



## **Ysgol Plas Brondyffryn Absconcion Policy**

This Policy has been written to cover all sites belonging to Ysgol Plas Brondyffryn. This includes:

Ty'n Fron – Primary Site

Park Street – Secondary Site

Ty'r Ysgol – Ages 14 – 19

Gerddi Glasfryn – Residential Site

*Please note that whenever the term Brondyffryn or School appears it is therefore referring to all of the above sites.*

### **1. Description of School and its Community**

Ysgol Plas Brondyffryn is a Local Authority Residential Special School maintained by Denbighshire Education Authority. The school specialises in meeting the needs of children/young people with Autistic Spectrum Disorders (ASD) aged 3-19 years. As a Regional school, Ysgol Plas Brondyffryn welcomes children/young people from across North Wales and the closer counties of England. Our policies are relevant to all our children/young people regardless of county of residence.

The majority of the children/young people are from English speaking families. For most children/young people, Welsh is taught as a second language. However, children/young people from Welsh speaking families are educated in Welsh. The majority of the children/young people are boys due to the higher prevalence of autism in males.

At YPB we are conscious of the need to maintain a low arousal environment which has been shown to be beneficial for individuals with ASC, reducing their anxiety and aiding concentration. To this end, we strive to keep all areas tidy and free from clutter; to make sure classroom displays are orderly and muted in colour; to communicate information in a clear and concise manner and to aim for a quiet and calm atmosphere. The approach varies on each site as dictated by the needs and abilities of the pupils and our aim is always to organise the environment as far as possible to promote independence in our young people.

### **2. Description of Policy Formation and Consultation Process**

This Policy has been formulated by a working party consisting of the Senior Leadership Team. Staff, governors and parents were consulted before the Policy was finalised and formally adopted by the Governing Body.

### **3. Purpose**

This document aims to give staff at Ysgol Plas Brondyffryn clear guidelines on dealing with pupils who abscond from school or while attending out of school activities.

### **4. Background**

Many of the pupils who attend Ysgol Plas Brondyffryn need direct supervision at all times due to the nature of their learning difficulties. They have great difficulty in recognising the dangers associated with the wider world and consequently prompt and organised action is required if pupils abscond.

### **5. Person with Responsibility**

It is the responsibility of all members of staff to report a pupil in their care who has absconded. In order to ensure no time is lost in initiating the procedure outlined in this document the absconsion should be reported to the class teacher and a senior member of staff immediately.

### **6. Procedure for Absconsion from school premises**

1. A search of immediate area or places the pupil is likely to have hidden should start immediately. This should be supervised by the class teacher and careful note should be made of the time the pupil was reported missing.
2. Parents to be informed.
3. Police informed of potential need to use them.
4. If after 20 minutes pupil is not found, the absconsion is officially reported to the police who will take responsibility for co-ordinating further action.
5. Parents informed of developments and of the police involvement.
6. A careful note of where the pupil was last seen, what they were wearing, specific medical needs and any possible interests or obsessions that may assist in the search (e.g. an interest in trains) should be given to the police.

### **7. Procedure for Absconsion while on an educational visit**

1. A search of the immediate area or places the pupil is likely to have hidden should start immediately. This should be supervised by the class teacher and careful note should be made of the time the pupil was reported missing.
2. School to be contacted and a senior member of staff informed.
3. Parents to be informed.
4. Police informed of potential need to use them.
5. If after 20 minutes pupil is not found, the absconsion is officially reported to the police who will take responsibility for co-ordinating further action.
6. Parents informed of developments and of the police involvement.
7. A careful note of where the pupil was last seen, what they were wearing, specific medical needs and any possible interests or obsessions that may assist in the search (e.g. an interest in trains) should be given to the police.

### **8. General guidelines**

These guidelines will help in making decisions about who and when to call additional help. A number of factors may lead staff to feel that the search needs to proceed more quickly and the police/ management team need to be involved more urgently:

- Location of absconsion
- A history of absconsion
- Specific medical needs
- A pupil with sensory difficulty
- Night time absconsion
- Vulnerability of pupils

This should apply to any situation where the teacher/CCO feels that increased support is required due to the level of risk to the pupil.

Reviewed: Spring 2016  
Spring 2017  
To be reviewed: Spring 2018

**Wellbeing Impact Assessment completed**

A Wellbeing Impact Assessment offers an opportunity for staff to think carefully about the impact of their work on local people and other members of staff.

**Date completed:**

January 2016