



GEORGE GRENVILLE ACADEMY

Behaviour Policy

Approved by: George Grenville Academy Local Governing Board October 2023

Next review due by: October 2024

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Behaviour Policy



1. Aims and expectations

1.1 It is a primary aim of George Grenville Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, and our values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 We have a mutually agreed set of school values:

respect
teamwork
integrity
confidence
perseverance
aspiration

These values are on display in every classroom and we regularly revisit these for explanation and discussion in Assemblies, in lessons and through promoting them we model how positive behaviour helps everyone achieve their potential. We also use our school values to help children reflect on their behaviour, when poor choices may have been made.

1.4 The school expects every member of the school community to behave in a considerate way towards others.

1.5 We treat all children fairly and apply this behaviour policy in a consistent way, regardless of age, gender, race or ability or disability.

1.6 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Any consequences implemented as part of this policy are done so with a focus on positive behaviour rather than as punishment.

1.7 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Equality

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
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We are committed to developing an inclusive learning environment which is happy, safe, caring, creative and inclusive. We welcome children of all faiths and no faith. We aim to raise self-esteem and the awareness of others, encouraging respect and celebrating all achievements. We aim to deliver an exciting and relevant curriculum for all, ensuring that every child can access every part of that curriculum. We value the benefits of having a diverse population. We have no reported prejudiced based incidents but this does not mean that we are complacent. Fostering children's understanding and appreciation of cultural differences is an integral part of the school curriculum.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting children with medical conditions at school

4. The Curriculum and Learning

4.1 We believe that an appropriately structured curriculum, learning environment and pupil achievement contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

4.2 Lessons have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

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4.3 Some children may not be able to be managed effectively using existing classroom strategies; these children will then be individually assessed and an appropriate behaviour management plan will be created for them (PIP, PSP, sticker chart, flow chart etc). Referrals to outside agencies (including PRU, play therapy, STS and emotional literacy support) are made when required.

4.4 Zones of Regulation

At GGA we use the Zones of Regulation throughout the school as a way of empowering children to recognise and manage their own moods and emotional regulation.

The children are taught to recognise and articulate how they are feeling (blue (low, sad, tired, bored), green (happy, ready to learn), yellow (heightened emotions, excitable, cross), red (very dysregulated, angry, over-excited etc), and how it feels physically.

They then learn how strategies to bring themselves back to the “green zone” and stay there.

The Zones of Regulation are on display in every classroom and referred to throughout the day

These zones are worked on all the way through the school in whole class work and in individual and small group sessions where required.

The zones are also used when completing Reflection Sheets with the children, following a behaviour incident.

4.5 Coping Strategies for behaviour outside

Coping with bullying is addressed in our PSHE lessons, class circle time and assemblies. Children are given strategies to deal with bullying and are strongly encouraged to talk with an adult about any incidents where they feel threatened verbally or physically. (see Anti-bullying policy)

DEBUG

At George Grenville Academy, the DEBUG system assists children in establishing boundaries with peers and gives them the language and indicators to problem solve. It supports children with assertiveness skills and promotes self-management. The acronym of DEBUG helps the children to remember the steps.

D – Decide to ignore

E - Exit, walk away

B - Be friendly, use friendly words

U - Use firm talk (no yelling)

G - Get adult help

STEP 1 - Ignore means to not look at the person or think about what the person is doing. They can even put their hands next to their eyes to hide what is being done / show their peer they don't like it.

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STEP 2 - Move away or turn their bodies if they can't walk away.

STEP 3 - Talk using friendly language. Could include: "Please stop_____, you are making me feel uncomfortable." The goal is for most behaviours to stop at this step as if we are asked to stop we need to respect this boundary.

STEP 4 - Talk firmly (no yelling/name calling) using a firm voice and telling the other person "I don't like that, it makes me feel _____" "Stop it, right now!"

STEP 5 - Get an adult for help- this is not telling tales if steps 1 - 4 have been followed.

We revisit the DEBUG strategies regularly in assemblies and in the classroom, have DEBUG posters (designed by the children) on display outside on the playground, and all staff use the language of DEBUG when children come to them to help sort problems with their peers.

5. Child on Child Abuse

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. Child on child abuse can be shown in many different behaviours. Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
 - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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At George Grenville Academy, we show zero tolerance to these behaviours and will always take proportionate and appropriate response to every alleged incident. All staff will challenge inappropriate behaviours between children. We will never downplay certain behaviours. This section summarises our approach to child on child abuse. For comprehensive details about our school's policy on child on child abuse, please refer to our Child Protection Policy and Anti-Bullying Policy on our website

If any of the above behaviours are witnessed by a member of the school staff outside of school hours, it is everyone's duty to report it. Any illegal or safeguarding behaviours will be reported in line with our Child Protection Policy. Any non-criminal behaviours will be reported to our Behaviour Lead and parents will be informed.

