



VICTORIA COLLEGE
PREPARATORY SCHOOL

Policy	Behaviour		
Reviewer	Emily-Rose Le Cuirot/ Dan Pateman		
Reviewed	January 2026	Next review	January 2028
Changes	Adaptations to behaviour policy for children with high level behavioural needs The implementation of class charts		
Relevant CYPES policies	Positive Behaviour Support and Restrictive Physical Interventions Improving Behaviour and Reducing Exclusions Positive Behaviour, Exclusions and Part-time Timetables		

At VCP we are committed to enabling all pupils to achieve their full potential in a safe, secure and supportive environment. We seek to promote a high standard of behaviour based on mutual respect, self-discipline and positive learning dispositions. We endeavour to develop and nurture aspirational students who are respectful and resilient. These core values form the basis of our expectations for behaviour throughout the whole school community.

We recognise that high standards are best promoted when everyone within the whole school community, including parents, has a shared understanding of VCP's expectations for behaviour and that this is consistently applied. By promoting positive behaviour, we can build a safe, happy and caring school.

Whole school expectations

Expectations for behaviour and core values will be communicated to the whole school via an assembly at the start of the academic year. It is important that all school staff be present, including lunch time supervisors etc. The same information is then also discussed with all parents who attend their child's Parent Information Evening, lead by a member of SLT to ensure a consistent message is shared. Regular reminders of these expectations will be given in assemblies throughout the year.

During each term one of the core values will be the focus for the school. The staff and SLT will actively look for, highlight and reward examples of this core value and its importance will be reinforced in assemblies.

Our expectations:

Pupils: (Written in class-friendly and specific targets on Class Charter)

- Treating others with consideration and respect
- Listening when it is others turn to talk

- Following instructions from teachers and other staff
- Attempting to settle any disagreements in a respectful manner
- Asking for help when they need it
- Doing their best and letting others learn
- Telling an adult in school as soon as possible if they know of a problem (e.g. someone has been hurt)

Staff: (reminded in INSET days and during staff meetings)

- Recognise, praise and promote pupil's positive behaviour
- Refer to 'VCP Values'
- Model positive behaviours and build relationships
- Establish routines in the classroom that actively promote our core values
- Plan lessons that engage, challenge and meet the needs of all pupils
- Be calm
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Not to ignore or walk past pupils who are not following our values, unless known alternative provisions
- Communicate regularly with parents/carers through consultations and school reports or, when appropriate, informing parents/carers of concerns or exceptional performance
- Teacher to check uniform (Including PE/Games kit/shirts tucked in)
- Pupils are expected to stop and allow adults through doors first and should be thanked for doing so
- Movement throughout the school – in silence and on the left please, including on way to Games / PE, past year 6 and up to the gym
- Movement between teaching rooms should be supervised by the relevant staff and reiterate behaviour expectations e.g. walk down the stairs on the left, walk past the office silently, walk on the hill

Parents/Carers:

- Ensuring that their child arrives at school at the appropriate times
- Treating other people's children with respect
- Work closely with the school to ensure consistency
- Supporting the school's system of rewards and consequences
- Treating other parents/carers and staff with respect.

Parental Responsibilities

Working with parents is an important part of supporting our pupils at VCP. Communicating good behaviour to parents goes a long way in promoting positive behaviour and in paving the way for communicating poor behaviour to parents when necessary. It is not practical to inform parents of every incident, but they will be notified when the behaviour is of a sufficiently serious or persistent nature. Please see Appendix 3 for parent guidelines.

Positive behaviour management within the classroom

Good classroom management is key to promoting positive behaviour. It is the class teacher's responsibility to monitor and promote the positive behaviour of the pupils in their class.

At the start of each academic year, class teachers collaborate with their pupils to set positive behaviour expectations based on the school's core values. These expectations are signed by pupils, teachers, and regular classroom adults, displayed on a class charter. They are revisited each half term and reviewed with any new pupils.

Individual teachers have the autonomy to decide on additional positive reward systems in their classroom on the understanding that these are clearly communicated to their class / classes.

