SECURING STAFF SAFETY & WELL-BEING:

VIOLENCE AND ABUSE AGAINST OASIS STAFF

Securing Staff Safety & Well-being - Violence and Abuse Against Oasis Staff
V3.0
Jon Needham & Chris Chamberlain/November 2024

CONTENTS

At a glance

This policy is rooted in the Oasis vision, ethos and 9 Habits. *Our vision is for community – a place where everyone is included, making a contribution and reaching their God-given potential.* Our ethos is a statement of who we are, and it is an expression of our character. Rooted in the story and beliefs of Oasis, we describe our ethos through a particular set of values that inform and provide the lens on everything we do.

- **A passion to include.**
- **A desire to treat people equally respecting differences.**
- **A commitment to healthy, open relationships.**
- **A deep sense of hope that things can change and be transformed.**
- **A sense of perseverance to keep going for the long haul.**

These are the organisational values we aspire to. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Academy and Hub community.

As such, the safety, wellbeing, and care of our staff is therefore paramount. The way we behave with one another and towards one another (staff, students, volunteers, and community members) is key and the enactment of the Oasis 9 Habits needs to be held at the core of this.

Our overarching aim is to foster an environment in all our schools that is psychologically, physically, and relationally safe for staff and students alike, creating a peaceful, constructive environment for all to thrive in. Oasis has an organisational responsibility to anticipate and where possible prevent potential violence and threat towards its staff. The way to do this is multi-faceted must all done through the lens of the Oasis Ethos and 9 Habits.

This policy sets out how we create the conditions for staff to thrive and undertake their roles and responsibilities in a safe and supportive environment, achieving safety through developing a culture deeply rooted in the Oasis ethos. We will deliver safety through consistency and adopting a relational trauma-responsive approach.

This policy also provides clarity about what to do when there are instances of unsafe behaviour and threat and makes clear the necessity for - and expectations of - support and care for staff who experience violent or threatening behaviour. We must recognise that these instances can have psychological impact that requires a careful, and trauma-aware response by being compassionate, considerate, and humble, listening and caring in equal measure.

Checklist

- ❑ We will take a zero-tolerance approach to incidents against our staff.
- ❑ We will ensure that our approach for securing the safety and wellbeing of staff is underpinned by and rooted in the Oasis Ethos and 9 Habits and a trauma responsive approach.
- ❑ We will create a culture that cultivates protective characteristics that minimises the possibility of violent or threatening behaviour and also lays out the people-centred response ensuring the care and wellbeing of staff post occurrence of violent or threatening incidents.
- ❑ This policy will apply if a member of staff suffers an assault in school or away from their normal workplace when the said assault arises in the course of/via the performance of their professional duties e.g., if a staff member is assaulted/harassed on their way home from work.
- ❑ We will ensure that the pupil involved in the assault will receive support to guide them through the next steps and to help understand the consequences and impact of their actions.
- ❑ We will prioritise the development of strong relationships between pupils and adults, underpinned by compassion and understanding.
- ❑ We will make clear links between this policy and the Oasis Way Behaviour and Pastoral Care Policy, and the Oasis Exclusions policy.
- ❑ We will put in place the training requirements for staff that needs to be completed for this policy to be fully enacted.
- ❑ We will ensure that the victim of an assault is supported effectively, including on their return to work.
- ❑ We will take the appropriate action if there are instance of abusive language, threat of false information via telephone, email, or social media.
- ❑ We will record, report, and review each incident.
- ❑ We will review the causes and actions from each incident so that we can learn and improve our support for staff.
- ❑ We will ensure that whole academy and individual pupil risk assessments are in place to avoid assaults.

In brief

Definitions

The Health and Safety Executive (HSE) defines workplace violence as “any incident in which a person is abused, threatened or assaulted in circumstances relating to their work” and states that this can include verbal abuse or threats as well as physical attacks.

Violence may be physical, psychological, sexual and/or verbal. It also refers to threats of and attempted assault of any kind, and includes abuse and threats made via the telephone or via social media. Behaviours associated with assault may include, but

are not limited to, hitting, pinching, biting, spitting, swearing, offensive gestures and unwanted physical contact such as unnecessary touching. Incidents such as these may be perpetrated by pupils, staff members, parents, or other members of the public,

'Secondary trauma' refers to the potential impact on staff of chronic exposure to working with pupils who are dysregulated. This can lead to a replication in the adult of similar regulatory, processing, and social disorders as those experienced by the pupil.

