Olive Academies Independent School

OA-North View

Restrictive Intervention and De-escalation Policy

Document control table	
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Updates/revisions included:	Aligned with the new DfE guidance and statutory responsibilities April 2026 Added further information in the introduction Included a definition section Added a seclusion section Replaced the section deciding the need to use force with 'Deciding when restrictive intervention is appropriate Added: Following significant incidents, leaders will review whether environmental changes, staffing support, SEND provision, timetable adjustments or external agency involvement may reduce future risk. (Section 14)
This policy applies to Olive Academies Independent School, OA-North View and should be implemented consistently throughout the school. Proposed amendments should be referred to the Head of School/Executive Headteacher and OAISB for consideration.	

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1. Introduction and Aims

At OA-North View we aim to provide all pupils with the best possible standards of education. We want our School to be a place where our young people can thrive, learn and achieve their best. We offer flexible, personalised programmes and a wide range of positive experiences, so that young people can develop the confidence to believe in themselves and make positive choices for their futures.

We believe all our pupils have the ability and the right to learn and achieve. We support success by encouraging our young people to 'Dare to be Olive'.



At OA-North View, we are committed to creating a safe, nurturing and inclusive environment in which every pupil can thrive. We recognise that many of our pupils have experienced adversity, trauma, disrupted education and unmet social, emotional and mental health needs. We understand that behaviour is a form of communication and seek to understand the underlying causes of distress in order to remove barriers to learning, promote positive relationships and improve outcomes for all pupils.

Our approach is founded on positive behaviour support, trauma-informed practice, co-regulation and de-escalation. We aim to prevent incidents from escalating wherever possible through strong relationships, consistent routines, personalised support and effective risk assessment. Restrictive intervention is never used as a punishment or to secure compliance. It is only used as a last resort, where it is necessary, reasonable and proportionate to prevent a pupil from causing harm to themselves or others, or significant damage to property.

When restrictive intervention is required, pupils will be treated with dignity, respect and compassion. Staff will always seek to use the least restrictive option for the shortest time necessary to maintain safety, while protecting the rights, welfare and privacy of those involved. The safety and wellbeing of both pupils and staff are of paramount importance.

Following any incident involving restrictive intervention, the school will ensure that appropriate recording, review and reflection take place. Incidents will be monitored to identify patterns, evaluate practice, learn lessons and continuously improve the support provided to pupils. Through this approach, OA-North View seeks to promote a culture of safety, trust and respect while supporting pupils to develop the skills, resilience and self-regulation needed for successful learning and positive futures.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2011
- Children Act 1989
- Equality Act 2010
- The Education (Independent School Standards) Regulations 2014 (Schedule 1: Part 3, Paragraphs 7, 9, and 16)
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- DfE 'Restrictive interventions, including use of reasonable force, in schools'
- DfE 'Working Together to Safeguard Children'
- DfE 'Keeping Children Safe in Education' (Current Edition)
- HM Government 'Reducing the Need for Restraint and Restrictive Intervention'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Allegations of Abuse Against Staff Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Disciplinary Policy and Procedures
- Complaints Procedures Policy
- Staff Code of Conduct
- Child Protection and Safeguarding Policy, including low level concerns.

The application of restrictive intervention or reasonable force at OA-North View operates under common law principles (duty of care to prevent harm) and in strict compliance with the Education (Independent School Standards) Regulations 2014. Staff utilise physical interventions purely as a protective safeguarding measure—never as a punitive sanction—to prevent a pupil from causing personal injury to themselves, injury to others, or severe damage to property.

3. Definitions

Restrictive Intervention
A restrictive intervention is any deliberate action taken to help keep a pupil or others safe by preventing, restricting, or limiting a pupil's movement or behaviour where there is an immediate risk of harm. At OA-North View, we recognise that such interventions sit at the end of a continuum of support. They are always approached with a focus on care, dignity, and least restriction, using the minimum force necessary to allow the pupil to regain a sense of safety and control.