Teachers should be informed of pupils' needs through staff discussions to ensure consistent behaviour management. Adjustments to the classroom, individual behaviour charts, management plans, and risk assessments may be used to prevent challenging behaviour and reduce stress.

While punctuality and attendance across the school will be monitored by SLT, it is the class teacher who is likely to become aware of repeated incidents of poor punctuality in the first instance and should communicate with parents regarding this, logging the details on Class Charts.

Rewards/Incentives

We celebrate and encourage positive behaviour throughout the school appropriate to pupil's age and stage of development which will praise positive actions, efforts, learning traits, behaviours and standard of work. Adult's first attention should be on best conduct and will explain why they are praising rather than just saying 'well done'. Staff should routinely advertise the behaviours they do want to see.

The following rewards will be in place across the school:

Instant verbal praise	This is given by all staff and should be explicit in what the good behaviour was, and where possible refer to the VCP value. E.g., "James, well done for being so polite and respectful in the way you are walking through school."
Class Charts Point	Children should be awarded a credit on Class Charts that demonstrate our school values.
Silver stars Gold stars Platinum stars Diamond Stars Oak stars Granite stars	Certificates will be given in relation to how many credits a boy has achieved. Silver = 30 credits (4 silver stars available) Gold = 150 credits Platinum = 180 credits Diamond = 210 credits Oak = 240 credits Granite = 270 credits
Class internal rewards & recognition	Classes may have supplementary internal reward systems e.g., table points, good news notes home/emails/phone calls home to celebrate positive behaviour. The class teacher has autonomy over this as different pupils and classes have different needs. The values, rules and consequences must remain consistent across the whole school and the systems in place must not undermine the Core Values underpinned in this policy. Staff should consider how these rewards can be shared with home to promote a culture of celebrating good behaviour. Staff must frame the rewards in the language of the VCP Core Values. The aim is to develop self-motivation. It is vitally important that children experience success every day, and know and understand in what they have been successful.
Sharing with other members of staff and the Senior Leadership Team	Teachers will ask pupils to go and see a senior member of staff, subject leader or another teacher to show them their excellent work or effort and receive praise

Playtimes / Lunchtimes

We aim to reduce playground problems by ensuring all staff are aware of positive behaviour management, expectations, guidelines and routines. Behaviour during break and lunchtimes is monitored by the staff on duty. The playground guidelines are clearly explained and the pupils are given regular reminders during assemblies and in class.

Staff must make every effort to be out on duty from the beginning of break and be a visible presence, moving within their designated area. The use of mobile phones is not permitted when on duty. Any incidents dealt with by duty staff should be logged using Class Charts, via their own iPad, to communicate this to the class teacher.

Please also refer to the VCP Behaviour Steps in Appendix 1 which gives an overview of the following processes.

Dealing with minor behaviour incidents

e.g. Low-level disruption, not listening, preventing others from learning, being disrespectful to other people or their belongings

Good classroom management should keep negative, low-level behaviour to a minimum but, where incidents of this nature do occur, a verbal reminder **'chance'** will be given by the teacher, with pupils being reminded of the expectations and given a chance to address their behaviour. It is important that the pupil understands where expectations are not being met and the change required in his behaviour in order to meet these. It may be necessary to speak with the pupil privately or at the end of the lesson in order to discuss this.

If the undesired behaviour persists, a **'warning'** will be given and this will be logged on Class Charts, giving details of any action taken – appropriate to the behaviour displayed. The 'behaviour steps' demonstrates how this may be escalated.

Where it is deemed desirable for the pupil to have time away from their classroom / class for a short amount of time, they may be asked to work, under supervision, in **'reflection time'**. The child will be sent to their phase leader to complete a reflection document in their classroom (or sent to an available member of SLT if their phase leader is unavailable or themselves). Again, the pupil must understand why this step has been put in place.

If, after the above steps have been taken, the behaviour continues to persist, the pupil may be referred to the Deputy Headteacher or Headteacher. It may be necessary to implement individual behaviour management plans when reflection time has been visited three times in one half term.

Class Charts should be updated accordingly with actions taken.