Prevention and risk assessments

Relational approach to behaviour management

Our relational approach to behaviour management outlined in The Oasis Way Behaviour and Pastoral Care Policy aims to reduce the incidences of assaults on members of staff and will reduce the likelihood of physical assaults on members of staff. Our behavioural approach supports academy staff to harness an understanding of attunement, reciprocity and intersubjectivity to form strong relationships with pupils that will enable them to develop regulatory capacity and settle to learn in the classroom.

Academy wide risks

Each academy must have an academy risk assessment in place that outlines the practices and procedures in place to keep staff safe by reducing opportunities and triggers that may provoke violent behaviour, including sexual assault and harassment, towards staff. An example template is available on the H&S sample risk assessment page, which highlights the key hazards and expected controls. This should be implemented and localised to individual settings to reflect specific risk. This risk assessment should be completed with input from the academy Health and Safety committee. From the risk assessment a short action plan should be agreed and completed to make clear the developments needed to improve the safety of staff.

Individual pupils' risks

Risk assessments for individual pupils who are at risk of demonstrating violent behaviour towards staff must be put in place.

Some pupils are more likely than others to become dysregulated and demonstrate unsafe behaviours due to their complex needs. In line with The Oasis Way for inclusive practice, pupils whose complex needs are known to lead to unsafe behaviours when dysregulated should have co-regulation plans and risk assessments put in place through our child-centred planning processes. These co-regulation plans and risk assessments support staff to understand the individual pupil's regulatory needs, to mitigate the risks of severe dysregulation through careful planning and environmental adjustments, and to respond to dysregulated behaviours in a way that can keep both pupils and adults safe.

Harmful behaviour risk assessments and safety plans are also available and should be put in place for pupils whose behaviours pose a more serious risk to staff or other pupils, such as harmful sexual behaviours or serious violence. These should be available and shared with staff including temporary/substitute/supply/agency staff to ensure a consistent management strategy is in place.

These risk assessments can be accessed through the Oasis Way portal. The Oasis Way for inclusive practice - Risk assessments - All Documents (sharepoint.com)

Abusive language, threat or false information via email, telephone, or social media

Oasis Staff are not expected to tolerate verbal or written abuse from parents. This will be made clear in the home school agreement shared by each academy. The agreement should include clear expectations that:

If staff receive an abusive call, they will be expected to clearly state that verbal abuse and threats will not be tolerated in phone calls, and if it persists will be required to terminate the call regardless of whom the call is from. If this happens a record must be made in the CPOMS record.

Where an abusive or threatening email or message is received a standard response should be returned: 'Abusive or threatening content will not be considered, please make an appointment with the academy to discuss the issues or concerns you have. No other written correspondence will be entered into on this topic.' This will then be recorded in CPOMS.

Inappropriate or abusive social media posts will be reported to the police and the social media provider. Where the person who has posted the message can be identified a formal letter from the principal will be sent requesting that the on-line post be deleted. If this is not successful in removing the social media posts then further legal action, including an injunction will be considered.

Following an assault.

Supporting the member of staff.

Paramount is ensuring that appropriate support is given to the person harmed by assault. The list below is not exhaustive and is summarised on the "We are here for you, support sheet" from the mental health team:

- The person harmed should be taken away from the person who was the cause of the harm to a different room in the academy.