Reasonable Force
Reasonable force describes the minimum, necessary, and proportionate physical intervention used for the shortest possible time to prevent a pupil from harming themselves, others, or causing severe property damage. At OA-North View, we understand this as a safeguarding responsibility. Staff act calmly, safely, and in the best interests of the child, using brief, supportive physical contact alongside ongoing verbal and non-verbal de-escalation efforts.

Restraint (Physical Intervention)
Restraint describes an intervention where staff use physical contact to intentionally restrict a pupil's movement or freedom of choice in order to prevent harm. At OA-North View, restraint is a last resort, utilised only when all alternative non-physical de-escalation techniques have been completely exhausted. It involves trained staff using approved, proportionate techniques for the shortest time needed while preserving pupil dignity.

Seclusion (Involuntary Isolation)
Seclusion refers to forcing a pupil to spend time alone against their will in a room or space from which they are physically prevented from leaving.

OA-North View does not use seclusion as a disciplinary approach or standard intervention.

Seclusion is distinct from Voluntary De-escalation (Time-Out / Sensory Breaks), where a pupil is supported or chooses to access a calm, low-stimulation space voluntarily with trusted adults nearby to regulate their emotions.

Significant Incident
In line with statutory recording regulations, a significant incident is any occurrence where a restrictive physical intervention or restraint is applied, where an incident results in injury or severe distress to a pupil or staff member, or where a non-physical intervention requires escalation. Any significant incident triggers mandatory logging, post-incident support, and parental/Local Authority notification.

The policy should not be treated as a complete and authoritative statement of law. The policy is intended to set out clear guidance taking account of legal guidelines and read in conjunction with the guidance referred to above.

4. Roles and Responsibilities

The Olive Academies Independent School Board (OAISB)

The OAISB has a statutory duty to ensure the health, safety, and wellbeing of everyone in the School. To fulfil this, the OAISB will:

- Review high-level data to identify systemic trends, pupils' repeat patterns, and intervention triggers to interrogate the overall effectiveness of the school's support measures.
- Identify and implement strategic improvements to policies and practices, particularly where approaches have been used for some time but have not successfully reduced the use of restrictive practices.
- Hold school leadership accountable for ensuring that restrictive interventions are strictly used as a last resort.

Executive Headteacher

The Executive Headteacher works in partnership with the Head of School to:

- Ensure the policy is rigorously implemented, monitored on the ground, and reviewed regularly.
- Identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or possess other types of vulnerability, taking immediate corrective action.
- Identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding, positive behaviour support, and de-escalation practice.
- Operationalise data insights by sharing pattern and trigger information with the specific teachers who work with those pupils, and collaborate directly with parents to establish or revise individual Behaviour Support Plans (BSPs).

Head of School/Designated Safeguarding Leader (DSL)

The Head of School/DSL is responsible for:

- Ensuring that all those working within the school are familiar with and follow this policy – this policy will be shared with all staff when updated or at the beginning of each year, and staff will sign a declaration annually via U-Secure to confirm they will abide by this.
- Ensuring that all staff working within the school receive training in the safe use of restraint as part of their induction and that their training is regularly updated
- Making sure a copy of this policy available to parents on request and that it is published on the website
- Providing guidance and support to staff on dealing with difficult and dangerous behaviour
- Carrying out risk assessments to ensure that staff who regularly work alongside pupils can use reasonable force and other restrictive interventions as safely as possible, if and when required.
- Overseeing reporting and recording systems
- Monitoring and reviewing of incidents with the OA Safeguarding Lead
- Regular reporting on incidents to the OAISB via the Head of School's safeguarding report

- Working with the Executive Headteacher to review and advise on the effectiveness of this policy and procedures

SENDCO

The SENDCO is responsible for:

- Providing training to members of staff on how to handle the needs of pupils with SEND.
- Ensuring staff understand how pupils with SEND may react differently to reasonable force.
- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions.
- Developing individual risk assessments for pupils with SEND or medical conditions that are agreed with the pupil's parents and ensuring teaching staff are aware of these.
- Ensuring that staff understand how reasonable force principles may need to be adapted for pupils with medical conditions.
- Evaluating on a termly basis how reasonable force and physical intervention is used with regard to pupils with SEND, in collaboration with the headteacher.