Peer Mediation is a process where trained pupils help other pupils resolve conflicts or disputes peacefully, without involving staff initially. It's a way to teach young people conflict resolution skills, communication, and empathy. At VCP School we have a number of peer mediators who support the playtimes at school and are helpful in ensuring pupils at this school feel safe and happy.

Sanctions/consequences

We acknowledge that at times during a pupil's time at school, they may find the expectations at school challenging. Whilst positive behaviour strategies are employed, there are times when behaviours need to be addressed and supported by an adult. For many pupils the 'chance' stage will rectify the situation.

Some behaviours will need to be addressed by going straight to 'Reflection Time' due to the seriousness of the behaviour. Behaviours that lead to 'Reflection Time' (either through the warning system or straight to being sent to reflection) must be recorded on Class Charts and parents informed. If a situation requires another member of staff to support, this will also be recorded, and parents will be informed.

A school behaviour report is reviewed weekly by our phase leaders.

Where situations escalate/ skips steps on the VCP Behaviour steps:

Part 1- Dealing with more serious behaviour incidents

This may include but is not exhaustive of:

- Verbal abuse with intent to cause harm including swearing or inappropriate language (racial/homophobic language)
- Physical contact with intent (e.g., purposely kicking/hitting)
- Dangerous behaviour that puts the safety of others and/or self at risk
- Extensive damage to property
- Not following legitimate instructions of staff in line with the school's behaviour policy
- Theft
- Bullying
- Deceit
- Extreme disrespect

The seriousness of these behaviours may require additional intervention to that outlined in the step process. The consistency of language and restorative approach after the incident are still vitally important to ensure relationships are repaired and pupils are best supported.

These extreme behaviours will often require the immediate support of another member of staff, or even the SLT, to either cover the class whilst the teacher/support staff deals with the incident, or for the member of SLT to deal with the incident. It is important that the class-based adult is seen by the pupil to deal with or be involved in the process, 'picking up their tab' and maintaining respect and relationship with the pupil.

Incidents in the classroom are logged by staff on Class Charts, while incidents elsewhere may be logged by other staff. Class Charts notifies the class teacher, who can then consult the staff member who logged the incident. Relevant staff agree on next steps based on behaviour guidelines. The staff member handling the incident is responsible for informing the child's parents if needed.

The Phase Leaders will check the Class Charts log of events weekly and may, when thought necessary (3 recordings of one child emailed from class charts), speak to those pupils whose names appear. Behaviour reports will be discussed and evaluated once per half term in Half term welfare checks.

Bespoke Behaviour Steps

When a child does not respond to the school's behaviour steps due to individual needs, the Deputy Head will collaborate with the Headteacher, Class Teacher, SENCo, and, where appropriate, external agencies, to develop a tailored support plan – in the same style as our whole school policy. This plan will be shared with parents and clearly explained to the child. (Example in Appendix 2)

Behaviour charts

Where undesired behaviour persists, this should be communicated clearly to the pupil and parents. The pupil will likely require support in making the desired changes to his behaviour. This support should be adapted to the individual but possible strategies include:

- Regular communication with parents via phone calls, notes sent home in homework diary or email.
- Setting, monitoring and reviewing specific targets.
- The use of a behaviour chart to focus on short, manageable, achievable targets. This must be discussed with parents prior to implementation, alongside the class teacher and the deputy head. The behaviour chart will be signed by the teacher at the end of each lesson and will indicate whether or not the child achieved the

target set. The behaviour chart is taken home each day and signed by a parent/guardian and returned to school the following morning. This will also be signed at the end of the day by a member of SLT. The length of time a child is on a behaviour chart will depend on the effectiveness of this strategy in modifying the child's behaviour.

The context and understanding of the behaviour is important and should be understood to help shape the resulting actions in the event of a behaviour incident. Phase Leaders, the Deputy Headteacher, and SENCo are all able to support staff in making decisions as how to best proceed with actions. Details of actions taken should be recorded on the behaviour log in SIMS.

