

YEADON WESTFIELD JUNIOR SCHOOL



BEHAVIOUR AND RELATIONSHIP POLICY

September 2025

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

We believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice or extreme views.

Yeadon Westfield Junior School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. This policy is written in line with our agreed policy for GDPR.

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INTRODUCTION/PURPOSE

Yeadon Westfield Junior School has adopted a positive behaviour and relationship policy with a Restorative Practice philosophy. This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of all our community members. Restorative Practice aims to build the Yeadon Westfield Junior School community and to strengthen, and, if necessary, repair relationships within this community. This approach is supported by the Thrive programme and work which is carried out throughout school.

We, at Yeadon Westfield Junior School, endeavour to create a caring and inclusive community that nurtures and supports every child by building positive relationships; that values everyone's unique worth and contribution and one that empowers every member to achieve their fullest potential. It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning and where care and respect build self-esteem, self-belief, independence and self-motivation.

This policy aims to:

- Establish clear expectations of behaviour.
- Treat everyone fairly and consistently and with respect.
- Encourage pupils to be responsible and reflective of their own behaviour.
- Provide opportunities to develop empathy and, to care about the needs and rights of others.
- Prevent all forms of bullying.
- Work together with parents / carers to create partnerships.
- Embed the use of Restorative Practices in all aspects of school life.
- Follow the principles of the Thrive approach.

The school governors who have overall responsibility for standards of behaviour within school will be given regular reports on behaviour within school. Miss Pound analyses data regarding behaviour and meets to discuss this half termly with the Head Teacher/SENCO.

EXPECTATIONS

The expectations of children's behaviour follow our 3 school rules of:

- **Be ready.**
- **Be respectful.**
- **Be safe.**

These expectations will allow children:

- To aim high and achieve their goals.
- To learn in an environment free from disruption.
- To be encouraged and praised for good work and positive behaviour.

We believe that pupils should learn from their behaviour to actively strive to improve. We believe that pupils should learn the natural consequences of their actions. We actively encourage children to reflect upon their behaviour, and we teach the natural consequences of not meeting expectations. For example, if we are kind to others, the natural consequence is that they be kind back to us. We actively encourage our children to, 'Do the right thing because it is the right thing to do'. This reinforces the expectation that children can self-manage their behaviour.

We believe that high expectations should be equally high for everyone, to enable everyone to feel safe, happy and able to learn to the best of their ability. We understand that not all pupils will be able to meet these expectations and therefore we will provide additional support to enable them to meet the expectations.

LEARNING BEHAVIOURS

Our learning behaviours are referenced frequently by all staff and are displayed in all classrooms (see appendix 1):

- Eyes looking
- Ears listening
- Hands empty
- Voices off
- Body calm

MOVING AROUND SCHOOL

At Westfield we use 'Mindful Movement' as a way to promote positive movement around the school. The Three Cs – Calm, Careful, Considerate – should be referenced and promoted wherever movement around the school grounds occurs.

ENCOURAGING & REWARDING APPROPRIATE BEHAVIOUR AND WORK

Our policy is based on a positive approach, where rewards and encouragement are the main strategies used to promote good behaviour. Praise and positive feedback that is specific will establish positive behaviours for learning. We use many opportunities to praise and reward children including:

- The Westfield Rainbow (see Appendix 2).
- Special reward in the Friday Celebration assembly for children who have been 'Golden Stars' on the Westfield Rainbow (5 children per class each week).
- Friday Celebration Assembly: OWL Awards are given out to those children who have demonstrated appropriate behaviour throughout the week (2 per class). Children who have been Golden Stars on the Westfield Rainbow that week are clapped and celebrated. They sit on a gold cushion which they can then sit on for the following week in class. They receive a special golden star certificate and their names are included on the following weeks school newsletter.
- School follows the Mind Mate lessons and themes for each half term and also use well-being and mental health support.
- Purple sticker given out at lunchtime.
- Rainbow Table – a lunchtime table is chosen each day for good manners and quiet talking etc and on a Friday lunchtime, one table will be the Rainbow Table. They have juice and other rewards.
- Daily class check-in circles where children focus on the Zones of Regulation.
- Fun Zone ~ on the last Thursday afternoon of each half-term a range of different activities are led by staff such as arts & craft, PE, baking, film zone, ICT.
- A child from each class shows good work in the Friday Celebration Assembly which is then displayed on a board on the playground.