Authorised Staff

- The Head of School maintains the ultimate statutory authority to determine which members of staff are authorised to utilise reasonable force or physical interventions within the school.
- Statutory Authorisation: Authorisation is strictly limited to staff members who have successfully completed the school's approved positive behaviour management and physical intervention training (delivered by Bells Croft Consultancy) and whose roles require it (such as teachers, teaching assistants, and pastoral teams). The Head of School maintains an up-to-date Authorised Staff Register alongside the central training log.
- Exclusions from Statutory Authorisation: Even if they have received introductory or de-escalation training, certain staff groups—such as administrative/office staff, premises teams, or temporary/supply staff—are generally **not** authorised to deploy physical interventions or planned restraints as part of their standard duties.
- Common Law Rights: Notwithstanding the restrictions above, **all** staff members possess an inherent right under common law to use reasonable force in exceptional circumstances for the purpose of self-defence, the defence of another person, or to prevent immediate, catastrophic injury.
- Duty of Care: It remains the paramount duty of all staff members to continuously assess dynamic risks, always prioritising their own physical safety and the safety of others. Staff must never put themselves or a pupil at disproportionate risk to protect property.

5. Avoiding Physical Intervention and Reducing Risk

Although preventative measures will not always work, the school should reduce the likelihood of situations where the need to use force is required.

These steps may include:

- Creating a calm orderly supportive environment
- Avoiding situations likely to cause challenging behaviour
- Developing effective relationships between pupils and staff

- Adopting personalised learning approach to develop social and emotional skills meeting the needs of individual pupils
- Recognising that challenging behaviours are often foreseeable e.g. anticipate objects which may be thrown / used as weapon and remove.
- Implementing risk assessments and safety plans based on the pupil's individual needs
- Use of observations to establish if there are triggers for inappropriate behaviour
- Have realistic expectations
- Remove threat of failure for the pupil
- Effectively managing individual incidents
- Wherever practicable, warning a pupil that handling may be used before using it.
- A structured approach to staff development that supports staff in developing the skills of positive management behaviour, managing conflict and supporting each other during and after an incident

Strategies may include:

- Communicating calmly with pupil
- Using non-threatening verbal and body language
- Ensuring the pupil can see a way out of the situation
- using distraction
- Withdrawal techniques, e.g. going to quiet area, removing pupil from bystanders or other
- Giving clear directions / show what behaviour is expected
- Give early warning of change
- Establish signal or visual sign to act as gentle prompt or reminder
- Supported by a member of staff well known to pupil

6. Prohibited Practices: Seclusion

In accordance with the school's commitment to dignity, inclusion, and therapeutic care, OA-North View strictly prohibits the use of seclusion. Seclusion—defined as forcing a pupil to spend time alone against their will in a room or space from which they are physically prevented from leaving—is never deployed as a disciplinary sanction or an emergency intervention.

This is distinct from Voluntary De-escalation (Time-Out / Sensory Breaks). Where a pupil experiences high emotional dysregulation, staff will support them to voluntarily access a calm, low-stimulation environment or therapy space. In these scenarios, the door remains entirely unobstructed, the pupil is free to leave at any time, and trusted adults remain immediately present to facilitate co-regulation and ensure safety.

7. Deciding on the Need to use Force

Deciding when restrictive intervention is appropriate staff must consider:

- Is it necessary?
- Are there safer alternatives?
- Is there a risk of harm without intervention?
- Is it proportionate?
    - Use the least restrictive option
    - Use the minimum force for the shortest time

- Have you considered the pupil's welfare?
    - Risk of trauma or distress
    - SEND, medical needs, communication needs
    - Maintaining dignity and privacy
    - If the intervention escalates the situation, it must be reconsidered immediately.

