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see them making a good choice - we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice. This communication:

- Increases learners' sense of responsibility.
- Regards mistakes as part of learning.
- Removes the struggle for power.
- Is positive.
- Where appropriate, overtly links responsibility, choice and consequence.
- Helps them to take responsibility.
- Helps them to manage their own behaviour.
- Increases their independence

Rewards

- Descriptive praise.
- Symbolic rewards.
- Communication with parents and carers to inform them of the behaviour or achievement.
- Special responsibilities/privileges.
- Preferred activities above and beyond the scheduled daily activities.

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Consequences

1. We do not believe in sanctions or punishment. Example:

<i>Behaviour</i>	<i>Consequence</i>
Learner disrupts activity or behave in a way that makes other learners feel unsafe.	Learner has a break. The learner is supported by an adult to consider their behaviour. Learner apologises to the group, for their specific actions and carries on with the activity.

2. It is important for our learners to clearly link a specific behaviour with its consequence.
3. The consequence needs to be a natural consequence, to support the learners understanding of both positive and negative consequences.
4. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this learner to manage?

Reparation

Reparation means repairing relationships, or 'making good' in some way.

We believe that our learners should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the learner's mind on the punishment, rather than what s/he did. This frequently leads to learners feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

Staff need to reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time.

Where developmentally appropriate, we support learners to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even learners with complex difficulties can be supported to repair; this will look different for each learner. We cannot make assumptions about what learners feel. Unresolved difficulties can make learners very anxious and this can cause behaviour to escalate or become habitual.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

"I liked that you asked for a break when you needed it"

"I noticed you were being a good friend by helping Sam" "Thank you for coming back to your work so quickly"

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

Positive Behaviour Support, Families and Multi-Agency Support Teams

Our staff share collective responsibility for supporting regulation and behaviour and work with staff, pupils and families/carers to monitor, analyse and support children's regulation and behaviour.

We work closely alongside the Multi-Agency Support Teams and especially with CAMHs, helping to improve pupils' outcomes in the classroom and the community.

We work to understand the reasons for the behaviour and considering the person as a whole

- including their life history, physical health and emotional needs - to implement ways of supporting them. It focuses on creating physical and social environments that are supportive and capable of meeting learners' needs, and teaching them new skills to

replace the behaviours which challenge.

Some learners need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a learner's school day, we always plan jointly with the parents and carers, the Multi Agency Support Team, the Local Education Authority and external agencies.

BULLYING (including Cyber-bullying)

- We do not tolerate bullying, but we acknowledge that some of our learners may not fully understand how their behaviour impacts on others or be experienced as bullying.
- Bullying should never be ignored
- All instances of bullying must be recorded using the ABC system
- Parents and carers should be informed by the Headteacher via telephone or in face-to-face meeting.
- Every instance needs to be addressed, in line with this policy, with each learner involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.
- Learners need to be supported to develop age-appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.
- Opportunities for parents and carers to learn about e-safety and how they can implement and manage this at home.

DISCRIMINATORY LANGUAGE/INCIDENTS

- Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community.
- They should be dealt with in line with this Policy with further advice and a coordinated response from the Senior Leadership Team.
- They must be recorded appropriately on the ABC reporting system, including all follow-up actions.
- Some learners use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach learners how to be respectful to each other.
- Depending on the nature of the incident a Prevent referral might need to be made to MASH, who may feel that a 'Channel Panel' referral will be necessary. Our experience of such referrals is that our learners' needs are considered and both learners and parents have been supported appropriately and positively to understand our learners' vulnerability to radicalisation in any form.

RESTRICTIVE PHYSICAL INTERVENTION/POSITIVE HANDLING

Restrictive physical intervention or positive handling is the positive application of sufficient force to ensure, by physical means alone, that a learner does not cause injury either to him/herself, a member of staff, another child or young person, or significant property damage. See our Physical Intervention Policy.

- Restraint should only be used as a last resort once all other options have been exhausted. Any form of restraint should be used only when Reasonable, Proportionate and Absolutely Necessary.
- Should only be used if the learner is putting himself/herself or others in danger and where failure to intervene would constitute neglect.
- If used, it must be recorded in the school's incident recording system.
- An Individual Risk Assessment will need to be carried out - this might apply when an individual learner needs physical interventions, using agreed strategies as a part of an on-going behaviour management plan.
- Teachers, mentors and support staff need to be able to establish the possible consequences of using a particular physical intervention when extreme behaviour occurs. If restraint/positive handling is used, parents/carers need to be contacted before the learner arrives home.
- Once the incident has been de-escalated and the learner is regulating well again (could only be the next day), staff need to consider which appropriate repair work needs to be done to offer a debrief, and maintain a positive relationship with the learner.

