GLADE School

Leaving Without Permission Policy

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Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values
Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

PROFESSIONAL	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will. · We approach challenges with optimism and enthusiasm. · We don't judge, we notice. · We put the needs of the service before our own personal gains.	· We don't give up on people. · We value all individuals and are willing to challenge them. · We embrace each other's differences as much as our similarities. · We accept responsibility for our actions.	· We give feedback, we invite feedback, we listen to feedback. · We look inward before we look outward. · We learn as much from our mistakes as from our successes. · We listen to each other, learn from each other and grow together.	· We are always willing to explain why. · We have the courage to be open and honest. · We earn trust through our transparency. · We live by our values even when no-one is watching.

1 Introduction

1.1 This policy is written in response to the safeguarding of the vulnerable students within Fair Ways Education. All students have an Education, Health Care Plan (EHCP) with a diagnosis of Autism and associated conditions. Most arrive to our schools after failing in multiple placements, in mainstream and specialist schools, due to either their extreme behaviour, poor attendance or non-attendance in full time education and most often over several years. Leaving without permission is classed as one of these behaviours and most of our students have displayed this in their previous education provisions.

1.2 Staff and other parties are reminded to read the following policies and practice guidelines in conjunction with this policy:

- Organisational Health Safety & Welfare Policy [DOC REF OR06]
- Supporting Behaviours of Concern Policy [DOC REF SC08]
- Individual Behaviour Management Plans (BMP)
- Individual Risk Assessments

1.3 The guidance is based on the assumption that a student leaves the school site without permission or have run away whilst offsite during a school activity, for both this refers to being out of sight from staff.

2 On the Main School Site

2.1 Each day, the Headteacher and the Deputy Head is responsible for the registration of the students which will be completed in the morning between 9.15am and 9.45am when they arrive at school either by school transport, parent / carer or school staff. It is the responsibility of the school staff team to take account for the whereabouts of every student. All students are staffed on at least a minimum 1:1 ratio.

2.2 Upon discovering a student is missing, or has decided to leave without permission, an immediate search is to be made of the school buildings with all available staff. The search should not exceed 10 minutes. All the usual areas the student may go should be searched. Each student has a one-page document for staff to follow in response to an incident of running away (Appendix A). Depending on the students running away document; If a student leaves without permission, school staff will attempt to follow by foot, or car will be used to follow the student in an attempt to persuade them to return to school or a place of safety.

2.3 Due to the complex needs of the students within GLADE School, and to avoid confrontation, some students are given a 'cooling off' period where they can take themselves to a safe space as indicated in their running away plan. In any situation

where the student leaves site, the school staff team will allow up to 20 minutes before the police are called and they are placed as a missing person.

2.4 As part of the Supporting Behaviours of Concern Policy, when a student runs away the following needs to be taken into consideration; the reason for the student leaving the school site (which will be defined by a fence) has to be assessed and the risk being off site poses to the individual. Due to the special circumstances of the school sites vicinity to private residential dwellings, industrial estates, railway line, water, main road and community areas, leaving the school site without permission must always be considered serious.

2.5 As previously mentioned, the response must be determined by the circumstances involved, therefore this policy can only give a guideline of responses rather than a straightforward answer.

2.6 The obvious categories to this problem are:

- leaving site creating a disturbance
- leaving site not creating a disturbance
- leaving site when unable to emotionally regulate
- individual risk assessment

2.6.1 These definitions inform immediate response and take into consideration the safety and security of the student. This can be greatly varied due to factors such as age, gender, maturity and emotional state.

2.6.2 A student leaving the site creating a disturbance must be dealt with in accordance with behaviour response level 3 (Supporting Behaviours of Concern Policy). This minimises the effect on surrounding areas and reduces disruption to other students and their education, who will undoubtedly wish to observe, if not participate.

2.6.3 However, a student leaving the site without creating a disturbance must be observed by a member of staff. This will go some way to ensuring the individual's safety.

This will fall more in line with a response to level 1 behaviour (Supporting Behaviours of Concern Policy DOC REF SC08). However, be aware that this could possibly escalate.

2.7 Multiple students running away may require a greater response. This will require a number of staff to be able to deal with the situation. The anticipation is that this will be an extremely rare occurrence and the only one to require additional manpower. This course of action is only required when all other approaches have failed.

3 Procedure if a student leaves without permission

3.1 The school staff team will adopt the following procedure if a student leaves the school site or their area of learning without permission:

- Where possible, a member of staff should follow the student at a safe distance and / or respond in line with the guidance from the student's running away guide, Individual Support Plans (ISP) and Risk Assessment.
- The Headteacher / Deputy Headteacher must immediately be informed of the situation, and / or Coordinator.
- The Headteacher / Deputy Headteacher or Coordinator will then, if appropriate, allocate further staff members to go and collect the student(s) and return them to school.
- The Headteacher / Deputy Headteacher or Coordinator will also inform the student's parent / carer and any relevant stakeholders to keep them updated.
- If the student leaves site without permission or does not return after a maximum of 20 minutes, the staff should contact the police and place the student as a missing person (MISPER) from school.
- If the police are contacted, the parents / carers should be informed and the incident number given so the incident can be traced outside of school hours.
- Where appropriate talk through the incident with the student involved.
- Complete and fill out an incident form on Clear Care.

4 Procedure if a student leaves without permission whilst Offsite

4.1 In addition to the above, the following procedures will also be adopted if a young person leaves without permission whilst offsite during a school activity out in the community. It is important that following an incident the issues that arise are addressed and staff should:

- Review the young person's individual Risk Assessment.
- Review the young person's Individual Support Plan (ISP)
- Where appropriate, talk through the incident with the young person involved.
- Complete and fill out an incident form on Clear Care.
- Inform all professionals involved with that particular young person.

5 Missing Children from Education

5.1 A child consistently going missing from education or running away regularly is a potential indicator of abuse or neglect. The school will monitor and share concerns with stakeholders in order to help identify any risks to ensure appropriate safeguarding responses are put in place with updated Risk Assessments and Individual Support Plans to prevent risk.

5.2 To help prevent the risk of a student going missing in the future, where reasonably possible the school will hold more than one emergency contact number for each student.

5.3 The school will report the following to the Local Authority:

- A student that has been removed from the school by their parents / carer and educated outside of the school system.
- A student that no longer lives within reasonable distance and has ceased to attend school.
- A student that is in custody for a period of more than 4 months due to a final court date.
- A student that has been permanently excluded.
- A student who staff are not able to physically see when visiting the home.
- A student who fails to attend school regularly, or who has been absent without permission for a continuous period of 10 days or more.

6. Associated Documentation & Legislation

- Organisational Health Safety & Welfare Policy[DOC REF OR06]
- Supporting Behaviours of Concern Policy [DOC REF SC08]
- Individual young person Behaviour Management Plans (BMP)
- Individual young person Risk Assessments

Appendix A – Individualised Leaving without permission document

Young Person Running Away Guide

Name of young person	
Date of birth	
Emergency contacts	
Medical information	
Description	
Possible risk when running away	**Response to risk**
Useful information/strategies	
When to inform police	

What happens just before?	**De-escalation to prevent this**