Reasonable Force

Reasonable force will only be used:

- when there is no other option or there is risk of harm
- to prevent a pupil leaving an area of the school or site, e.g. classroom or office where allowing them to leave would risk their safety or lead to behaviour that disrupts others
- to prevent a pupil from attacking a member of staff or another s or to prevent a fight
- and to restrain a pupil at risk of harming themselves through physical outburst.
- As far as possible, restraint will only be used in an open space where there is space to apply the restraints in a suitable manner if needed – only if there is an extreme risk should restraints be used in a small space such as a narrow corridor of cubicle

There are situations where staff should not normally intervene without help, unless in an emergency. The school adopts clear systems of communication (verbally) and support that enables a member of staff to summon rapid assistance when necessary. If a member of staff believes that he/she may be at risk of injury they should take steps to remove other pupils who might be at risk and summon assistance from other authorised members of staff.

In the event of circumstances arising that might result in an incident, staff should:

- begin early de-escalation using preventative, non-confrontational methods
- consider all options available to them, including withdrawal of themselves or others
- seek support where possible
- consider the use of reasonable force to make the situation safe
- report, record and review – recording should be done in both the bound book and on CPOMS

Should an incident occur, a member of staff will:

- employ preventive, non-confrontational strategies
- determine whether the criteria for the use of reasonable force applies
- as a last resort, use a physical intervention technique aligned with the school's approved training provider.

Proactive use of Physical Intervention

In most circumstances physical interventions will be used reactively. Occasionally, it may be considered in the best interests of the pupil to accept the possible use of physical intervention as part of an educational strategy. For example, this may be considered as a way of helping a pupil exit a potentially difficult situation rapidly and thereby prevent a greater harm.

Where this type of intervention might be useful it must have been discussed by staff in advance and be incorporated into a pupil's individual safety plan. Parents/carers must have agreed this.

Planning for this type of intervention will be the **exception** and must always be approved by the Head of School and reviewed on a regular basis.

Emergency use of Physical Intervention

This may be required when pupils behave in ways that have not been foreseen by a risk assessment or prevented by defusing techniques. Evidence shows that injuries to staff and pupils are more likely to occur when unforeseen events are managed using physical interventions. For this reason, great care will be taken to avoid situations where unplanned restraints might be needed. Effective risk assessment procedures together with well-planned preventive strategies will help to keep the emergency use of physical intervention to an absolute minimum. Daily briefing meetings for staff are particularly valuable in this process.

Staff must be aware that, in an emergency, the use of reasonable force is only justified as an exceptional protective measure where it is strictly necessary to prevent immediate personal injury to the pupil, injury to others, or to prevent catastrophic damage to property. Physical intervention or restraint must never be used as a disciplinary sanction or to enforce compliance when there is no immediate risk of physical harm.

Even in an emergency the use of force must be reasonable. It should be commensurate with the desired outcome and the specific circumstances in terms of intensity and duration. In using a physical intervention in an emergency, the member of staff concerned should be confident that the possible adverse outcomes will be less severe than those which might have occurred without the use of restraint.

OA-North View does not authorise the use of any techniques that involve downward facing positions or techniques that may restrict breathing.

Administration of Prescribed Medication

Medication will never be used reactively by staff as a chemical restraint or a method to manage behavioural outbursts. Prescribed medications (such as those for diagnosed neurodevelopmental or medical conditions) will only ever be administered in strict accordance with a qualified medical practitioner's explicit instructions, written parental consent, and the school's *First Aid and Administration of Medicines Policy*. Any such arrangements must be documented clearly within the pupil's Individual Healthcare Plan (IHP).

8. Risk Management

Risk management is a proactive approach to minimising difficult and dangerous behaviour and is set in the context of a variety of policies and procedures within the academy/ school which safeguard and promote well-being of our pupils. This includes the school's general risk assessment of the environment and individual risk assessment of pupil support needs (see below).