Consistent management plans

It may be necessary to implement individual consistent management plans where applicable, which should outline the actions to be taken in the event of a serious behaviour issue. The SENCO or Deputy Headteacher will be responsible for writing these plans in collaboration with the class teacher. These plans must then be communicated with all relevant members of staff, pupils and parents to ensure a consistent approach is maintained. Advice may also be sought from SEMHIT (Social, Emotional, Mental Health Inclusion Team)

MAYBO

The staff at VCP School regularly receive MAYBO training which focuses on de-escalation techniques and this will be used first in any serious/extreme situations.

Staff are requested to read our school policy 'Physical Intervention and Restraint' and the States of Jersey policy 'Positive behaviour, exclusions and part-time timetables'.

Part 2 - Managing High Level Behavioural Needs

At VCP, we recognise that universal systems are unlikely to meet the needs of all pupils. Pupils who need a higher level of support with their behaviour will have a bespoke Behaviour Support Plan. This may include a **Consistent Management Plan (Template in appendix 7)**, **risk assessments** (Appendix 6) and **procedures for staff in supporting behaviour**. The school values still apply to pupil's requiring this additional support, but the approaches to helping and support the right behaviour choices requires a more bespoke approach than outlined in Part 1.

Pupils who are unable to consistently follow the school values will have a behaviour plan and targets agreed using the format found in the appendices of this policy. This will involve input from parents, teachers, support staff and other senior members of staff e.g. SENCo or Deputy Head. The plan will be shared with all members of staff working with the pupil.

There are 2 levels of behaviour plan

1. Behaviour chart – or application on Class Charts 'Report Card' – this is often short term, specific to a certain part of the school day that a pupil is struggling with, or about one or two specific behaviour targets the pupil is working on. This may be in the form of a behaviour chart – time bonded, with an identified target, and means of recording whether the pupil has been successful in achieving the target at different points of the day/week. This should be regularly reviewed, and it would be expected that progress leads to the removal of this plan over time. This plan should be shared with staff and accessible for supply teachers.
2. Consistent Behaviour Management Plan – Using the template provided by SEMHIT, a Consistent Management Plan is designed to help support the needs of the individual through identifying baseline, rumbling, and crisis behaviours. This will be unique to each pupil with strategies that motivate the

required learning and consequences that work best and meet the needs of the pupil. The plan outlines what works well for the pupil, known triggers, and effective ways of managing challenging behaviours. The plan is devised in partnership between the adults who work most closely with the pupil, the SENCo, Deputy or Headteacher, and on occasions an advisor from SEMHIT. Parents should also be included in the formation and review of the plan. The plan should be reviewed after a significant incident, and at a minimum, should be reviewed termly. A pupil at this level of behavioural support may also require a risk assessment and Safer Handling Plan. Staff who feel a pupil should have a Consistent Management Plan should discuss this in the first instance with the Deputy Headteacher.

If a member of staff is faced with a potentially aggressive (physical or verbal) situation where they feel their own safety or the safety of others is at risk e.g., being in a room where a pupil is clearly emotionally heightened and aggressive, **then a dynamic risk assessment** of the situation is required and pupils and adults may need to exit the space. The staff member would inform any member of staff as soon as possible of the situation so that help and support can be sought. This could include a phone call to a senior member of staff, calling for help or asking a pupil to get another member of staff.

At this point a member of SLT would be involved.

Following any extreme incidents, the staff team involved will meet with the SLT member who supported and debrief/review the incident and decision making will be shared - this could be done at lunch or straight after school. It may be at this meeting the Behaviour Plan is amended/adjusted in light of current concerns.

Consequences of extreme and serious behaviours might include:

- internal suspension from the classroom or playground for a fixed period of time
- external suspension from the school/playground for a fixed period of time
- advice sought from Inclusion Team within CYPES (for persistent negative behaviours)
- parent/carer meetings with Class Teacher, Head/Deputy Head/SENCo over a period of time to agree strategies of support and monitor effectiveness and impact.

Restrictive Physical Intervention will only be used as a last resort and only in controlled situations where all other strategies to resolve any situation have been unsuccessful using qualified staff or as a duty of care. It will only be used in the primary interests of the pupil, their safety or the prevention of accident or injury to themselves or others. This will only be used as stated in the CYPES policy 'Positive Behaviour, Exclusions and the Use of Part Time Timetables'. Where pupils may require safer handling, a 'Safer Handling Plan' and 'risk assessment' will be completed which will be regularly reviewed and parents must sign.

