

Willow Grove Primary School



Routine for Children Leaving the school site/building without permission

1) Prevention (Universal / Before an incident)

- Risk assess every pupil termly.
- Daily check on highlighted children who are amber/red pupils at morning check-in, check in with familiar adult if needed.
- Environment: secure gates/doors checked each break, clear visual boundaries, low stimulus and risk assessed routes for movement.
- Curriculum & practice: planned sensory/regulated transition activities, short predictable routines, choice and clear language, opportunities for positive risk-taking built into curriculum offer.

Prompt- If pupil shows clear intent to leave site

2) Immediate response (safety-first, de-escalation)

- Primary action: Verbally attempt to de-escalate from a safe distance using calm, simple language, offer alternatives/choices and a way back in.
- Use known motivators such as learning hooks and staff relationships (food not to be used as reward/motivator).
- Remove other pupils from route if child is on site, one named staff to shadow and keep child in sight (maintain safe distance) do not chase across roads, if child has left the school site.
- If pupil is on site and safe route exists, guide them back using preferred adult, praise small steps.

Prompt-Decision: Is pupil leaving site / in immediate danger?

- No - Continue de-escalation, record and review.
- Yes - Proceed to Immediate Protection actions.

3) Immediate Protection (high risk / off-site danger)

- Call for assistance: Alert DSL/SLT to coordinate in school response (Senior Leader or 2nd trained adult with phone, office)
- If imminent risk to life or serious harm call 999 (police) immediately and follow advice.

- If pupil is missing from site: notify police, parents/carers, and DSL immediately. Provide description, last seen location, direction. (Be aware of local knowledge such as known location for regular anti-social behaviour behind the field).

- If safe to do so,

- If safe to do so, (1 familiar member of staff to the child (class team) and 1 SLT / Office) staff may follow on foot but DO NOT put themselves or others at risk (no running). Maintain visual contact if safe. Check known routines or locations. If no visual contact for 10 minutes return to school, confirm with DSL. Provide updates to school if possible and safe to do so, whilst off site.

4) Use of Physical Intervention

- Trained staff may use restrictive physical intervention to prevent immediate harm (injury, running into traffic, assault).

5) Post-incident actions (within 1 hour / same day)

- Secure pupil and others, move to calm area, re-regulate using agreed strategies, update family/carer/services.

- Inform DSL immediately. DSL decides if safeguarding referral is necessary.

- Record incident on CPOMS.

-Parent/carer to be informed when child is back on site.

6) Natural consequences and restorative follow-up (within 48 hours)

- Natural consequences only where safe and meaningful: e.g., loss of a non-essential session that directly relates to the incident, supported return to routine, restorative meeting (adapted to pupil's level of communication) to repair relationships, and joint problem-solving with pupil and family. This could include isolation, break reflections or exclusion.

- Exclusion will not be used as a first response but may be used if appropriate.

- Class staff to update individual pupil risk assessment and share with DSL and class team, amend staffing / supervision for future.

Once a child shows intent to leave the school site or has left the school site, they should remain under close supervision by staff for the remainder of the day to reduce the risk of the incident re-occurring.

‘Be Safe, Be Kind, Be Positive’