CONSEQUENCES

If children display inappropriate behaviour, consequences will be employed swiftly, consistently, and discreetly, based upon pupils' level of development, needs and circumstances. The agreed procedure at Westfield Junior School is to reflect on this behaviour through restorative time and to work through restorative actions.

The staff member will record movement through the behaviour system discreetly to ensure consistency and accuracy. This will be followed up with a description of the behaviour the staff member would like to see.

Stage 1: first reminder. The staff member will say, "John, you are not showing one of our learning behaviours because you are talking to other children and distracting them. I would like to see you focusing on the lesson. This is a first reminder and I will have to write your initials down". The staff member will keep a record of children on reminders on their desk.

Stage 2: should the problem behaviour persist, the child is given a second reminder. The staff member will say, "John, you are still not showing one of our learning behaviours as you are continuing to talk. You may receive a restorative slip if you continue to do this". The child's initials on the desk are then ticked.

If children change their behaviour and make the right choice about their behaviour, they can come out from Stage 1 or Stage 2 and go back to green on The Westfield Rainbow.

Stage 3: should the problem behaviour persist, the child will receive a restorative slip. The staff member will say, "John, you are still not showing one of our learning behaviours, you will now receive a restorative slip which might mean I need to call your parents/carers".

The child will receive a restorative slip which they will complete in Restorative Time during assembly on the same day with Miss Pound (or with a member of SLT on a Tuesday or just before assembly on a Friday). The details of the incident will be completed by the member of staff who has issued the slip.

During Restorative Time, the child will need to discuss with and reflect upon these restorative questions with a member of staff (see Appendix 3):

- **What were you thinking and feeling when this happened?**
- **Who has been affected and how did they feel?**
- **How can we do things differently in the future?**

Stage 4: should the problem behaviour persist, a phone call home/contact with parents/carers will be made.

If a child receives a restorative slip that requires a phone call home it is the responsibility of the child's class teacher/learning mentor to ring the child's parents/carers to explain why it has been given.

Any children in Years 5 and 6 who forget to bring in their reading record within a week, will spend their break time completing reading practice.

If a child receives 5 restorative slips within a half term, they will lose their Fun Zone.

Any school councillors/harmony/sports reps etc who receive 3 restorative slips during a half term may lose their privilege of being that representative and the role will fall to another member of the class. Any children who receive 3 restorative slips during a half term will also not be able to represent the school through sporting or other events.

SUSPENSION OR PERMANENT EXCLUSION

Suspension (or in rare circumstances, permanent exclusion) is an extreme option used with great reluctance. In the event of a suspension/exclusion, the procedures established by the Leeds Education Authority will be followed (click [here](#) to view the DfE Guidance for Parents on Behaviour and Exclusion).

RESTORATIVE SLIPS

Children may be given an instant restorative slip without progressing through stages 1 and 2, in some instances where the behaviour has been severe e.g. hitting another child/physical violence towards another individual, the parent/carer will also be contacted. For instances when a slip may be required, a restorative circle is completed with the child/children.

If a child has received a restorative slip at break time or lunchtime, that member of staff must inform the class teacher at the end of break/lunch. If a phone call home is required and has

been given by a member of teaching staff, they will inform the parents. If a restorative slip has been given by a member of support staff/lunchtime supervisor, the class teacher or Learning Mentor will inform the parents. Lunchtime supervisors must complete a restorative slip before leaving and inform the class teacher.

When our pupils find themselves in conflict or upset we will ask all the people involved to stand in a circle and each person is asked the following questions in turn. Everybody gets a turn to speak individually and is listened to:

- **What happened?**
- **How did it make you feel?**
- **What needs to happen to put this right?**
- **Have you been listened to?**

Any language which is offensive (or could be interpreted as such), regarding, for example, gender, sex, race or religion (protected characteristics) is not tolerated and will result in an instant restorative slip that requires a phone call home. This will also be recorded on a 'Stop Hate' form.

All measures will be taken to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory behaviour) and deal with this behaviour should it occur.

Sexual violence or sexual harassment between children which may occur through an individual child or group of children sexually assaulting or sexually harassing a single child or group of children. This may occur physically and/or verbally either online or in person.