Risk management strategies, including the use of physical intervention, must prohibit:

- Any intervention which impedes the process of breathing
- Entails the deliberate use of pain for control purposes

- Involves contact with vulnerable parts of the body, e.g. neck and sexual areas
- Hypertension, hyperflexion and pressure on or across joints
- Any other potentially dangerous position.

Potential risks to children and young people are that physical restraint could:

- be used unnecessarily when other less intrusive methods could have achieved the desired outcome
- cause injury, pain, distress or trauma
- become routine, rather than an exceptional method of management
- increase the risk of abuse
- undermine the dignity of staff or pupils or otherwise degrade or humiliate those involved
- create distrust and undermine personal relationships

The main risks to staff include:

- As a result of applying physical intervention they may suffer injury.
- They may experience distress or psychological trauma.
- The legal justification for the use of physical intervention is challenged in the courts and/or
- disciplinary action

The main risks of not intervening include:

- Staff may be in breach of their duty of care
- Children and young people, staff or other persons may be injured or abused
- Serious damage to property will occur and/or
- The possibility of litigation in respect of these matters

9. Individual Risk Assessments (known as Safety Plans in OA-North View)

A safety plan process should commence prior to admission and be part of the referral process to determine:

- Appropriateness of placement
- Level of support to promote successful inclusion
- Level of support to maintain the safety of all members of the alternative education community

When behaviour exhibited presents foreseeable risk a risk assessment should be completed at OA-North View this is known as a safety plan. The is a proactive response to minimising challenging behaviour. It is set against observed behaviours.

The personalised safety plan should identify the known behaviours and de-escalation strategies to match the individual needs of the pupil to minimise the risk of challenging behaviour and in turn minimise the use of force. When all strategies have been exhausted the plan also identifies an appropriate technique(s) if positive handling is required. The plan needs to identify any special educational need, disability, impairment or condition that may be exacerbated by positive handling and take into account any equalities issues which need to be considered.

Safety plans are working documents which should be updated and reviewed on a regular basis. All members of staff supporting a pupil should be involved in the process. This information and

strategies to be deployed should be shared with all members of staff that are likely to come into contact with the pupil. Please find attached Appendix A.

The school should assess the frequency and severity of incidents requiring use of force that are likely to occur in the school. Analysis of data relating to physical restraint incidences will help inform decisions regarding staff training, supporting pupils and future practice.

10. Staff Training

All staff based in OA-North View are briefed on our approach to physical restraint through their induction and are provided training through by Bells Croft consultancy who deliver behaviour management training courses, that embed positive behaviour strategies across the school, as soon as is practicably possible. Sessions are generally arranged prior to the start of the academic year and in second half of the spring term. This training is then updated every two years. Until staff have been trained, they should not engage in physical restraint – a trained member of staff should employ such methods in the unlikely event they are needed.

The core focus of this training is on promoting reflective practice, verbal and non-verbal de-escalation, early intervention, and dynamic risk assessment planning to systematically reduce the need for physical interventions or higher-level restraints. This training incorporates both theoretical frameworks and safe practical elements. It is explicitly designed to ensure de-escalation techniques are fully deployed and given time to succeed before any physical intervention is considered.

All training delivered by Bells Croft is aligned with recognised safety standards via their accreditation with the National Federation of Personal Safety (NFPS Ltd), ensuring our staff operate under the highest levels of professional integrity and legal compliance.

11. Reporting and Recording

A detailed, contemporaneous written report must always be made by the staff members involved in any incident where restrictive physical intervention or reasonable force is deployed. All incidents must be recorded as soon as practicable and, wherever possible, on the same day as the occurrence.

Internal Logging:
An incident form must be completed within the school's central Bound Book immediately following the intervention. The details must also be recorded electronically on CPOMS and Arbor. The incident must be brought directly to the attention of the Designated Safeguarding Lead (DSL) or a member of the Senior Leadership Team (SLT) to maintain systematic safeguarding records. Differing or multi-perspective accounts of the same incident from all staff present must be recorded to ensure absolute transparency.

