



Restrictive Physical Intervention

IMPORTANT

OAKWOOD ACADEMY WILL NOT TOLERATE
ANY FORM OF ABUSE, RADICALISATION OR
EXTREMISM TOWARDS
CHILDREN OR YOUNG PEOPLE

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

OAKWOOD ACADEMY: MORAL PURPOSE

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

WORRIED ABOUT A CHILD?

If you are worried About a Child or Young Person
speak to any of the following staff immediately
Mrs A Nicholson: Mrs L Southwood

'SAFEGUARDING IS EVERYBODY'S RESPONSIBILITY'

Last Reviewed	September 2023
Next Reviewed	September 2024

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<p>THE PURPOSE OF POLICY STAFF WITH KEY RESPONSIBILITY FOR BEHAVIOUR PROMOTING POSITIVE BEHAVIOUR</p>
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SAFEGUARDING POLICIES CHILDREN AND YOUNG PEOPLE

The safeguarding policies (list back page) are in place to help prevent children and young people up to 18 years of age being at risk of harm. Oakwood Academy advises the safeguarding policies are read in conjunction with each other. If you have any concerns or questions regarding policies please refer to a member of SLT.

WORRIED ABOUT A CHILD/YOUNG PERSON

If you are **worried about a child or a young person** being at risk of harm please speak to the Designated Safeguarding Lead (DSL) or in their absence the Deputy DSL. **DO NOT IGNORE IT.**

EXTREMISM/RADICALISATION

All staff and Governors are to be familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. Staff are made aware of the potential indicating factors when a child is vulnerable to being radicalised or exposed to extreme views. These include peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial (damaging) behaviour and personal or political grievances. Staff to report any concerns to Mrs L Southwood the **Single Point of Contact (SPOC)**.

SAFEGUARDING /HEALTH AND SAFETY

Oakwood Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At Oakwood we provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and we strive to provide this within our classrooms. All staff follow health and safety guidelines.

SPIRITUAL, MORAL, SOCIAL & CULTURAL

Oakwood work to prevent children and young people from developing extreme and radical views by embedding SMSC principles throughout the curriculum. During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our children and young people with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Vocational Training and Work Placements: External providers will be provided with a copy of the behaviour policy. They will be expected to follow the policy and inform school of behavioural incidents to the ensure safety of all pupils and appropriate sanctions put in place.

For more details/information on Safeguarding refer to the following documents:

- Keeping Children safe in education (statutory guidance for schools and colleges) : September 2023
- Working together to safeguard children (A guide to inter-agency working to safeguard and promote the welfare of children : July 2018
- Guidance for safer working practice for those working with children and young people in educational settings : May 2019
- Safeguarding & Child Protection Procedures (Oakwood Academy)

Important: Please refer to the list of safeguarding policies (on back page) includes specific Safeguarding/Child Protection issues towards children and young people.

The purpose of this policy

The purpose of this behaviour policy is to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils.

The Governing body of Oakwood has a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The aim of this policy is to promote good behaviour among pupils which links with the Oakwood Anti-Bullying policy. This policy sets out the disciplinary sanctions to be adopted if a pupil misbehaves.

This behaviour policy, acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN. Punishment must be reasonable and account must be taken of the pupil's age, any special educational needs or disability they may have. (Section 91 of the Education and Inspectors Act 2006)

Staff with Key Responsibility for Behaviour

Head of School - Mrs L Southwood

Inclusion Manager - Mrs M Navin

Head of Lower School - Mrs A Hilton

Head of Upper School - Mrs L Cohen

Learning Mentor - Mr K West

Promoting Positive Behaviour

At Oakwood we firmly believe that providing our students with imaginative and appropriate teaching and learning experiences is the most effective way of promoting positive behaviour. We recognise that our ever changing pupil community present with a varied range of needs and that it is our responsibility to ensure that alongside our whole school code of conduct and school rules we recognise the individuality of each student and their stage of development. At Oakwood we carefully plan learning experiences to match the needs of each child and deal with behaviour issues likewise in a holistic and supportive manner. We recognise that a good behaviour policy reflects the vision of the school and enhances the quality of relationships found in the school, promoting mutual respect, courtesy, esteem, and a preparedness to learn in a safe and effective working atmosphere. Positive behaviour is always acknowledged and rewarded. Negative behaviour is always dealt with and sanctions issued.