All of these behaviours must be addressed. Staff must always maintain an attitude of "it could happen here" in line with KCSIE (2021). Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps problematic, abusive and/or violent behaviour in the future.

In implementing this policy we aim to encourage children to develop a positive approach to life. We strive to take account of community family and cultural backgrounds of children in school and be sensitive to them. We see community involvement as a two way process in which differences in view are respected, unacceptable behaviour is rejected while remain positive about the child and the community served by the school. If a PIR (physical intervention report) has had to be completed for a child, parents must be informed. Please see our Care on Control policy for further details with regards to safe handling of children.

Written by: Helen Swallow and Gemma Pound – July 2025

Ratified by governors: September 2025

Policy renew: September 2027

Show Me 5

Learning Behaviours

1. Eyes looking.



2. Ears listening.



3. Hands empty.



4. Voices off.



5. Body calm.



APPENDIX 2 – THE WESTFIELD RAINBOW



Purple

I will go in purple if I have soared high and reached for excellence and showed our learning behaviours.
I will come home with a purple sticker – please ask me why I received it.

I start on green at the beginning of each day and stay here if I follow our school rules.

Reminder

If I have chosen not to follow our school rules, I will be given a reminder.
If I continue to not follow our school rules, I will receive a second reminder.

Restorative Slip

If I continue to not follow the school rules, I will receive a restorative slip.
This may mean my parents need to be told. I will complete my slip during restorative time.

APPENDIX 3 - THE RESTORATIVE APPROACH

**Our job is to teach the PUPILS we have,
NOT those we would like to have,
NOT those we used to have,
But those we have right now ALL of them.**

At Yeadon Westfield Junior School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has made the wrong choice with their behaviour, they will be asked to try to put things right and to change their behaviour for the future.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their say AND be listened to.

If there are any issues or conflict between children or even adults they are dealt with in a restorative way. The language used is calm, fair and respectful.

When our pupils find themselves in conflict or upset we will ask all the people involved to stand in a circle and each person is asked the following questions in turn. Everybody gets a turn to speak individually and is listened to:

- **What happened?**
- **How did it make you feel?**
- **What needs to happen to put this right?**
- **Have you been listened to?**

Pupils will answer the following restorative questions during Restorative Time:

- **What were you thinking and feeling when this happened?**
- **Who has been affected and how did they feel?**
- **How can we do things differently in the future?**

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has made the wrong choice with their behaviour, we expect them to take responsibility for their actions and to help resolve the situation.

Behaviour Expectations at YWJS

I will be ready:

- Show 5.
- Have the equipment I need on the table at the start of a lesson.
- Put equipment away at the end of a lesson (including jumpers).

I will be respectful:

- Use polite manners.
- Hold the door open for others.
- Use kind words.
- Follow instructions.
- Listen to others.

I will be safe:

- Keep my hands and feet to myself.
- Respect others' body boundaries.
- Calm voice.
- Be in the right place.
- Good walking around school.

Behaviour Expectations at lunchtime

I will be ready:

- Hands washed (Y3/4) or gelled (Y5/6).
- Walk in calmly.
- Table clear/set for the next sitting.
- Table wiped and cleared underneath.
- Show 5.
- Collect coats/jumpers before leaving the hall.

I will be respectful:

- Use polite manners.
- Use kind words.
- Follow instructions.
- Listen to others.
- Talk to people on my table with a quiet voice.
- Respect lunchtime equipment and the pavilion.

I will be safe:

- Keep my hands and feet to myself.
- Stay in my seat unless I ask to move or have a lunchtime job.
- Be in the right place.
- Good walking.

APPENDIX 5 – OUT OF SCHOOL DISCIPLINE

Parents and carers have primary responsibility for their children outside of the school gate, however there may be occasions when school staff may have to deal with off -site behaviour issues such as non-criminal bad behaviour and bullying, including cyber-bullying, which occurs off the school premises and which is witnessed by a staff member or reported to the school.

What the law allows: The Department for Education released the following statement in regards to bullying outside of school premises: “Head teachers have the legal power to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises.”

Through Section 89 clause 5 of the Education and Inspections Act 2006 Head Teachers have the power to discipline their students for any bullying incidents outside of school “to such an extent that is reasonable.”