Mandatory Parental Notification:
The Head of School will ensure that **all** incidents requiring the use of physical intervention or restraint are reported to parents/carers verbally as soon as practicable, and ideally on the same day. In accordance with statutory regulations, there are no exemptions to this rule. Every deployment of

physical intervention must be reported to parents/carers, even if the technique used was pre-agreed within the pupil's individual Safety Plan.

Written or verbal communications to parents/carers must include:

- The names of the pupil and the staff members directly involved (anonymised where necessary to protect privacy).
- The exact date, time, location, and precise duration of the physical intervention.
- The specific triggers and behaviors that led to the incident.
- The non-physical de-escalation strategies attempted by staff prior to physical contact.
- The exact protective reason why force or restraint was deemed necessary (i.e., the immediate risk of harm avoided).
- The specific type and level of physical intervention used.
- Full details of any injuries sustained by the pupil or staff, and any subsequent first aid or medical care provided.
- The immediate post-incident emotional and therapeutic support offered to the pupil.

Following any significant incident involving physical intervention or restraint, parents/carers will be formally invited into the school to meet with the Head of School/DSL. The purpose of this face-to-face meeting is to:

- Discuss the event openly and provide a space for parent and pupil voice.
- Review, update, and co-sign the pupil's individual Safety Plan and dynamic risk assessment.
- Collaboratively agree on targeted de-escalation strategies, environmental adjustments, or external multi-agency support needed to successfully reduce the risk of future crises.

Restraint Without Direct Force:
The school recognises that restraint can occur without active physical force. All such incidents—including blocking a pupil's free movement, removing essential mobility or communication aids, or intentionally preventing their exit from a space to isolate them—must be recorded and reported under these identical statutory guidelines.

12. Post Incident Support

Serious incidences that require physical restraint can be upsetting to all concerned and may result in injuries to the pupil or staff. Immediate action should be taken to provide first aid and to access medical help for injuries that go beyond first aid.

It is also important that staff and pupils are given emotional support for as long as is necessary in respect of:

- Physical consequences
- Support to deal with any emotional stress or loss of confidence
- Opportunity to analyse, reflect, and strategies to avoid such crisis points in the future.

To support the pupil following an incident, the school will consider whether multiagency partners need to be involved and which partners. Where a pupil is responsible, opportunities for the pupil to

develop their social and emotional skills and repair any harm done also requires consideration and follow up.

Daily debriefing sessions for staff offer support and supervision, provide opportunities for events to be shared with colleagues where this is appropriate and allow for the creation of a log of incidents. This log does not preclude the need for staff involved to write a personal account of the events they have participated in or witnessed.

Pupils will normally be required to discuss events with the Head of School or DSL the next day or as soon as they return to the school if a suspension has been given and there is an agreed timetable for reintegration (a Phased Integration Plan). A record will be made of their discussion. The discussion will cover the events and the possibility of other options that are available to students. Parent/carers will be invited to some or all of the meeting.

A structured debrief should take place following incidents, ideally facilitated by a staff member not involved. This should include:

- Pupil voice
- Staff reflection
- Identification of triggers
- Changes to safety plans
- Relationship repair

13. Complaints and Allegations

The school is fully committed to absolute transparency and working in partnership with parents and carers. However, we recognise that the deployment of any restrictive physical intervention may give rise to parental concerns or formal complaints.
Any complaint raised by a pupil, parent, or carer regarding the use of reasonable force or restraint will be managed strictly in accordance with the school's Complaints Procedures Policy, which complies with Part 7 of the Independent School Standards. This policy is made permanently and publicly available on the school website.