6. Prohibited items

Staff at George Grenville Academy have the statutory power, in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012, to search a child or their possessions where we have reasonable grounds to suspect a child may have a prohibited item. Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property

A child in possession of a prohibited item may mean that they are involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying children who may benefit from early help or a referral to the local authority children's social care services. A search will also protect all children from being at risk of potentially dangerous behaviours.

7. Rewards and Consequences

7.1 We implement a policy of rewards and sanctions and regularly (termly) review this to ensure consistency

7.2 Rewards

We praise and reward children for good behaviour in a variety of ways:

Each week 2 children from each class are awarded star of the week – this can be for standing out in a variety of ways (behaviour for learning, being a good friend etc); these are awarded in Celebration Assembly each Friday

We distribute stickers to (younger) children either for consistent good work or behaviour

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We award House points for acts that are 'above and beyond' what would be normally expected – e.g. good manners, attentiveness, trying hard etc

We award merits for excellent work and for persistent effort – children collect merits on their merit cards and are awarded a silver certificate after receiving 5. They are awarded a gold certificate after being awarded 5 silver certificates. These are handed out in Celebration Assembly to which parents are invited.

Certificates are recorded on School Management System.

Where a child has made a particularly impressive effort with their work, their behaviour or stood out in any other way as a great role model etc, a "good news" postcard may be sent home. This is filled in by the teacher, a copy goes in the child's file and the office sends the card through the post.

7.3 Consequences

We implement consequences using a clear, transparent process that is regularly shared with parents and children.

Serious behaviour issues and incidents are reported on our CPOMS system.

Also see Positive Handling Appendix

Early Years (Nursery and Reception)

The curriculum in Early Years is adapted to suit the behavioural needs that occur throughout the year. The PSED curriculum focuses on:

- Self-regulation
- Managing Self
- Building Relationships

Staff plan in activities to address these areas, feelings books are read and shared to explore the reasons behind these behaviours and restorative and reflective time is given with individual children as and when the need arises. "Kind hands" are introduced as soon as children join us from two years old.

Reception and Year 1

The Verbal reminder – moved from GOLD to SILVER on the behaviour "rocket". The purpose of this is to give the child a visual reminder...that they may have made the wrong choice but they can rectify it as soon as they want to by making a good choice. Moving a child's name is NOT a punishment and is not spoken of in that way (for example, staff will not say....I will move you down the rocket if you don't...."). this is a positive system, where children get reminders to make the right choice.

Second reminder – name moved from SILVER to BRONZE on the "behaviour rocket"

Third reminder – name moved to RED on the rocket. A child will spend some reflective, restorative time with the teacher or team leader following this. Parents will be informed and SLT will be informed if warranted.

As soon as a child's name has been moved down the rocket, the adults will look for the earliest possible opportunity to move them back up – to show that making the right choice gets noticed and rewarded.

If a child's name has remained on GOLD for the whole day, they receive a "Good Choices" sticker when they go home

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If a child's name has been moved, the teacher has a conversation with the parent at the end of the day.

YEAR 2 upwards

All children start on GOLD (rectangles on the board)

Verbal reminder – name moved from GOLD to SILVER. The purpose of this is to give the child a visual reminder...that they may have made the wrong choice but they can rectify it as soon as they want to by making a good choice. Moving a child's name is NOT a punishment and is not spoken of in that way (for example, staff will not say....I will move you down the rocket if you don't...."). this is a positive system, where children get reminders to make the right choice.

Second reminder – name put on BRONZE

Third reminder – name moved to RED

As with the younger children, all adults working with the child will find the earliest possible opportunity to move the child's name back up to Gold.

If a child is moved to RED, they will be taken to the team leader, with their work and a reflection sheet. (team leaders requiring children to be removed from a classroom will take children to other team leaders). *Children WILL NOT be sent out of a classroom for any other reason, unless they have a specific action on a behaviour plan.*

If this happens, the child has a conversation with the team leader who will look at the behaviour choices in relation to our school values and the Zones of Regulation and then decide on any consequences – break lost etc . The class teacher will speak to, or email, the parents, that day to inform them of what has happened, filed with the school Behaviour Lead, who will analyse them regularly and have conversations with teachers about specific children, if required.

If required, following this conversation, the BL will have a conversation with the child and then meet with the child weekly for 3 weeks for a behaviour catch-up

If behaviour does not improve during this time, BL will discuss with SENCo, whether a PIP or a PSP is required and one of these will be put in place.