Where the Headteacher has assessed that there is a Child Protection issue or criminal issue relating to an assault, contact with outside agencies (Social Services, Police, CYPES etc.) will be initiated.

Internal suspension and external suspension are seen as the very last resort and we will work tirelessly and proactively with pupils and parents to prevent this from occurring.

Pupils, teachers and parents will also receive support (as required) from other agencies such as Social, Emotion, Mental Health inclusion team, Educational Psychology, Well Being, Autism and Social Communication Inclusion Team. Please refer to the 'Positive Behaviour, Exclusions and the Use of Part Time Timetables' Policy.

Working closely with parents to provide a consistent approach to managing a pupil's behaviour will have the biggest impact, and thus communication and support is vital.

Detention

An incident that the Headteacher or Deputy Head deems sufficiently serious will result in a detention. The headteacher or deputy head must send a letter to the parents of the child informing them of the detention, outlining the reasons.

Detention will be a restorative process supervised by the Headteacher or Deputy Headteacher and will generally take place on a Wednesday 3.00pm – 3.45pm, unless otherwise stated on the detention letter.

Suspension and Exclusion

VCP will follow the procedures outlined in the section entitled 'Recommended Suspension Tariff' (Appendix 8) of the States of Jersey policy 'Positive Behaviour, Exclusions and Part-time Timetables'.

Staff role and training

The staff should model the behaviour desired by the pupils. It is important that a consistent approach is used and that each member of staff reacts to and deals with negative behaviour in a similar way.

Staff are made aware of training opportunities for the academic year and are encouraged to undertake training in those areas pertinent to their current class' behavioural needs.

The Role of the Senior Leadership Team

Consistency across the school is key to a successful positive behaviour system. The SLT will maintain a visible presence, build positive relationships, and support staff in managing behaviour, while keeping all stakeholders informed of relevant guidance.

Class teachers are primarily responsible for behaviour, but SLT will assist in maintaining discipline. Most pupils will respond well to the outlined strategies.

Pupils with specific needs will be managed sensitively, with necessary communication to staff. For persistent poor behaviour, a meeting involving the class teacher, SLT, pupil, and possibly parents will result in an individual support plan with clear expectations and consequences, shared with relevant staff.

Other support

At times we may seek support and guidance from other outside agencies if we have concerns about ongoing behaviour issues with certain pupils. We have a number of external departments that are available to support families at home, school or both. Through discussion with the class teacher and parents, the headteacher, deputy head or SENCo can offer guidance about whether other support networks may be a solution and make the necessary referrals or contact as necessary. We work closely with the Children's Services, Education Welfare Officer, SEMHIT, ASCIT, Educational Psychologists and CAMHS who can offer provision, advice or training to staff or parents.

Individual Pupil Risk assessments

Further support may be required for those whose behaviour poses a risk to themselves or others. Please see Appendix 4 for the VCP procedure which staff are to follow if a child becomes a risk to himself, others or property.

An Individual Pupil Risk Assessment will be carried out by the headteacher, deputy head or SENCo, class teacher, the pupil and possibly parents and revisited regularly. Please see Appendix 6 for template.

Where it is felt that a pupil's behaviour may put either himself or others in danger, after discussion with his parents and the headteacher, he may be withdrawn from extra-curricular activities, visits or residential activities.

Pupil Absconding

Please see Appendix 5 for the VCP procedure which staff are to follow if a child absconds (internal and external).

Physical Intervention and Restraint

Appendix 1: VCP Behaviour Steps



Classroom Behaviour Management Steps

It may be appropriate for children to jump straight to one of these options depending on the situation and behaviour displayed.

Step 1 – Chance

Classroom management – teacher uses established routines, systems, expectations to manage behaviour within the classroom. School values not being followed – explain reason for addressing behaviour - child given a verbal warning, also explained as a 'chance'.

Step 2 – Warning

Escalation of classroom management strategies – i.e. further reminders of expectations, internal strategies (move places, move name, etc). If behaviour continued – child given a warning, reminded of our school values and implications of addressing again.