Where a complaint or dispute involves an allegation of excessive, unlawful, or inappropriate use of force by a staff member, it will immediately be treated as a safeguarding matter. The school will follow the statutory frameworks outlined in Keeping Children Safe in Education and the school's Child Protection and Safeguarding Policy. The allegation will be reported to the Local Authority Designated Officer (LADO) within 24 hours of the school receiving notification. To preserve the integrity of any multi-agency response, no internal investigation or staff interviewing will be conducted by the school or academy unless and until the Local Authority Designated Officer (LADO) formally determines that internal action is the most appropriate next step.

The school recognises that serious allegations may result in internal disciplinary hearings, civil litigation, or criminal prosecution. All detailed incident records logged by staff may be requested by external authorities and, where relevant to a police investigation, may form part of an Enhanced Disclosure and Barring Service check. In line with statutory independent school retention schedules,

records relating to allegations against staff must be securely retained until the staff member has reached normal retirement age, or for a period of ten years from the date of the allegation if that timeframe is longer.

In the event of a formal allegation, a disciplinary panel or a court of law will evaluate whether the degree of force applied was necessary, reasonable, and entirely proportionate to the dynamic risk presented. In drawing a conclusion, the panel or court will heavily scrutinise whether the school's Restrictive Intervention and De-escalation Policy was strictly adhered to, and whether the staff involved acted in accordance with the certified training provided by Bells Croft Consultancy to prevent immediate injury or severe damage to property.

14. Monitoring and Reviewing

The Head of School is responsible for reporting all relevant incident data to the Olive Academies Independent Schools Board. The board holds ultimate legal accountability for the governance of the school and is responsible for formally reviewing the application and effectiveness of this policy every year to ensure compliance with the Independent School Standards. Reporting, monitoring, and reviewing processes are also informed by the objective findings of the annual safeguarding audits.

Safety Plan Pupil information

Name		**Year group**	
Name of staff member/s completing the safety plan		**Date**	

Context and concerns

Summary of concerns to include CPOMS data and identified risks.			
Does the pupil have a Phased Integration Plan?		**Attendance %**	
Please list any documents that may be held or key incident examples in relation to assessing risk.	•		

Supportive interventions

Type	Date and Duration	Comments

Identified risks and hazards

Likelihood								
1	May only **occur once** in exceptional circumstances.	2	It is **unlikely** to but could occur at some time.	3	**Fairly likely** to occur at some time, or in some circumstances.	4	Will **probably occur** at some time, or in most circumstances.	5	It is **expected** to happen in most circumstances.
Severity									
1	**Trivial.** Minor injury requiring no first aid.	2	**Minor.** First aid may need to be applied.	3	**Moderate.** Could result in hospital treatment or external intervention.	4	**High.** Risk of serious harm i.e., Broken bones, unconsciousness.	5	**Major.** Could result in a debilitating injury including psychological or loss of life.

Likelihood						
5	5	10	15	20	25
4	4	8	12	16	20
3	3	6	9	12	15
2	2	4	6	8	10
1	1	2	3	4	5
	1	2	3	4	5
	Severity				

Risk rating	Action required	Next steps
Unacceptable	Stop	Stop the activity and take immediate action
High	Urgent action	Take immediate action, stop the activity if necessary, maintain existing controls rigorously
Medium	Action required	Improve within a specified timescale
Low	Monitor	Seek to improve at the next review or if there is a significant change
Trivial	No action	No further action but ensure controls are maintained and reviewed

Identified risk/hazard *Anything with the potential to cause harm – building, item, person, situation, event/trigger, behaviour*	Who may be harmed? **Who is at risk?** *This could be the student, a visitor, a peer, a member of staff*	Risk (LxS) Please RAG for reference			Control Measure/s *What will be done to reduce the risk? The control measures may include interventions from external agencies as well as those implemented by the academy/school. Some of the control measures may be repeated against another identified risk*	Who is key to the control measure/s?	Do controls reduce risk to an acceptable level?
		Likelihood	**Severity**	**Risk rating**			

Date and signature of agreement

Name and signature of parent/carer: **Date:**

Pupil signature: **Date:**

Safety plan lead signature: **Date:**

School lead sign off: **Date:**