Fair Ways Education – 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 us 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 Fair Ways 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 young people within Fair Ways Education. All students have an Education, Health Care Plan (EHCP) and display challenging behaviour. Most arrive to our schools after failing in multiple placements, in mainstream and specialist schools, due to either their extremely challenging behaviour, poor attendance or non-attendance in full time education and most often over a number of years. Leaving without permission is classed as one of these extremely challenging behaviours and most of our young persons 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 young person ISP's (ISP's)
- Individual young person Risk Assessments

1.3 The guidance is based on the assumption that if a young person leaves without permission, they are either missing on the main school site, are out of sight from staff or have gone missing whilst offsite during a school activity.

2 On the Main School Site

2.1 Each day a register of young people will be completed in the morning between 9.15 and 9.45 when they arrive at school either by school transport, parent / carer or school staff. The register will be completed by the daily coordinator. It is the responsibility of the school staff team on site to take account for the whereabouts of every young person. All young persons are staffed on at least a minimum 1:1 ratio.

2.2 Upon discovering a young person is missing on site, 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 young person may go should be searched. Each young person has a one-page document for staff to follow in response to a leaving without permission incident (Appendix A). Depending on the individuals 'Running away guide'; If school staff

witness a young person leaving without permission, they will attempt to follow by foot, or a school unit car will be used to follow the young person in an attempt to persuade the young person to return to school.

2.3 Due to the nature of the challenging young people within Fair Ways Education, and to avoid violent confrontation, some young people are given a 'cooling off' period where they can take themselves outside into the playground and paddock area to calm as a regulation management technique, but in any situation where the young person runs offsite, the school staff team will allow 20 minutes before the police are called and they are placed out as a missing person. Any strategy such as a 'cooling off' period must be written up clearly in a young person's Behaviour Management Plan for the 20 minutes to be actioned.

2.4 As part of the Supporting Challenging Behaviours Policy, when a young person leaves without permission the following needs to be taken into consideration; the reason for the young person 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 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 three 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

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

2.7 A young person 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 young people and their education, who will undoubtedly wish to observe, if not participate.

2.8 However, a young person 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.

2.9 Multiple absconders require a greater response. This will require a number of staff in order 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 Young person leaves without permission

3.1 The school staff team will adopt the following procedure if a young person leaves without permission from the school site:

- Where possible, a member of staff should follow the young person at a safe distance and / or respond in line with the guidance from the young person's individual Behaviour Management Plan (BMP) and Risk Assessment.
- The Head of School / Deputy Head must immediately be informed of the situation, and / or Coordinator.
- The Head of School / Deputy Head or Coordinator will then, if appropriate, allocate further staff members to go and collect the young person and return them to school.
- The Head of School / Deputy Head or Coordinator will also inform the young person's parent / carer and social worker to keep them updated.
- If the young person absconds out of site, or does not return after 20 minutes, the staff should contact the police and place the young person as a missing person from school.

- If the police are contacted, the parents / carers and social worker should be informed and the incident number given so the incident can be traced outside of school hours.

4 Procedure if a Young person 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 absconding regularly is a potential indicator of abuse or neglect. The school will monitor and share concerns with social workers and the placing authority in order to help identify any risks to ensure appropriate safeguarding responses are put in place with updated Risk Assessments and Behaviour Management Plans to prevent risk.

5.2 To help prevent the risk of young people going missing in the future; where reasonably possible the school will hold more than one emergency contact number for each young person.

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

- A young person that has been taken out of the school by their parents / carer and educated outside of the school system.
- A young person that has ceased to attend school and no longer lives within reasonable distance.
- A young person that is in custody for a period of more than 4 months due to a final court date.

- A young person that has been permanently excluded.
- A young person who has been deleted from its register due to the above.
- A young person 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 leave without permission document

Young person leaving without permission guide

Name of young person	
Date of birth	
Emergency contacts	1. 2. 3.
Medical information	
Description	
Possible risk when absconding	**Response to risk**
1.	**1.** **2.** **3.**
2.	**1.** **2.** **3.**
3.	**1.** **2.** **3.**
Useful information/strategies	
When to inform police	**1.** If student is out of site for ** minutes. **2.** If student poses a danger to themselves or others. **3.** If student is about to commit an offense that cannot be managed by staff.