



LPW Independent School Behaviour and Relationships policy September 2020

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An attachment and trauma aware policy to aid young people's understanding of how to regulate and manage their responses to the complexities of the world around them, in a school and community setting, with the purpose of allowing children to access their education.

Key beliefs

The intention of this policy is to support learners at LPW School to make positive choices that will enable learners to self-regulate and access their education. The core purpose of this policy is to ensure that at all times within school that children's mental health is supported and that also this policy supports the school's 'Attachment-Aware & Trauma informed' philosophies.

It is worth noting that having an attachment-aware, trauma informed behaviour policy is not designed to disregard 'behaviour' which is below the standard that is expected; it is an approach that ensures all actions of young people are recognised with a mentally-healthy mind-set and seeks to empower all young people to own their actions.

LPW School's core values and purpose are fundamentally built on supporting a young person's mental health and we are determined in our ambition to remove the outdated and punitive stigma of 'behaviour' and champion the knowledge that a child's actions are determined by key neurological drivers which, dependent on their range of experiences throughout their early lives, are enabling or disabling. It is our duty as primary carers and educationalists to empower our young people to be enabled and thus successful in their self-regulation. It is our determination to be a secure base which offers a sense of protection, caring and safety for all, as well as a source of inspiration and energy for learning and exploration, risk taking and challenge. (The safety/risk paradox – caring and daring; Kohllrieser et al, 2012)

Learners with profound and complex needs will need a personalised approach to support them to manage their behaviour and consideration must be given to their needs. Learners can and do learn to improve their behaviour.

Most of our learners will learn in small, incremental steps over a period of time, mistakes are part of the learning process. We don't make a judgement about it – instead we support our learners to get it right.

Trauma's impact on education

The effects of trauma on children are far more pervasive than adults imagine. The National Survey of Children's Exposure to Violence found that over 60% of children surveyed experienced some form of trauma, crime, or abuse in the prior year, with some experiencing multiple traumas. Often, children and adolescents do not have the necessary coping skills to manage the impact of stressful or traumatic events. As such, as many as one in three students who experience a traumatic event might exhibit symptoms of post-traumatic stress disorder (PTSD) and attachment difficulties.

The impact of trauma in the classroom can directly impact a student's ability to learn. Students might be distracted by intrusive thoughts about the event that prevent them from paying attention in class, studying, or doing well on a test. Exposure to trauma can lead to some students avoiding going to school altogether, and impact their academic success.

Exposure to traumatic events can disrupt a children's ability to relate to others and to successfully manage emotions. In the classroom setting, this can lead to poor behaviour and a lack of engagement. Following a child's exposure to a traumatic event, parents and teachers are likely to observe the following symptoms:

- **Re-experiencing** — constantly thinking about events, replaying it over in their minds, nightmares.
- **Avoidance** — consciously trying to avoid engagement, trying not to think about the event.

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- **Negative Cognitions and Mood** — blaming others or self, diminished interest in pleasurable activities, inability to remember key aspects of the event.
- **Arousal** — being on edge, being on the lookout, constantly being worried

Attachment disorders impact on education

If a person has an attachment disorder, it affects two key mechanisms – their social engagement mechanism and their stress regulation system. If a person's social engagement mechanism is affected it affects the following:

- Ability to interact with others
- Ability to understand others
- Ability to make sense of social relationships
- Ability to enjoy social relationships
- Social cognition

If a person's stress regulation mechanism is affected it affects the following:

- Ability to regulate stress
- Ability to regulate social engagements
- Ability to regulate positive and toxic stress
- Emotional regulation

Attachment-aware and trauma-informed approach

The aim of the school is to move away from traditional schools behaviour policies that have not worked for many of our young people and implement a system that respects, teaches and supports our young people to stay in education. It is critically important that staff working at LPW School build strong relationships, develop high levels of personal resilience and have high expectations where the quality of learning behaviours are concerned. Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand its communicative intent. We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support. A common language is used across our school community, providing consistent responses where behaviour is unreasonable. Restorative justice and informal mediation approaches are adopted to enable children to repair and maintain any relationships that they have damaged.

It is with this in mind that the LPW School writes their positive reinforcement and self-regulation encouragement policy and procedures.

Relationships

LPW School is invested in supporting the very best possible relational health between;

parent and child, child and child, child and school staff, parent and school staff, school staff, school staff and senior leaders, school staff and external agencies. To this end our school is committed to educational practices, which **Protect, Relate, Regulate** and **Reflect**.