PIPs – used primarily for children with SEN

PSPs – used primarily for children with behaviour issues but currently not on the SEN register

PIPs and PSPs reviewed at least every 6 weeks

Children who do not require a PIP but do have specific needs or ways of being communicated with that staff should know about, have an "All About Me " sheet that is shared with all staff. These sheets will show all adults in the school how to best communicate with a child in order for them to respond positively

Children should be taken directly to Behaviour Lead or AHT if a child's behaviour has been particularly extreme (physical assault, swearing, dangerous behaviour) or it has posed a risk to themselves or others.

Behaviour issues that take place during break or lunch should be dealt with, where possible, by the staff on duty – referring to DEBUG where appropriate. Children should be listened to when they approach staff members and their concerns taken seriously.

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This would mostly involve speaking with children about what has happened followed, if deemed necessary, by a short time-out.

Where an incident is not easily resolved, or a child is hurt in any way, the class teacher must be informed at the end of the break or lunch.

If a child deliberately hurts or poses risk to themselves or another child during break or lunch, the child should be taken (not sent) to the class teacher or a team leader.

7.4 To maintain positive behaviour across the school, staff:

- Expect children to listen carefully to instructions and requests
- Expect children to try their best in all activities – where they don't, they may be asked to redo the task, possibly at lunch or break
- Stop any activity where a child's behaviour is putting themselves or others in danger
- Encourage children to use DEBUG when problems arise in social situations
- Encourage adherence to the Classroom Expectations
- Model positive behaviour to all children at all times
- Treat every child with respect, consideration and care
- Engage positively with all children, wherever they happen upon them anywhere in school (WE SPEAK TO EVERYONE WE MEET), verbally acknowledging when a child is behaving well
- Take responsibility for the behaviour of all the children in the school – picking up on behaviour issues in the corridors, classrooms and playground – whoever the children are (THE BEHAVIOUR WE WALK PAST IS THE BEHAVIOUR WE CONDONE)
- Ensure all classes have clearly understood routines for resource allocation/ start and end of lessons etc – these should be available on the wall for any adults to use (table monitors, book monitors etc etc)
- Ensure classrooms have clearly labelled resources available and accessible for all children and adults
- Will ensure that every child is given work that is the right level for them and suitably supported or differentiated
- Be aware of how and about whom they are talking, at all times – using respectful and appropriate language at all times
- Ensure the safety of the children in all situations.

7.5 The school values are clearly displayed and discussed within each class. In this way, every child in the school knows the standard of behaviour that we expect in our school.

7.6 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, in line with our Anti-Bullying Policy.

7.7 If a child is struggling to meet behaviour expectations within the classroom, it may be necessary to create an individualised plan (PIP, PSP, sticker chart etc)

- PIP – a document to support the adults working with a child, to manage behaviour

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- PSP – a document created by staff, parent and child, to support in changing behaviour, using positive targets and goals.

8. The role of the teacher

8.1 It is the responsibility of the class teacher to ensure that the school values are upheld within the school environment.

8.2 Teachers have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

8.3 Teachers treat each child fairly and encourage, and model, positive behaviour and language at all times.

8.4 Teachers have responsibility to implement the rewards and consequences fairly and consistently

8.5 Teachers liaise with external agencies, as necessary, to support and guide the progress of each child.

8.6 Teachers report to parents about the progress of each child in their class, in line with the whole-school policy.

8.7 At the beginning of each school year, all class teachers should discuss behaviour expectations with the children in their class and create these together. Expectations should be displayed and revisited as often as required

8.8 Teachers have responsibility to ensure they have structures and routines in their classrooms, so all the children understand them and enabling the class to run calmly and effectively

8.9 Teachers have a responsibility to ensure their classroom environments are calm, uncluttered and ASD and ADHD friendly (calm colours on boards, few extra things stuck around the rooms (especially clear and calm at the front of rooms), no overload of words or pictures – and any words etc. big enough to be read from a distance)

9 The role of the Headteacher

9.1 It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors termly through the head teacher's report on the implementation of the behaviour policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

9.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

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9.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

9.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour that put the health and safety of the child or other children at risk. For repeated or very serious acts of anti-social and/or dangerous behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

10 The role of support staff

10.1 It is the responsibility of support staff to uphold the school values at all times, including within any groups they are leading, and supporting the teacher in doing this within the classroom.

10.2 Support staff have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

10.3 Support staff treat each child fairly and encourage, and model, positive behaviour and language at all times.

10.4 Support staff have responsibility to implement the rewards and consequences fairly and consistently

10.5 Support staff liaise with teachers, as necessary, to support and guide the progress of each child.

11 The role of parents

11.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

11.2 We send out a list of our high expectations for behaviour and learning to parents at the start of the school year so that they might share them with their child returning for the new school year and we expect parents to read these and support them.