This policy is written in conjunction with our Anti-Bullying Policy to ensure that our pupils are safeguarded against harmful behaviour. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

This policy also takes into account harmful behaviour as a result of extremism and radicalisation. All staff at Oakwood are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. We look out for indicators and report any concerns.

We work to prevent pupils from developing extreme and radical views by embedding **spiritual, moral, social and cultural** principles throughout the curriculum. We strive to create a learning environment which promotes respect, diversity and self awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. **Spiritual development** focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able

to understand their own feelings and emotions and this enables them to reflect and to learn.

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

(Please see Appendix 1&2 of this Policy)

Use of Restrictive Physical Intervention

There may be times when it is necessary to use restrictive physical restraint to keep our students safe. Oakwood's policy for the use of restrictive Physical Intervention is in line with that of Salford LA.

The Department for Education (DFE) has issued a 'non statutory' guidance document to support schools in producing policies for the restrictive physical restraint of pupils.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is '**reasonable**' in the circumstances to prevent a pupil from doing any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The Department of Health clarifies '**restraint**' as: -

Positive application with the intention of overpowering the client when using reasonable force.'

TEAM-TEACH

At Oakwood all staff have been trained in the use of restrictive physical intervention techniques using TEAM-TEACH methods. These techniques and skills are regularly updated and monitored by 'in-house' registered TEAM TEACH Advanced Instructors.

Team-Teach uses the term 'Positive Handling' to describe a broad spectrum of risk reduction strategies. Team-Teach is a holistic approach involving policy, guidance, management of the environment, and the deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation. Restrictive physical intervention is only a small part of the training framework.

This includes:

- Use of space
- Safe environments
- Comfortable environments
- Diversions
- Calm stances and postures
- Non threatening facial expressions
- Low tone, volume and pace in communication
- Careful use of words
- Physical reassurance and prompts
- Effective guides and prompts
- Releases and hold with minimum drama and effort.

Aims of Team-Teach

- To promote effective, safe, verbal, non-verbal, positive and protective techniques within a whole school setting as a holistic approach to behaviour management.
- To enable acceptable and appropriate responses to serious incidents of 'out of control' behaviour, in a manner that maintains positive relationships and provides safety for all.
- To reduce the amount of serious incidents involving physical control.

Rationale for using Team-Teach approach

- The Team-Teach approach promotes positive, proactive, non - punitive and protective handling strategies.
- It stresses that 95% of crisis situations can often be resolved through appropriately calm, controlled, dignified and skilled de-escalation intervention.
- Team-Teach acknowledges that there will be times when there is no other alternative, but to "hold" a child. The manner in which this is safely and therapeutically carried out is crucial.

Reasonable Force

The following must be considered when making a judgement whether a restrictive physical intervention is necessary:

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- It will always depend on the circumstances of the case.
- The degree of force must be proportional to the incident and the potential consequences of failing to act. It must be the minimum force needed to achieve the desired result.
- The age, understanding and sex of the child must be taken into account.

Risk Assessment

At Oakwood, it is our aim to only use restrictive physical intervention as a last resort. For those students most at risk of this it is expected that a behaviour profile and subsequent behaviour plan will highlight:

- Typical behaviours which are a cause for concern.
- Situations which are likely to trigger extreme behaviour.
- Preferred strategies which are known to be effective for that individual.

Students who are most at risk of restrictive physical intervention will have a risk assessment.

Where a student is at risk of restrictive physical intervention, strategies and techniques should be planned for and agreed in advance. These should be recorded on a Restrictive Physical Intervention Risk Assessment Form (see below) and written into the pupil's behaviour plan.