Protect

- Increased 'safety cues' in all aspects of the school day e.g. greet at the start of the day at the entrance to the school and in the classrooms.
- School staff trained in 'PACE' modes of interaction (Hughes 2015): being playful, accepting, curious and emphatic. This is proven to shift children out of flight/fight/freeze positions.
- School staff to ensure that interactions with children are socially engaging not socially defensive, in order to decrease chances of children relating defensively (fight/flight/freeze).
- A whole school commitment to cease using harsh voices, shouting, put-downs, criticisms, shaming (proven to be damaging psychologically and neurologically).
- School staff will 'interactively repair' the occasions when they themselves move into defensiveness. The implementation of pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew' (what matters to them, who matters to them, their dreams, hopes). This is key in enabling to feel safe enough to want to talk, if they wish, about painful experiences which are interfering with their ability to learn and quality of life.
- All vulnerable children have access on a daily basis to at least one named emotionally available adult, and those children know when and where to find that adult. If the child does not wish to connect with this adult, an alternative can be found.
- School staff adjusting expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non-judgemental way from situations they are not managing well (e.g. children who keep 'triggering' into alarm states at break time are given access to separate calmer spaces).
- Provision for children of a clear, confidential and non-shaming system of self-referral for help/talk time.
- The nurturing of the school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

Relate

- All school staff trained in emotionally coaching and in relating to children in terms of the four key relational needs for securer attachment: affect attunement, empathy, soothing and containment.
- A whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through the lens of threat, danger and self-blame.
- Relational opportunities for vulnerable children with emotionally available adults at school to enable them to make their shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- The implementation of interventions designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe, this is to support learning, physical and mental illness; both now and in the future.
- Evidence based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as high priority in order to prevent burn-out, stress related absences, secondary trauma and or feeling undervalued, blamed or shamed.
- Designated staff only areas.

Reflect

- Staff educated in the art of good listening, dialogue empathy and understanding (instead of asking lots of questions/giving lectures).

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- The provision of skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.
- A curriculum content that enable's the children to make informed choices about how they relate to others and how their choices to treat their brains, bodies and minds now and in the future.
- Staff trained to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences through empathic conversations in order to address negative self-referencing and help them develop coherent narratives about their lives.
- A behaviour policy that is not based on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair (e.g. restorative conversations).

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 behaviours will decrease or stop. To do this we need to:

- Have communication systems in place and readily available when a child or 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 Individual Learning Plan's, Graduated Responses as well as any 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 reinforcement.
- 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.
- 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 for their specific achievements, i.e. descriptive praise and do this often.
- Actively teach the children and young people behaviour for learning.

As a school team

Learners know what kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Children want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- have a sense of humour

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Although they want this for themselves, they also want it for other children because it makes the learning situation more comfortable. It is evident that children prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as 'people who matter'. We believe that where learners feel they are valued they respect adults and accept their authority.

Similarly, we recognise the implicit need for young people to develop the skills that make positive relationships with adults possible, this with learners who themselves have attachment difficulties.

Positive behaviour expectations form the basis of our reward system. Learners have personal behaviour targets set for them by their key workers, which are usually negotiated with learners and encourage them to deal with specific issues that impact negatively on their school experience.

There is a broad array of interventions that we engage with including counselling services related to emotional wellbeing, bereavement support, drugs and alcohol misuse as well as engaging with other professionals such as educational psychologists. We have a SENCo that supports the learners and the staff to spot behaviours and to put in place strategies to support.

Our staff team have key working responsibility for a small group of learners which helps to cement the positive relationships, but through our pupil progress meetings these trained professionals provide pastoral and academic interventions, strengthened by the positive relationships and the careful management of anger or frustration in a safe setting. Structured "Time Out" is available to allow learners to articulate concerns whilst simultaneously giving staff the opportunity to 're-set' boundaries. Where possible it is always our aim to put children back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

The school specialises in emotional intelligence, understanding the importance of well-chosen language. All staff are aware of the impact of emotionally-driven language on behaviour and that it can cause disassociation between the young person and the consequence, as it no longer relates to their quality world. Staff therefore:

- Avoid using emotive language when discussing learner's choices
- Avoid becoming emotionally involved in a learner's behaviour/response
- Understand that all behaviour is communication (either voluntary or involuntary)
- Avoid speaking petulantly to a learner
- Avoid shouting in any circumstance
- Are intent on understanding a learner's reality
- Try to use positive reinforcement wherever possible
- Are always respectful of the learner and their family
- Ensure that all learners are heard dispassionately and equally and that no young person is treated in light of previous choices made.