- Another member of staff should stay with the person harmed.
- The person harmed should be given a drink of water / tea / coffee.
- The person harmed should be offered first aid or taken to hospital if this is required. If taken to hospital a colleague should accompany them.
- If agreed by the person harmed, their emergency contact should be contacted (following a severe incident, where it is not possible to obtain this consent, we will exercise our obligation to make contact with the next of kin).
- As soon as possible after the event the person harmed should be encouraged to complete the reporting form and detail in writing, any required evidence.
- The person harmed should not be expected to immediately return to teaching or any other duties unless it is their choice to do so. We will work with the individual on a personal risk assessment to ensure any risks are mitigated.
- Where appropriate, photos of any physical injuries should only be taken with the victim's consent and will be stored in a password protected folder by the investigating officer. Photos of a child will not be taken by the academy staff; any evidence of this nature must be recorded by the police or as part of a medical examination.
- Bespoke support from Oasis Mental Health team should be offered.
- Where appropriate, a referral to Occupational Health should be made to ensure that the member of staff receives appropriate support.
- The person harmed should be given the details of the Trust's counselling service – see Appendix B.
- A supportive / KIT phone call should be made by the Principal in the early evening of the day of the incident with the victim's permission, or during a meeting the following day.
- Follow up phone calls should be made by the Principal or agreed deputy at intervals agreed with the victim to check on recovery and to offer any further support.
- Colleagues should consult with their GP are if they are experiencing physical or psychological injuries because of a violent incident. Staff will be eligible to take sick leave on full pay. Recuperative time off work should be recorded as sickness absence but should not be counted against sick leave entitlements or used as absence indicators that may form part of absence management procedures. The employee will receive their normal salary during any defined period of recuperative time off work or phased return in line with the Oasis Managing Health-Related Absence Policy.
- The Academy will cover the reasonable charges (e.g. from a dentist or optician, or where psychological support is required up to 6 sessions of support) incurred following and arising from the assault.

Reporting the assault.

Every assault must be reported using the reporting form (appendix C) or the 'Incident Record' MS Forms when available.

Written statements should be taken from the employee, any witnesses, and the assailant (where applicable) as soon as possible following the incident. This should be undertaken in line with ACAS guidelines. The principal should decide who takes the statements. Where the incident has occurred between staff members, these statements will be gathered as part of a proforma investigation process (appendix D).

The principal must be made aware of an assault against a member of staff immediately. The regional director must be informed within 24 hours of the assault but as soon as possible to ensure that the appropriate level of support is allocated to the member of staff and academy utilising the Oasis Critical Incident reporting system (serious verbal assault would be categorised as 'amber', physical assault would be categorised as 'red').

The Chief Education Officer and Trust Director of Safeguarding will automatically be informed about each assault through the automated reporting procedure.

In addition, physical assaults and significant verbal threats will be reported to the police with the expectation that incidents will be investigated to their fullest. Staff assaults should not be left for the academy to deal with as an 'internal matter' only.

- The member of staff has the right to decide whether to involve the police. If they do not involve the police, they will not have access to the criminal injuries' compensation scheme.
- In considering referral to the police the academy should consider the level of harm and any aggravating factors that contribute to the incident and whether the incident can be resolved internally. Should the incident need to be reported to the police this can be done immediately or at a later stage if it proves more serious or complex than initially thought. If the school decides to report the incident to the police, they should cooperate fully with the investigation.
- Arresting on academy premises should be avoided unless the seriousness and urgency of an incident deems the arrest necessary. The Principal should always be made aware of the situation and the arrest should be conducted as discreetly as possible.

Where behaviour management records are made on Bromcom, and a record is also made on CPOMs for safeguarding purposes so they link up should this be required. Sensitive safeguarding information or sanctions should not be recorded on the 'Incident Record.'

Where appropriate, incidents should be reported to the HSE under the Reporting of Injuries and Dangerous Occurrences Regulations (RIDDOR) in line with the OCL Health and Safety Policy and reporting guidance on OasisZone. The National Health & Safety Lead will be informed automatically of RIDDOR notifications via the automated notification system.

The severity of an incident may trigger reporting via the Critical Incident Policy. The threshold for this is serious verbal assault which would be categorised as 'amber,' physical assault would be categorised as 'red.'

Supporting the pupil.

The principal will follow the Oasis Way Behaviour and Pastoral Care policy along with the Academy Way localised behaviour plan to determine the appropriate follow up to any assault. Leaders should review each case on an individual basis. It must not be "one size fits all" approach.

The regional director and principal will discuss the need for the police to be involved following an assault as outlined above.

All pupils who physically assault an adult should have a risk assessment put in place. The pupil's individual risk assessment must be reviewed following the incident to ensure that all possible mitigations of further harm are planned for.