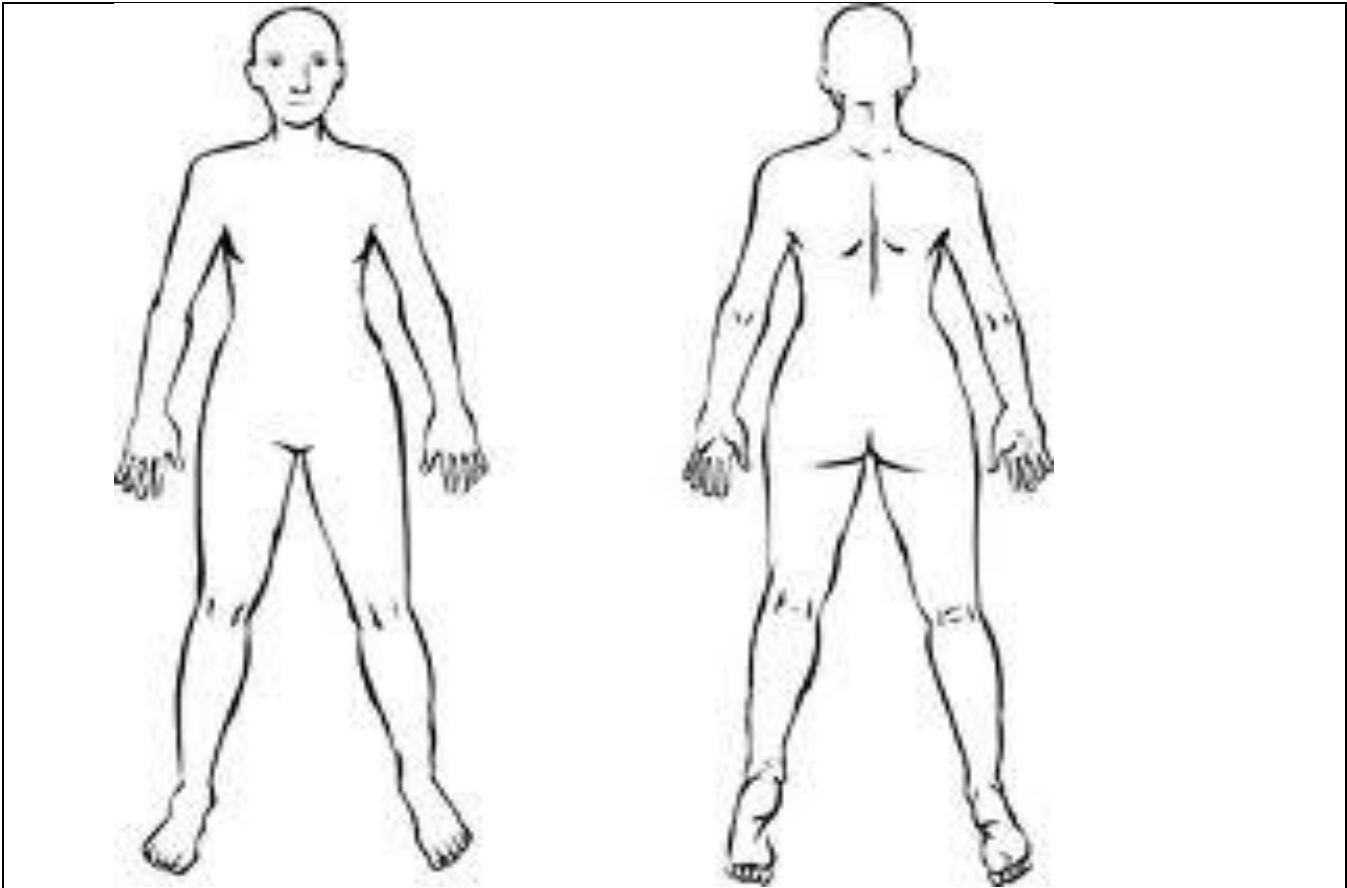
Oakwood Academy Restrictive Physical Intervention Risk Assessment Form		
Name:	Class:	Date:
Name of person responsible for compiling plan:		
Trigger Behaviours: Describe the common behaviour/situations which are known to have led to restrictive physical intervention being required. When is such behaviour likely to occur? Describe the typical behaviours.		
Preferred Supportive and Intervention Strategies to reduce risk. Describe the strategies that, where and when possible, should be attempted before physical restrictive intervention techniques are used. Use check list as a guide.		
Reassurance	Clear consequences	