Teacher discretion – play time/ lunchtime removed, but this will need to be facilitated by the staff member that made this decision.

Step 3 – Phase Leader, Reflection Time

Short term removal of pupil to Phase Leader (let them know, sending with a post-it know explaining why). Sensible child/ LSA/ member of the office to ensure child gets to phase leader. Teacher, please provide a task/ work for them to complete whilst with phase leader until the child is ready to return to class. Behaviour recorded on SIMS by member of staff dealing with incident. Class Teacher to communicate with parents.

Please note if your phase leader is not on site – send to other phase leader or ENCO.

Step 4 – Behaviour Chart

If phase leader is visited more than 3 times in a half term – this may result in a behaviour chart. Parents must be communicated with before this action is completed. Teacher to work with pupil to create: outline of expectations, target to achieve, length of time monitoring for and consequences. Parents to sign and return at the end of every week. (Photocopy)

Step 5 – Refer to Deputy Headteacher

If it has built up to this point, details should be recorded on SIMS as to prior actions taken.

Step 6 – Refer to Headteacher.

If it has built up to this point, details should be recorded on SIMS as to prior actions taken.

Step 7 - Detention

Further actions will be discussed and agreed by SMT, SENCo and class teacher. Detentions are given at the discretion of Headteacher, to be completed after school on a Wednesday by Head or Deputy Headteacher.

Appendix 2

Example of Bespoke Behaviour Steps



Classroom Behaviour Management Steps

It may be appropriate for children to jump straight to one of these options depending on the situation and behaviour displayed.

Behaviours leading to these steps may include: Running away from a teacher, refusing to follow a teacher's instructions, being rude, being defiant, hurting someone.

Step 1 – Chance

School values not being followed – being given the chance to make a better choice.

Step 2 – Warning

Behaviour continued, now being given a warning and reminded of possible next steps.

Step 3 – Timeout

Behaviour continued, child will be signalled to take some time-out and go and visit the sensory room where they can regulate their emotions.

Step 4 – Removal to a safe place

Behaviour continued, child will be removed by a member of SLT to a safe place.

Step 5 – Removal of Reward Time

Child will not be able to attend 30min reward time with Mr Pateman on Friday.

Step 6 – Internal suspension

Child will spend learning time in Mr Pateman or Mrs Le Cuirot's office.

Step 7 – Suspension

Following Government Positive /behaviour Management strategies – please see attached.

Appendix 3

Parent guidelines

In order to foster a working relationship with parents the school will:

- Welcome parents into the school.
- Maintain good communication channels.
- Provide positive feedback on work / behaviour via the homework diary, good news notes etc.
- Provide formal opportunities to discuss a child's progress at parent consultations.
- Encourage family involvement in school functions and fund raising events.
- Encourage parents to provide teacher support for visits.
- Once per term invite parents into school to view current work.

Parents have a major influence on their child's personality and behaviour. We actively encourage parent responsibility through:

- Ensuring that their son attends school in good health, punctually and regularly - this includes not taking holiday during term time.
- Ensuring that their son has correct uniform and is properly equipped.
- Providing prompt notes or phone-calls / emails to inform the school of absence.
- Providing support for discipline within the school and for the teachers' role.
- Ensuring that policies and guidelines for behaviour are supported.
- Being realistic about their son's capabilities and offering encouragement and praise.
- Participating in discussions concerning their son's progress and attainment.
- Ensuring early contact with school to discuss matters that affect their son's happiness, progress and behaviour.
- Allowing their son to take increasing personal and social responsibility as they progress through the school.
- Taking an active interest in the child's learning by keeping informed about life at Prep through parent meetings, homework diaries and other information from school.
- Adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

Appendix 4

VCP Staff procedures:

VCP Procedure for staff to follow if a child becomes a risk to himself, others or property

The duty of care that we have towards all pupils requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

For children who have been identified as likely to put themselves or others at risk an Individual Risk Assessment should be in place. This should be written by the class teacher with the support of SENCo and/or the Deputy Head and any relevant external agency.

