

Willow Grove Primary School



‘Be Safe, Be Kind, Be Positive’

Actions to support children who leave the school building without permission 2025

Possible situation	Strategies to consider
<p>A child goes onto the playground without permission.</p>	<p>Relationship strategies, support and PACE: Class staff to follow and support verbally.</p> <p>Natural consequences of leaving the building: It is likely that the child will now have learning time to make up. This could mean that they must miss their playtime or part of their lunch break. Utilise the catch-up wall if you have one in class.</p> <p>The child should not be allowed out of the building for a timed, agreed duration - 1 hour, the rest of the morning, the rest of the day-whatever is an appropriate, proportionate consequence.</p>
<p>2 children are on the playground without permission.</p>	<p>Get other staff support: Ensure you have another member of staff with you to support you on the yard.</p> <p>Relationship strategies and support and PACE: Always try relationship strategies first and remember PACE. Consider regulation and if this is a possible conversation and offer. Offer a physical option - carrying a table or running around the yard.</p> <p>Keep any discussion about the situation to a minimum in front of the child., Public conversations will only fuel the situation.</p> <p>Pick the target child: Choose one child to bring back into the building. Work to separate the children and both staff gently approach the one child who has been identified as being brought in. continue to use humour and PACE.</p> <p>With the minimal physical intervention bring that one child back into the building and to an appropriate space. This does not have to be a safe space.</p> <p>Be aware of the actions of the other child as they may object to the child being brought in.</p> <p>Support for the remaining child: the child who is left may now come in of their own volition. Try again using verbal relationship strategies and PACE. If they still will not come in the building, then observe them from a distance but do not engage with them. Periodically return to offer a verbal solution.</p> <p>Leaving the building does not automatically mean that the child needs to be in a safe space.</p> <p>Natural consequences of leaving the building: It is likely that the child will now have learning time to make up. This could mean that they must miss their playtime or part of their lunch break. Utilise the catch-up wall if you have one in class.</p> <p>The child should not be allowed out of the building for a timed, agreed duration - 1 hour, the rest of the morning, the rest of the day- whatever is an appropriate, proportionate consequence. Consider if the 2 children need to do a piece of work on trust.</p>
<p>A child climbs over the school fencing and</p>	<p>Remove the audience: Remove all other children from the area - get support to walk children back into the school building.</p> <p>Distance support: Try distance PACE and relationship verbal support and try to</p>

<p>remains in sight on the school field.</p>	<p>persuade them to come in the building. Offer to open a gate for them to get back in and give them space to do so. Provide reassurance of support available when they return in the building. Remember that it does not follow that the child should necessarily use a Safe Space. Utilise either the Messy or Movement POD if available.</p> <p>Distance observation: Observe the child from a distance. Offer to open a gate to let them back in. Do not approach the child as this could cause them to run. If the child remains in sight on the school field, then return into the building and observe from a distance through a window or an open door. Return to them periodically to offer verbal advice and support. If the child is within sight, then they can remain on the school field.</p> <p>A change of face may be appropriate at some point.</p> <p>Inform SLT if the child goes out of sight for more than two minutes. Natural consequences of leaving the building: It is likely that the child will now have considerable learning time to make up. The child should not be allowed out of the building for the rest of the day. Parents should be informed and a discussion had with them as to how they will make up the work they have missed. The child is likely to need considerable relationship support at this point as many emotions will come into play.</p> <p>*At this point it is important to remind all parties that Team Teach, Willow Grove’s chosen behaviour management and physical intervention scheme provider, state that, at no time after a child’s feet have left the floor when climbing, must the person supporting touch them. This can cause further dysregulation and may lead the child to try to climb higher than intended and puts both child and staff member at greater risk.</p>
<p>A child climbs over the perimeter fencing and leaves the school site immediately either onto the housing estate or over and off the school field.</p>	<p>Staff to inform SLT immediately and return to class.</p> <p>The priority is to inform SLT and to let the SLT manage the situation.</p> <p>Class staff do not leave the site to follow children, they should return to class and maintain supervision and support of the other children in class. Do not discuss the situation within the classroom as this will unsettle the other children. Be prepared for the other children to be anxious about their classmates who have left the site. Keep the classes very calm and within their usual routines as much as possible.</p> <p>SLT will:</p> <ul style="list-style-type: none"> • Ensure they have a phone with them. • Take a walk to see if the child can be seen either at the top of the road or at the top of the field. • Ask admin to contact the parent to let them know their child has gone off site without permission. • Return to school and use a car to drive around to see if the child can be seen anywhere in the vicinity of the school. • If necessary, the SLT will ask another member of staff to assist in the search. They will accompany the SLT in the car and will also have a • phone with them. • The SLT member of the admin team may also be asked to go out in the car. • If the child is spotted, then verbal reassurance and support will be offered to try to persuade the child into the car or to accept a supported walk • back to school. • Some children will run further if approached by staff so the children will be watched from a distance if this is safer and more appropriate. • SLT will continue to update the school. • The admin will continue to keep the parents updated. <p>Actions if the child cannot be seen by SLT.</p> <ul style="list-style-type: none"> • Parents will have already been informed that their child has left the site. • If the children have not been seen by anyone for 10mins then the school admin team will inform the police using 111.

	<ul style="list-style-type: none"> • If the child has a social worker, then the social worker will be contacted. • The SLT may ask additional staff, dependent on school capacity, to join in with the search. • The SLT will then work with the family, the police and the wider school team where necessary to locate the children and return them to school.
<p>Natural consequences of a child leaving the school site.</p>	<p>Leaving the site does not automatically mean the child will be excluded. Exclusion will only be considered if other actions are not appropriate.</p> <ul style="list-style-type: none"> • PACE should be used at all times. • Reflective language should cover people’s feelings and worries. • The child will have missed schoolwork and there will be an expectation that this will be completed at some point. • The child will stay after school that evening for the minimum of 1 hour at the end of the school day to be in school for lost time during the day. Supervision for this will be done by any available staff but will be better supported by SLT or the child's class team. • Parents and children will be included in the conversation about the consequences.
<p>Reporting and recording of the incident.</p>	<p>Incident of a child refusing to come in of the yard should be recorded on the classroom sheets. Incidents relating to children on the school field should be written up as a safeguarding cause for concern on behaviour Watch.</p> <p>Incidents of children leaving the school site should be written up as a serious incident on Behaviour Watch.</p> <p>These incidents can be used to inform future practice and approach when dealing with children who repeatedly attempt to abscond. The school’s attachment and trauma focussed practice is an excellent tool for finding out the driving motivation for wanting to ‘run away’ or escape from school situations and to use this information to help reduce the risk of this happening in the future.</p>

Procedure updated in March 2025

Procedure to be reviewed in March 2026