Attachment Team – Triangle of Trust

The learner will have an attachment team: a variety of multi skilled workers that will ensure that the learners take part in an induction process, understand the non-negotiables such as wearing school uniform and handing over phones during lessons. They will also be a first point of contact for the families and agencies involved in working with them, helping identify areas for development using tools such as Motional. We celebrate successes, setting targets and rewards, supporting with onward routes and transitions.

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 that 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. Class teams need to have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively.

We aim to 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.

Providing a secure base for all learners

A secure base offers a sense of protection, care and safety. Every young person has the right to feel safe and as a result all will understand that there are limits to behaviour and that if these are reached, young people will be helped in developing strategies so these are not reached again. Learners at this school understand that irrespective of their choices that we will help them overcome their barriers to being successful and they can trust that every adult will understand that they are not the personification of their behaviour. The school's main aim is to enable all young people to feel safe and secure and that they can make mistakes without being judged or labelled. Young people understand that very rarely when the school cannot meet their needs as it may not have the expertise to do so, it will look for other personalised provision which would enhance the young person's life chances better, moving towards preparation for adulthood. We there for have a duty to ensure the safety of the young people across our sites, involve them in the Health & Safety tours/processes and work with them to de-escalate behaviour that may be deemed unsafe.

Organizing the classroom for effective communication and behaviour

As a school we support our staff team by providing guidance offered to class teachers to reflect on the support our learners need to learn how to self-regulate and manage their own behaviour successfully.

Systems to support behaviour expectations should be:

- Few in number
- Communicated in a way that the learners can understand, including visual cues, points of reference, social stories etc.
- Stated in the positive – things we are going to do.
- Regularly referred to by the whole school staff team.
- Appropriate to the activity/lesson and developmental range of the learners.
- Routines Consistent: class/lesson/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/activities and manage their behaviours positively. This must be explicitly taught – don't 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.
- Changes to routines should be implemented carefully and should support our learners to learn that changes can be managed in a positive manner.

Consequences

We do not believe in sanctions or punishment. The majority of our learners have experienced schools that respond to behavioural incidents with punitive measures, which reinforce their negative views of education. We practice an approach that encourages learners to reflect on their behaviours and to be empowered to make positive changes themselves.

Example

Behaviour: Learner disrupts activity or behaves in a way that makes other learners feel unsafe.

Action: Learner has a break. Learner is supported by an adult to consider their behaviour.

Outcome: Learner apologises to the group, for his/her specific actions and carries on with the activity.

It is important for our learners to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, to support the learners understanding of both positive and negative consequences. 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 can't 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 how you came to find me to tell me you're not OK", "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.

It is worth noting that the school are at no point condoning choices which are disruptive to the learning of any student or that which puts anyone at risk. The difference with this approach is it focusses on prevention before remedy and in building capacity in our learners and their attachment teams to be self-regulating. Should decisions be made by learners that are not acceptable and not in keeping with the school ethos, consequences follow.

The importance in this is that a learner recognises that a consequence is a result of a choice they have made. That by choosing a specific course of action, they are then choosing the consequence. The power of choice rests with the young person not the adult. That is if a child makes a choice which is contrary to the school ethos, that it is not the adult who is inflicting a punitive measure, the adult is in fact being guided by the young person in what consequence will follow depending on the learner's actions.

Some of the differentiated consequences that may be used include:

- Restorative Justice
- Timeout
- Safe space

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- One to one time
- Community service
- Meetings with parents/guardians and other supporting agencies
- Meetings with the Head Teacher and other senior members of the school including the School Governors
- Additional time within the school and additional time after school with tutor/teacher
- Referral to higher level external therapeutic support
- Theraplay activities
- Alternative timetable
- Higher proportion of physical activity
- Referral to a similar ALP setting to support the learner develop if any action is serious enough that they cannot remain in their school base for them or others to be safe.

The importance is that an adult recognises that it is their duty to manage and mitigate behaviour without inflicting their own map, emotional state and preconceptions onto the learner. Also to be aware that a learners behaviour may be a consequence of some form of mild to severe attachment issue and the impact of trauma and to support each individual learner understanding these issues through key work sessions and other appropriate opportunities.

Setting limits on what actions from our young people are appropriate (if needed)

All within the school are given the opportunity to understand what choices are appropriate and what choices are not. It is not the aim of this policy to allow learners to lack accountability. Instead, it is that it enables them to develop self-regulation and to avoid choices which do not serve themselves and others well. Should someone make a choice which is not in keeping with the ethos of the school then consequences will follow.