The following document outlines procedures expected to be followed in the case of a pupil, or pupils, who respond in a manner which puts themselves or any other individual or property at risk of serious harm.

Staff should read and follow the following States of Jersey Education Policies in line with the VCP Positive Behaviour Policy:

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Positive%20Behaviour%20Support%20and%20Restrictive%20Policy%2020171031%20JR.pdf>

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Improving%20Behaviour%20and%20Reducing%20Exclusion%20Policy%2020160510%20CC.pdf>

For pupils who pose a risk for behaving in a way which puts themselves or others at risk of harm. These pupils should have an Individual Risk Assessment to help identify and manage triggers, actions, and consequences. These plans should be written with the support of the SENCo and/or Deputy Headteacher - with the support of external agencies such as SEMHIT if applicable. These plans should outline the procedures that will follow in the case of an incident.

In the unlikely event that a child without an individual risk assessment behaves in a way which puts themselves or others at risk of serious harm, then the following procedures may be followed:

- Attempt to deescalate the situation using MAYBO training/advice.
- Call for support – either using a member of staff from the year group, calling the office, Headteacher, Deputy Headteacher or SENCo or sending another member of the class to the office to ask for assistance.
- A lead member of staff will direct the course of action.
- The resulting actions will depend on what behaviours are being displayed and the context of the situation. The lead member of SLT will take a lead on the appropriate course of action in regard to the behaviours being displayed.
- Details of the incident must be logged on Class Charts and parents must be informed.
- Parents may be called in to help deescalate the situation.

Appendix 5

VCP Procedure staff to follow if a child is to abscond (internal and external)

The following document outlines procedures expected to be followed in the unlikely case of pupils who abscond.

The duty of care that we have towards all pupils requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

<u>Internal absconding</u>	<u>External absconding</u>
Where the pupil leaves the care of the responsible person without permission but remains on the school site	Where a pupil leaves the school site without permission
Where a pupil leaves a lesson without permission but remains on the school site	Where a pupil leaves an offsite provision without permission e.g. Games lesson
Where a pupil leaves an after-school club without permission but remains on the school site	Where a pupil leaves a defined area or supervision of the responsible adult without permission. e.g. educational visit

Preventative measures

Site security

- Regular site checks carried out and Headteacher present on regular Health & Safety meetings at VCJ.
- Standing item on SLT and Staff Meeting agendas to give staff opportunity to raise any site security concerns.
- Procedures set out in staff handbook in locking school gates during the school day.
- Site security review carried out by SMT.
- FOB entry system
- Fire exits to be alarmed.

Effective supervision

- Pupils should not be left unattended and ratios must be adhered to at all times.
- Handover times between teachers should be in line with expectations set out in the staff handbook.
- In some cases, additional support may be required which would be set out in an Individual Pupil Risk Assessment or a Risk Assessment for an external visit or school trip.

Individual Pupil Risk Assessments

- Where there is a foreseeable risk of absconding, there should be an Individual Pupil Risk Assessment in place for that child.
- The Assessment should clearly outline the individual control measures to reduce the risk of absconding.
- The class teacher should complete the Assessment with the support of the SENCo and/or Deputy Headteacher and external agencies if applicable.
- Resources can be found in Appendix 1 and 2 of the following States policy to help:
<https://www.gov.je/SiteCollectionDocuments/Education/P%20Positive%20Behaviour%20Support%20and%20Restrictive%20PI%20Policy%2020171031%20JR.pdf>

Actions to be taken in the event of a child absconding - External visits

If there is a foreseeable risk of absconding, an Individual Pupil Risk Assessment should be in place for that child. This should be discussed with the parents prior to the trip and any agreed actions put in place before the trip where possible.

The class teacher should complete this process with the support of the SENCo and/or the Deputy Headteacher and this communicated and shared with the parents.

If the pupil is missing, use and follow the Child Missing from Education Policy. The Critical Incident plan may be implemented.