Contingent Touch

Contingent touch may be used appropriately e.g. pat on shoulder in a public place, in the appropriate context.

Holding

Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature e.g. the learner is led away by hand/arm/around shoulder.

Monitoring

We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the learner; this is partly achieved via monitoring and reflection. All instances of behaviour that challenges should be recorded on an ABC.

EXCLUSIONS

Fixed term exclusions

We do not believe that exclusions are the most effective way to support learners with SEND, and we will always try to adapt and personalise provision for all of our learners in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a learner for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously compromised.
- Incidents of knife crime or the deliberate use of weapons in school.
- Incidents of sexual violence.
- Incidents of significant deliberate damage to property.

Decisions to exclude learners are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the learner.

Exclusions can also be managed internally and a learner may be removed from lesson/s for a fixed period of time.

Permanent Exclusions

It is extremely rare for us to permanently exclude a learner at Edith Kay School.

In the event that Edith Kay School is not able to meet the needs of an individual learner, we will always aim to work with the learner's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

Appendix 1: PHYSICAL INTERVENTION POLICY

Staff receive behaviour management training. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between learners. These include:

- Injury, or risk of injury, to another learner.
- Injury, or risk of injury, to a member of staff.
- Serious damage to property.

Any intervention should be a last resort and be proportionate, reasonable and necessary.

All staff have a duty of care to learners. If staff take no action, and the outcome is that a learner injures him/herself, or another, including staff, this could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with learners are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop learners from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a learner's exit.

Remaining calm - the ability to try and remain calm and appear relaxed is less likely to provoke. Adopt a relaxed posture and a non-threatening stance, i.e. respecting personal space.

Awareness of Space - try to be aware of the space around you and avoid stepping into the learner's personal/intimate space. Try to take a step back to avoid confrontational body language.

Pacing and Chasing - when angry some learners often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the learner away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently - or even sit down.

Intonation and use of voice - when people are anxious or angry, they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a

lower tone and more quietly and where appropriate using visuals and/or gestural prompts.

Help Script

Connect by using the learner's name.

Recognise and acknowledge the learner's feelings.

Tell the learner you are there to help: "You talk and I will listen." Give direction.

Defusing body language

- **Social Distance:**
 - Sideways stance, step back.
 - Intermittent eye contact. Relaxed body posture. Palms open.
 - Calm stance

- Think of the values of stepping back from a situation, both physically and emotionally:
 - Allows a more considered response.
 - Time to make a 'dynamic' risk assessment and seek assistance. Allows the learner to 'take up' time to make their own choices.
 - Build confidence in learners that you are in control - children need to feel that adults are in control to feel safe.

- In the event of a serious incident e.g. a fight, staff should:
 - Give clear and immediate instructions e.g. "stop fighting." Send for assistance
 - Spell out sanctions
 - Instruct and/or remove any onlookers from the environment where possible
 - Intervene physically if confident and having assessed the degree of risk- if not, call for assistance

Appendix 2 ABSCONDING POLICY

Emergency Action Plan for a child or young person who has absconded from the school setting/off site provision

A child or young person is considered to have absconded if they leave the school premises or the immediate area of an offsite activity/trip.

For **MLD** Learners and/or independent travellers:

- Where possible and if appropriate, a member of staff to encourage the learner to come back to school (if not in immediate danger).
- A member of the Senior Leadership Team, and/or a Designated Safeguarding Lead to be informed immediately.
- Home to be called to inform the family
- Report to the Police on 101 if it is unknown where the young person is.
- Report to allocated social worker or duty social worker at Local Authority's Disabled Children's Team or MASH (Multi Agency Safeguarding Hub)
- Educational Welfare Officer to be informed if the child or young person has not returned home.

Actions to be taken following an incident involving a learner absconding:

- De-brief with class team, family and student (where appropriate)
- Child or young person's Individual Risk Assessment to be updated with appropriate safety measures clearly outlined and shared with the relevant professionals. (DSL, Staff, Social Care and Family). If this is the first time that this has happened a new risk assessment should be drawn up and agreed with family and professional network.
- Any issues within site security (e.g. front gate not locked properly) to be reported to the office and DSL
- Children and young people who may be at risk of running away or absconding should be made known to ALL staff.
- Appropriate information should also be shared with DSL in order for the risk to be collectively managed.

Absconding grab bag to include:

- Mobile phone
- Absconding guidelines including emergency numbers, e.g.
 - Transport Police
 - school DSL
- Printed cards to give to members of the public that explains that we are staff from Edith Kay, this pupil has SEND and this is an emergency