Return to work

Unless the member of staff declines an occupational health review, the findings of the OH review must be taken into account when the member of staff returns to work. This may include:

- a phased return to work – if this is needed.
- an identified "buddy" in the academy to support the member of staff.
- contact from and ongoing open supportive communication with the Principal.
- access to ongoing support from the Oasis mental health team where the staff member has accepted support.
- payment for damaged clothing or property paid out of the academy budget.
- prescription charges incurred by the member of staff as a result of the assault.
- access to the Trust counselling service.
- paid time off work to attend counselling as required.

Learning from an event

In line with the OCL health and safety policy, incidents will be escalated and reviewed through local health and safety committees, by the National Health and Safety team and through regular reporting to the National Directors, COO, CEO and Board.

The incident will be subject to a formal Post Incident Review Meeting, Post-Incident Review and Support Meeting (PRISM) (appendix E). The regional director will usually chair the PRISM meeting. Colleagues invited to the review will include principal, members of the ALT, DSL, pastoral lead, H&S representative, and any relevant external agencies.

The review will include the following:

- The trigger(s) that lead to the assault.
- Any previous known history of the pupil including known history of Parent/Guardian or Visitor.
- Contributions from the victim as appropriate e.g., an impact statement.
- Review of statements, CCTV footage etc.
- Factors in the academy that may have exacerbated the event.
- Response time by staff.
- Next steps for the pupil.
- Quality of staff support.
- Analysis of the support from external agencies
- Were existing policies and procedures effective in this incident?
- Any academy learning.
- Any Trust wide learning.

Updates should then be made to the whole academy risk assessment following agreement about the learning from the incident.

Responsibilities

Regional Director: The Regional Director is responsible for ensuring that this policy is adhered to within their region.

Safeguarding Team: The Safeguarding Team will offer support and advice as required.

People Directorate: PD colleagues will offer support and advice as required.

Health and Safety – The National Lead and/or Regional Leads will offer advice and guidance as well as ensure that risk assessment templates are updated as required.

Principal: The principal is responsible for ensuring that this policy is fully in place and enacted within their academy.

Staff: Managing student behaviour is everyone's responsibility. Staff are responsible for:

- Being role models of positive behaviour.

- Reporting assaults and offering/collecting evidence.
- Being part of risk assessment review meetings.

Parents: A partnership approach between student's family's and the academy is vital for the establishment of an effective and inclusive relational culture. Parents must be involved and informed in the risk assessment process for their child whether they agree with it or not. Parents are encouraged to:

- Keep in regular and productive contact with the academy about their child's needs, feelings, and behaviours, working in partnership to find positive solutions to support their child to thrive.
- Support their child in adhering to the routines and expectations laid out in the Academy Way.
- Inform the academy of any changes in personal circumstances that may affect their child's needs, feelings, and behaviours.
- Engage productively with staff in discussions about their child's behaviours and how to support them to be successful in the academy.

Pupils: Pupils are encouraged to take ownership of their own behaviours to enable them to contribute positively to the relational culture of the academy.

Pupils are expected to:

- Understand and adhere to the routines and expectations laid out in the Academy Way.
- Treat all members of the academy community with kindness and respect.
- Discuss any concerns, worries or stresses with their class teacher, key adult, or Designated Safeguarding Lead as soon as possible.

Training requirements

Academy leaders should ensure that all pastoral leaders are trained through The Oasis Way Leadership Development Programme and that localised training is delivered to all staff so that they are aware of the four levers of The Oasis Way Behaviour and Pastoral Care Policy and how these are implemented in the academy.

Physical intervention - All Oasis academies follow the DfE guidance on 'Use of Reasonable Force', which makes clear that members of staff have the power to use reasonable force and may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

All Oasis settings are trained in a recognised restraint reduction and physical intervention methodology, to ensure a consistent response when considering reasonable force and physical intervention. Incidents of physical intervention must:

- Always be used as a last resort.
- Unless in an emergency situation, physical intervention techniques should only be applied by those trained to use them.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

This training will be repeated every three years (or sooner if required) and for new staff will be completed wherever possible within the first half term of starting.

Monitoring

This policy will be reviewed regularly by the National Education Team, PD, Safeguarding, H&S, recognised Trade Unions via the JCNC, and Compliance. At each review, the policy will be approved by the CEdO and National Directors group.