It is the determination of the school that no consequence is punitive or emotive and that the learner understands at all times that the ownership of the choices they make and the consequences which follow belong to them and them alone. It is in educating our school population in how to avoid such decisions where the capacity for the social and emotional development can grow.

Physical restraint:

If there is risk of serious harm, the school team may have to use physical restraints. All staff are Team Teach trained. Please refer to our Positive Handling Use policy

Exclusion

We do not believe that exclusions are the most effective way to support learners with SEND and SEMH difficulties. 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.
- Use or sale of alcohol or other mood-changing drugs
- Smoking in or around the building

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 young person. The decision to exclude a child lies with the Head Teacher and evidence must be presented by the Assistant Head Teachers in such a way that a decision is able to be made quickly and appropriately. . 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 Children in Care.

Exclusions can also be managed internally and a learner may be removed from class for a fixed period of time. The vast majority of behaviour is managed in school, however, on occasion a learner might be required to leave school premises. Sometimes learners need time out of class or a space away from their peers to have thinking time or to reset behaviours, and time out should be used in this instance. Every means necessary must be exhausted before a child is deemed to need to leave the site. This will be recorded as an exclusion and the permission on the Head Teacher must be sought before a child is released to go home.

Permanent exclusions

It is extremely rare for us to permanently exclude a learner at LPW School. In the event that LPW 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 Authority to identify a suitable alternative placement for a managed move.

Record & Respond

At LPW School any negative actions deemed by staff to warrant an official response are recorded using the SIMS database. We need consistent behaviour management throughout the school, appropriately adapted to the individual learner; this is partly achieved via monitoring and reflection. All instances of challenging behaviour that challenges should be recorded on CPOMS/SIMS.

The purpose of the CPOMS/SIMS record is twofold: it is a tool with which to de-brief people after any sort of incident so that we can learn from mistakes or oversights *and* it can be used to identify patterns of behaviour over a period of time. All content is dispassionately recorded and focuses only on the behaviour at hand.

Staff feelings about incidents can be discussed with colleagues in other forums. The SIMS behaviour record is not intended to replace health and safety reporting forms, which is a statutory requirement when incidents or accidents occur of a serious nature. It is a useful tool that enables us to carry out routine analysis of behaviour across subject teams and year groups.

Dangerous items

The following items are not allowed in to any LPW School:

1. Illegal drugs and 'legal highs' and any drug related paraphernalia
2. Guns, including toys/imitations
3. Knives and other bladed articles or offensive weapons
4. Pornographic imagery
5. Alcohol
6. Fireworks or any other explosive or flammable items
7. Stolen items
8. Laser Pens
9. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person

The quality of our relationships with other professionals

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

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. We rely on parents/carers of our learners to:

- Support the LPW School policy on attendance and punctuality by notifying the school of any absences or lateness.
- Notify LPW School of any factors that may affect the behaviour of their child
- Support their child by attending parental reviews, open days and other meetings
- Be aware of and support the LPW School Behaviour Policy

Learners with exceptional needs:

The majority of learners at the school will respond positively when class teams and support staff work within these guidelines but some of our learners need additional support to learn to self-regulate and manage their behaviour in a positive manner. We do this by:

- Working in line with this Policy
- Putting in additional support, tailored to the specific needs of each learner.
- Observations in a range of contexts, including home visits.
- Making the routines/strategies more detailed.
- Drawing up a Risk Assessment and Positive Behaviour Support Plan detailing action to be taken when identified behaviour occurs. This is shared with the learner, parent and other staff/professionals working with the learner.
- Drawing on additional resources from beyond the school, e.g. CAMHS , EP support, Art Therapy referral
- Parental and family support to implement changes in strategies. We are also working collaboratively with our learners, their parents or carers, and CAHMS etc.

It involves understanding 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 learner's 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. Please see our separate Prevention of Bullying Policy

Discriminatory Language/Incident

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 Senior Leadership Team.
- They MUST be recorded appropriately on CPOMS/SIMS, including all follow-up action.
- 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 are 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. Further guidance is available in the school's Equalities Policy which is available on request from the school.

Absconding incident

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.

- 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 and there are concerns for their possible location.
- Report to allocated social worker or duty social worker if allocated.
- Learner's individual risk assessment to be updated with appropriate safety measures clearly outlined and shared with the relevant professionals. (SLT, teaching staff, social care and family/carers). 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.
- Learners that may be at risk of running away or absconding should be made know to all staff as soon as information comes to light.