In principle, the following actions should happen in the event of a pupil absconding whilst on a school trip:

- A member of staff will immediately alert the trip leader, this lead person will direct the course of action.
- If the pupil remains on site, the trip leader will direct staff accordingly drawing upon additional staff to ensure that both the pupil (s) who has absconded and the rest of the pupils are supervised.
- It is important to note that actions taken will depend on the individual pupils involved and any Risk Assessment already in place.
- The aim is to deescalate the situation safely, using conflict management techniques (MAYBO) or actions identified on risk assessment to re-engage the pupil back in to a safe environment. Call upon other members of staff to support if needed, or to take on a lead role.
- If situation continues, refer to the individual risk assessment for next steps if applicable, and call SLT for support and further actions will be decided.
- Post event – ensure situation is logged, and SLT informed of situation. Check in with staff involved and debrief on what has happened. Evaluate the risk assessment and consider any amendments that need to be put in place. SLT can support in this.

Actions to be taken in the event of a child absconding

The actions taken in the case of a child absconding will vary depending on the case and situation that has occurred. Children who have been identified at risk for absconding should have an Individual Risk Assessment which must be followed. In the unlikely case of a child without a plan absconds, the following procedure should be followed.

In principle, the following actions should happen in the event of a pupil absconding:

1. A member of staff will immediately alert the Headteacher, (in his absence) the Deputy Headteacher or the deputising Senior Leader; this lead person will direct the course of action.
2. If the pupil remains on site, the lead SLT member will direct staff accordingly drawing upon additional staff to ensure that both the individual and the rest of the class are supervised. The following actions will depend on the individual and any Risk Assessment already in place.
3. If the pupil is missing, the 'Lost Child Procedure' will be followed.

If the pupil is attempting to leave the school site, or actually leaves the school site but is still in sight of staff:

1. The lead member of SLT will direct the course of action.
2. A member of staff who ideally knows the pupil well and has a good relationship with the pupil will follow the pupil to the perimeter fence, exit or gate and will attempt to deescalate the situation safely.
3. As active pursuit may encourage a child to leave the site and may also cause the pupil to panic; possibly putting him at risk by running onto a busy road, staff will not chase but will try to keep a child in sight at a distance.

If the pupil leaves the school site and is missing:

1. The lead member of staff will direct the course of action and implement the 'Lost Child Procedure'

Parents and Carers

Parents and carers of pupils are responsible for supporting the work of the school and encouraging their children to keep to all school procedures and policies.

Once school has informed the parents that their child has absconded, parents and carers are responsible for actively supporting the school with subsequent procedures and actions. This could include coming into school to help secure the safety of their child as well as meeting with a Senior Leader in order to agree subsequent actions.

Monitoring and Evaluation

Each incident will be monitored and evaluated by the class teacher and SLT.

Appendix 6

Individual Risk Assessment

Name of pupil: Class teacher:					
Support in place for pupil: Additional preventative measures:					
Identified risk or Situation of concern	Risk	Proactive interventions to prevent risk	Reactive interventions to respond to and manage risk	Possible further actions to be considered/ taken	Evaluation and reflection (to be completed post event)

Appendix 7

Example of Consistent Management Plan

Consistent Management Plan

Pupil Name: DOB:		Class Teacher: School:		Date of plan: Review date:	
Strengths:					
Concerns/functions of behaviours:					
Targets area/need:	(SEMH Interventions) How will it be met?	Who is responsible?	When will it be completed by?	How will you know Target has been achieved?	
1.					
Date:					
2.					
Date:					
<u>Baseline Behaviours</u>		<u>Positive Reinforcement Strategies (related to Baseline Behaviours)</u>			
<u>Triggers</u>		<u>Primary Preventative Strategies (related to Triggers)</u>			
<u>Rumbling Stage Behaviours</u>		<u>Secondary Preventative Strategies (related to Rumbling Stage Behaviours)</u>			
<u>Crisis Stage Behaviours</u>		<u>Tertiary Reactive Strategies (related to Crisis Stage Behaviours)</u>			
<u>Recovery Stage Behaviour</u>		<u>Secondary Supportive Strategies (related to Recovery Stage Behaviours)</u>			
<u>Post Crisis Depression Stage Behaviours</u>		<u>Support Strategies (related to Post Crisis Depression Stage Behaviours)</u>			