Teachers may discipline pupils for misbehaviour when the pupil is: taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform, in some other way identifiable as a pupil at the school, misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

YWJS will support parents/carers with aspects of behaviour outside school however, incidents that happen at home should, in the first instance, be the responsibility of the parent/carer.

APPENDIX 6 - SEARCHING PUPILS

Ensuring school staff and pupils feel safe is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Headteachers, and staff they authorise, have a statutory power to search a pupils or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- 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 property of any person (including the pupil)
- Tobacco and cigarette papers (including vapes)
- Fireworks

Other items which school deems are items which may be searched for:

- Lighter/matches
- Mobile phone
- Any additional items which may be seen as putting children at risk.

When exercising their power, schools will consider the age and needs of the pupil being searched/screened. This includes the needs or learning difficulties or pupils with SEN and make reasonable adjustments that may be required where a pupil has a disability.

Searches may need to be carried out with immediate notice of the unsafe item. The headteacher authorises that all members of YWJS staff may carry out a search if necessary, as our priority is to keep all members of the school community safe at all times, however this should be carried out by SLT if possible and if time allows. Any member of staff who has carried out a search (where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item outlined above) must inform the DSL.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The staff member should always seek the co-operation of the pupil before conducting a search. If the pupils is not willing to co-operate, the member of staff may sanction the pupil in line with behaviour policy. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for prohibited items but NOT search for items that are only identified in the school rules.

DURING A SEARCH

An appropriate location should be found, preferably away from other pupils. It must only take place on the school grounds of where the member of staff has control or charge of the pupil e.g. a school trip.

The only exception to this is if the member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency. There must be another member of staff present as a witness to the search. A member of staff may search a pupil's outer clothing, pockets, possessions, desks, drawers or lockers.

If a pupil is found to be in possession of a prohibited item listed above, then the staff member should alert a DSL and the pupil should be sanctioned in line with this policy.

Any search by a member of staff for a **prohibited item** should be recorded (cause for concern form) including whether or not an item is found. Record: date, time, location of search, pupil's name, who conducted the search and any other adults/pupils present, what was being searched for, what items (if any) were found, what follow-up action was taken as a consequence of the search.

Parents should **always** be informed of any search for a **prohibited item** that has taken place and the outcome of the search.

Staff can confiscate any item that they have reasonable grounds for suspecting poses a risk to staff or pupils, or is prohibited or identified in the school rules for which a search can be made. When a person conducting a search finds alcohol, tobacco, a vape, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

APPENDIX 7 – BULLYING

If you are being bullied

DO:

- Ask them to STOP!
- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Ask for help & support from your friend.
- TELL SOMEONE you trust straight away.
- Use your class worry box.

DON'T:

- Retaliate (do something bad to them).
- Think it's your fault.
- Hide it or keep it a secret.
- Be a bystander.



What are your rights?

- We have the right to be happy and not feel scared.
- We have the right to have a good education.
- We have the right to enjoy being at school.
- We have a right to make all the right choices.
- We have a right to make our school a place where everyone can feel safe and happy.

Do NOT be a Bystander!

- Being a bystander is when you witness bullying happening but do not do anything about it. Never be a bystander. Always tell a trusted adult.



Treat others how you want to be treated



Yeadon Westfield Junior School's

Anti-Bullying Leaflet For Pupils & Parents

By The Harmony Reps.

What is Bullying?

Bullying is when someone hurts another deliberately more than once.

SOCIAL Bullying

- Lying & spreading rumors
- Leaving someone out on purpose
- Telling others not to be friends with someone
- Embarrassing someone in public
- Damaging someone's social reputation or relationships

VERBAL Bullying

- Name calling
- Insults
- Teasing
- Intimidation
- Homophobic or racist remarks
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

CYBER Bullying

- Posting/sending hurtful texts emails or posts, images or videos
- Making online threats
- Imitating others online or using their log-in
- Deliberately excluding others online
- Spreading nasty gossip or rumors

PHYSICAL Bullying

- Hitting, kicking, slapping, pinching, spitting, tripping, pushing, blocking
- Stealing or destroying someone's possessions
- Making mean or rude hand gestures
- Touching in unwanted & inappropriate ways

When does Bullying happen?

SEVERAL
TIMES
ON
PURPOSE



Bullying is conscious, deliberate and calculated. It is usually repeated over a period of time. The behaviour is repeated frequently and is not a one-off incident.