Negotiation	Planned ignoring
Identified staff	Time out offered/directed
Choices/limits	Success reminder
Humour	Move class
Verbal advice/support	Pupil allowed to go to safe place
Distraction	Agreed strategy with pupil e.g. 3laps of the corridor
Medical Conditions: Anything which should be taken into account before physically intervening i.e., asthma, brittle bones etc.	
Preferred Restrictive Physical Strategies: Describe the preferred holds: standing, sitting, ground, stating numbers of staff.	
De-briefing Process: What care is to be provided after the incident?	

Following an incident of restrictive physical intervention, more detailed reports will be completed in the Team Teach bound book. The bound and number book must be filled in on the day of the RPI and signed by a senior member of staff who has not been involved in the incident.

Additionally, a Restrictive Physical Intervention Form (see below) which will contain notes on whether any injuries have been sustained by both staff and pupils and whether medical intervention has been offered and accepted needs to be completed and attached in the bound book. This ensures that the pupil is not suffering any adverse effects as a result. Parents/Carers will always be informed in the event of any physical intervention. The incident must also be recorded in SIMS using the **restrictive physical intervention categories**. Reports can also be attached in CPOMS.

Indicate on the body map below details of any injuries received (pupil)



Was first aid offered?

Was first aid accepted? (if so give brief details)

Accident Book log number:

Post incident debrief - pupil

Location: Time:

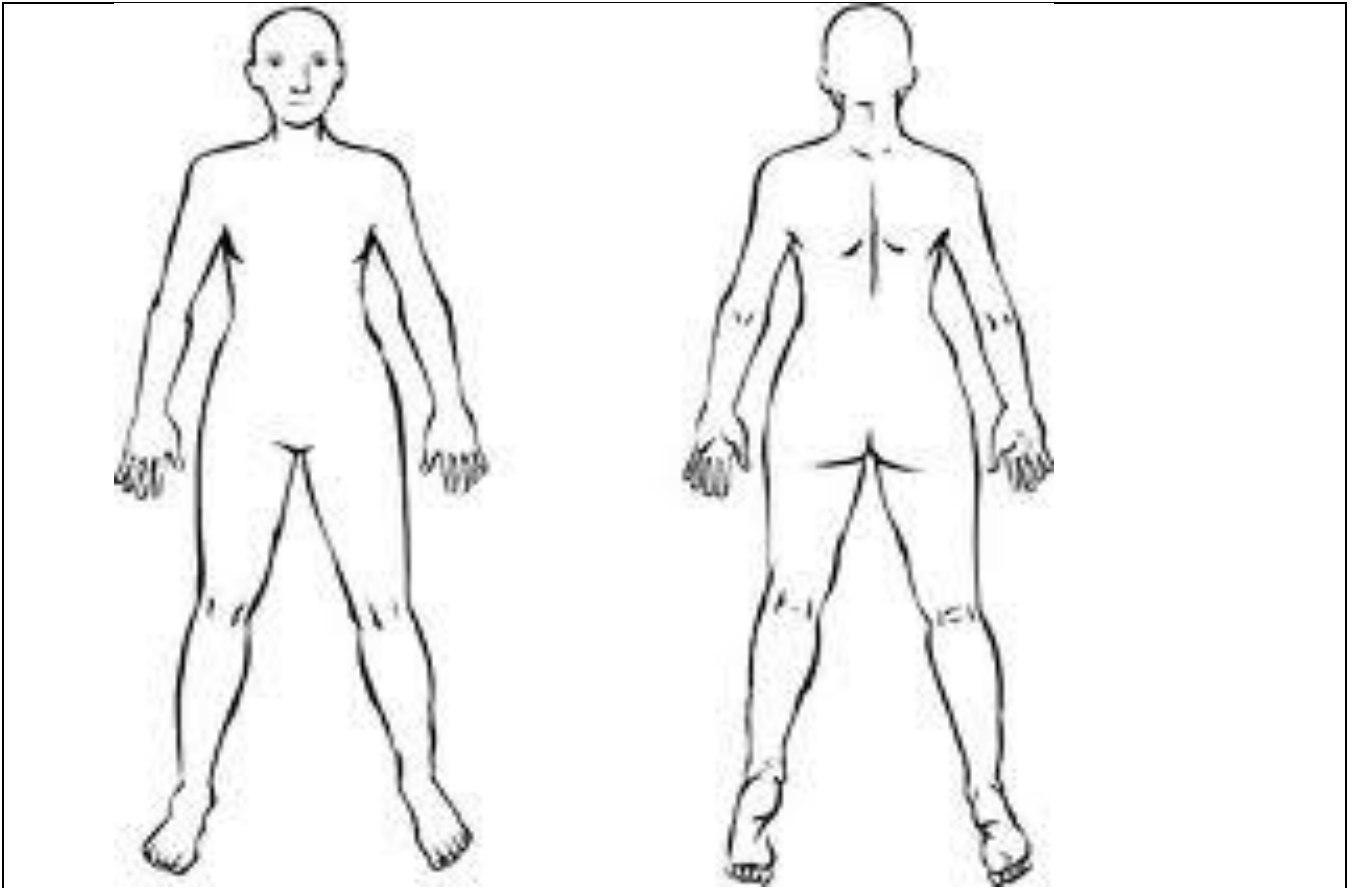
Staff members present:

Outcome:

Post incident debrief - staff

Name	Staff OK Y/N	Signed	Date	Staff not OK - details of further action needed.

Indicate on the body map below details of any injuries received (staff)



Parent/Carers and other agencies contacted		
Name	Recorded response	Date
Parent/Carer		
Social Care		
LA		
Governors		
Signature of Reporting member of staff		
Signature of Headteacher		
PLEASE ENSURE THAT THIS INCIDENT IS RECORDED IN THE BOUND AND NUMBERED BOOK AND IN SIMS		

CONNECTING POLICIES FOR SAFEGUARDING PURPOSE

If you are worried about a child or young person (in relation to issues listed below) or have any concerns or questions regarding Child Protection refer to the Designated Safeguarding Lead (DSL) or, in their absence Assistant DSL.

LIST OF SAFEGUARDING/CHILD PROTECTION ISSUES

child missing from education : child missing from home care : child sexual exploitation (CSE) : bullying including cyber bullying : domestic violence : drugs : fabricated or induced illness : faith abuse : female genital mutilation (FGM) : forced marriage : gangs with youth violence : gender based violence against women and girls (VAWG) : mental health : private fostering : preventing radicalisation : sexting : teenage relationship abuse : trafficking.

From DfE, Keeping children safe in education: September 2023

Oakwood Academy believes it is very important that all the Safeguarding Policies are read in conjunction with one another to quickly identify and take any necessary and appropriate action to help prevent children and young people up to 18 years of age being at risk of harm.

MORE INFORMATION VISIT: [NSPCC.org.uk](https://www.nspcc.org.uk): [TES](https://www.tes.com) & [NSPCC](https://www.nspcc.org.uk) safeguarding: [GOV.UK](https://www.gov.uk) keeping children safe

SAFEGUARDING CONNECTING POLICIES (situated on the Oakwood website)

www.oakwoodacademy.co.uk

Anti-Bullying

Anti- Cyber Bullying

Anti- Racism

Anti-Radicalisation

Attendance

Behaviour

Safeguarding & Child Protection Procedures

Care/Intimate Care/Administration of Medication /Touch

Children Missing From Home

Complaints

Child Protection (including the safeguarding of all children)

Data Protection

Drugs
e-safety (online)
FGM
First Aid
Health & Safety
ICT and Computing
Lone Worker
PSHE
Pupil Friendly Safeguarding
SRE
SMSC
Safer Recruitment
SMSC
Trafficking
Visits/Trips
Whistleblowing

THE GOVERNORS AGREEMENT TO POLICY

Signed (Chair of Governors) Date
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The Safeguarding Policies are up-dated yearly or as necessary depending on new statutory guidance or legislation.