11.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

11.4 If the school has to use reasonable sanctions in managing a child's behaviour, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve

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the problem, a formal complaint can be submitted to the Chair of Governors, in line with our Complaints Policy.

11.5 Suspension / Exclusions

If a child is excluded from school, then it is the parents' responsibility to ensure that their child is not present in a public place during school hours, without reasonable justification during the first five days of each and every fixed period or permanent exclusion. This requirement applies whether or not the child is with the parent.

12 The role of governors

12.1 The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

12.2 The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

13 Fixed-term suspensions and permanent exclusions

13.1 Only the Headteacher (or the Assistant Headteacher or senior school leader acting for the Headteacher) has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

13.2 If the Headteacher suspends a pupil, s/he informs the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

13.3 The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

13.4 The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

13.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension/exclusion appeals on behalf of the governors.

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13.6 When an appeals panel meets to consider a suspension/exclusion, they consider the circumstances in which the pupil was suspended/excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

13.7 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

13.8 The Headteacher has the responsibility to arrange full time education for the child suspended from, and including the sixth day of any period of fixed term suspension, of six days or longer.

14 Monitoring

14.1 The Headteacher monitors the effectiveness of this policy on a regular basis reporting to the governing body and, if necessary, making recommendations for further improvements.

14.2 The school keeps records of incidents of misbehaviour via CPOMS. A reflection sheet is also completed with the child. Reflection sheets are analysed and filed, with follow-up meetings arranged by the Behaviour Lead if required. The Headteacher records any further actions they have taken on CPOMS.

14.3 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

14.4 It is the responsibility of the governing body to monitor the rate of suspensions/exclusions, and to ensure that the school policy is administered fairly and consistently.

15 Review

The governing body reviews this policy annually. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Positive Handling Appendix

George Grenville Academy staff are trained in 'Steps' approach to behaviour. Staff are trained in the 'Step-On' approach (de-escalation behaviour strategies provided by the PRU).

Steps approach is based on *'the process of taking necessary **steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.'* It is a therapeutic and trauma-informed approach to behaviour – meaning staff understand what causes positive and helpful behaviours, as well as difficult and/or dangerous behaviours.

Teaching of behaviour often includes:

- Through building positive relationships
- Through explicit teaching
- By positive role modelling
- Through consistent practice
- By using scripts and positive phrasing
- Through establishing routines
- By giving explicit specific praise.

De-escalation strategies include, but are not definitive:

- Use of de-escalation vocabulary
- Distraction techniques
- Use of scripts
- Consistency across all staff
- Use of PIPs (for individual children with behaviour plans)
- Use of positive phrasing
- Offering limited choices

The 'Steps' principles include, but are not definitive:

- The importance of consistency
- Internal and external discipline
- The importance of relationships
- Conscious and subconscious behaviour
- How experiences and feelings affect behaviour
- The language of de-escalation
- 'Duty of Care' around harm
- Appropriate physical intervention strategies
- The importance of restorative approaches and conflict resolution.

Daily intervention (Step-On)

Staff are trained to support, guide and escort if needed (this is not a physical intervention).

These guides include:

Single adult:

Offering an arm

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Supportive hug
Supportive arm
Open mitten to stabilise and turn
Open mitten escort
Paired adults:
Open mitten escort - paired

Planned intervention (Step-Up)

Some staff are also trained in 'Step-Up' (elbow tuck figure of 4 technique):

Emma Killick
Elle Brown
Emma Bradley
Clare Haynes
Stacey Risley

Physical intervention should be used as a protective measure, not as a disciplinary action. The judgement on whether to use physical intervention and what physical intervention to use should always depend on the circumstances of each case and in the case of pupils with SEN and/or disabilities, information about the individual concerned.

Step-Up trained staff will make judgements about:

- The chance of achieving the desired result by other means
- The seriousness of the incident assessed by the effect of the injury, damage or disorder which is likely to result if force is not used
- The relative risks associated with physical intervention compared with using other strategies.

Emergency intervention (common law):

By law we are allowed to use reasonable physical intervention if a child is putting themselves or others directly at risk (example: fighting on the playground).

Our procedures on positive intervention/positive handling complies with DfE guidance: 'The Use of Force' 2013. This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

If a child is putting themselves or others at risk, the following procedure should be followed:

1. Remove the rest of the children and/or yourself from the situation, keeping a visual on the child at all times.
2. Contact a member of the Senior Leadership Team.
3. If SLT are unavailable, you should contact the most senior member of staff available.
4. Keep a visual of the child until the SLT or designated members of staff arrive.

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If a child breaches the School Boundary, the following procedure should be followed:

1. Say "STOP!" and keep a visual.
2. Call the Police. DO NOT follow/chase the child as this may result in them running further away or into the path of a vehicle.