To tackle any cases of bullying, parents and schools need to work together in partnership.

We promise to always treat bullying seriously.

Who can I tell?

START
TELLING
OTHER
PEOPLE

NSPCC
Advice and Helpline
0808 800 5000

kioscope
Kioscope Parent Advice Line
020 7823 5430

NATIONAL BULLYING HELPLINE
Helpline for children and parents
0300 323 0169

THE MIX
Helpline for under 25s
0808 808 4994

YOUNG MINDS
Young Minds Parent Helpline
0808 802 5544

SAMARITANS
Contact a Samaritan
116 123

Professionals Online Safety Helpline
Professionals Online Safety
0844 381 4772

Stop It Now!
Confidential Help & Support
0808 1000 900

- A Trusted Friend
- Parents/Carers
- Teaching Staff
- Mrs Stokey
- Harmony Rep.

APPENDIX 8 - ANTI – RACISM

All pupils have the right to be treated with respect and to feel safe with regard to their individual ethnic background. They have the right to receive their education in an environment which is free from humiliation, oppression or abuse on racial grounds.

Parents/Carers should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with, and that help, and support will be given to all involved.

Definition of racism: racism is when a person has deliberately been abused, harassed or discriminated against, or perceives this to be the case, in relation to their racial, ethnic or religious identity.

Our school community recognises and nurtures the identity of children of all races and cultures. Our school strives to develop positive anti-racist language, awareness, images and strategies in order to create policies, practice and an environment which reflect that all people are equally valued, and that harassment will not be tolerated.

Our school will be proactive in celebrating achievements, both of individuals and groups of all ethnic backgrounds. All children need to see and share a range of cultures which are positively valued. Through appropriate personal, social and health education, school assemblies and curriculum, pupils will be shown that racism, in any form, is unacceptable.

The role of staff

- All staff should be always vigilant in class and in the playground, in order that racist behaviour does not go undetected.
- All staff should act as soon as possible and ensure that all interaction is carried out confidentially.
- Staff should remain calm and take time to listen impartially to all involved.
- Staff should avoid labelling pupils as racist and victim; after an incident both pupils may need support to rebuild or reinforce self-image and self-esteem.
- All reports of racist incidents will be logged on CPOMs and the designated safeguarding leads alerted and a Stop Hate form will be completed.
- School will contact parents/carers of the pupils involved and suitable consequences or next steps will be discussed with all parties involved.

Work to address the issues of racism and equality should be taught through the curriculum. There are a wide range of strategies which teachers and staff can adopt:

- Providing positive images and role models in resources and displays which reflect the experiences and backgrounds of all children in our multi-cultural society.
- Examining existing resources to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated.
- Exploring with the children at an appropriate level, issues of racism in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice.
- Encouraging co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom.

- Having high expectations of all children and demonstrating our confidence in their ability to achieve.

The role of the pupil

- All pupils should adhere to our school's behaviour policy. Pupils have a responsibility to report any incidents of racism.
- Pupils should ask for help from staff to diffuse a difficult situation. They should not retaliate but ask for help from staff.

The role of the parent/carer

- Parents/carers should support the school's policy on anti-racism and will inform the school if they believe a racist act has occurred at school.
- Parents/carers of a pupil who is responsible for racist conduct are encouraged to play an active role in dealing with it.

The role of governors

- The governors are responsible for monitoring and reviewing this policy.
- They will support the head teacher and staff in the implementation of this policy.
- They will be fully informed on matters concerning racism.
- They will regularly monitor incident reports and actions taken.

APPENDIX 9 - ADVICE TO STAFF ON CHILDREN WHO LEAVE PREMISES WITHOUT PERMISSION

1. If the child is within the school grounds, do not chase after the child or send other children after him/her. This tends to make the situation worse. If the child is on the boundary and can be seen, allow 'cooling off' time and then walk over and try reasoning/distraction tactics. If necessary, call for additional support.
2. If the child manages to get out of the school grounds, follow at a safe distance, do not chase after the child and alert other staff for support. If possible, try to talk/coax them back into school grounds. The parents must be rung immediately. If they are near to or likely to run onto a main road, e.g. the A65, ring or ask someone in the office to dial 999.