Links to other policies

This policy should also be read alongside the following Oasis policies:

- The Oasis Way Behaviour and Pastoral Care Policy
- The Oasis Way Special Educational Needs and Disabilities Policy
- Oasis Safeguarding policy
- Oasis Anti-bullying policy
- Oasis Student Equality, Diversity, and Inclusion Policy
- Oasis Staff Code of Conduct
- Oasis Managing Health-Related Absence Policy
- Oasis Grievance Policy

Statutory requirements

The following documents underpin this policy:

- Equality Act 2010
- The Health and Safety at Work Act 1974
- DfE Behaviour in schools
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Searching, screening and confiscation in schools
- Keeping Children Safe in Education
- Working together to safeguard children.

RACI Matrix

[Please write “R” for anyone who is “Responsible” for a task listed in the policy, an “A” for anyone who is “Accountable,” a “C” for anyone who must be “Consulted” under the policy and “I” for anyone who must be “Informed” about aspects of the policy. Delete and columns that are not needed.]

Policy Element		Leadership			Academy				Service		Team	
	Board	OCL CEO/CEdO	National Directors	Regional Director	Academy Principal	DSL	Pastoral Lead	Academy Staff	Director of Safeguarding	PD / H&S / Compliance / mental health team	Unions	National leads for student inclusion
Ensure our approach is rooted in the Oasis ethos and 9 habits			R			C	C	I	C	C		C
Clear links between this policy and Oasis Way Behaviour and Pastoral Care Policy.				R		C	C	I	C	C	I	A
We will put in place the training requirements for staff that needs to be completed.				I	A	C	C	I	C	C	I	C
The victim of an assault is supported effectively, including on their return to work				I	A	C	C	I	I	C	I	C
The pupil involved in the assault will receive support to help them understand the consequences and impact of their actions.				I	A	R	C	I		C		C

		Leadership			Academy				Service		Teams	
	Board	OCL CEO/CEdO	National Directors	Regional Director	Academy Principal	DSL	Pastoral Lead	Academy Staff	Director of Safeguarding	PD / H&S / Compliance / mental health team	Unions	National leads for student inclusion
Appropriate action is taken for instance of abusive language, via telephone, email, or social media				I	A	C	C	I	I	C		I
Record and report each incident.				I	A	C	C	R	I	C		I
PRISM meeting following each incident so that we can learn and improve our support for staff.			I	I	A	R	C	I	I	I	I	I
Whole academy and individual pupil risk assessments are in place to avoid assaults.				I	A	R	C		I	C		C

Document Control - Changes History

Version	Date	Owned and amended by	Recipients	Purpose
1.0	July 2024	Jon Needham & Chris Chamberlain	Task & Finish Group	Outline the Trusts approach to securing staff safety and well-being
2.0	Sept 2024	Jon Needham & Chris Chamberlain	NET Primary & Secondary	Consultation
3.0	30/9/24	Jon Needham & Chris Chamberlain	National Directors	Approval
3.0	13/11/24	Jon Needham & Chris Chamberlain	JNCC	Approved

Policy Tier

☐ Tier 1
☒ Tier 2
☐ Tier 3
☐ Tier 4

Owner

Jon Needham and Chris Chamberlain

Contact in case of query.

Jon.needham@oasisuk.org or chris.chamberlain@oasisuk.org

Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
National Directors' group	NDs	30/9/24	3.0

Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

☒ Yes
☐ No

If yes, the policy status is:

☒ Consulted with Unions and Approved
☐ Fully consulted (completed) but not agreed with Unions but Approved by OCL
☐ Currently under Consultation with Unions
☐ Awaiting Consultation with Unions

Date & Record of Next Union Review
Not applicable / Insert

Location
Tick all that apply:
☐ OCL website
☐ Academy website
☒ Policy portal
☐ Other: state

Customisation
☒ OCL policy
☐ OCL with an attachment for each academy to complete regarding local arrangements.
☐ Academy policy
☐ Policy is included in principals' annual compliance declaration.

Distribution

This document has been distributed to:

Name	Position	Date	Version

Appendix A – Risk Assessments

H&S sample risk assessment page

The Oasis Way for inclusive practice - Risk assessments - All Documents (sharepoint.com)

Appendix B: DAS counselling service

Appendix C – Reporting Form

Violence or abuse towards a member of staff reporting form.

This form should be used to report all instances of violence, abuse, and threatening behaviour, whether physical or verbal, which are directed to anyone working on our behalf, including supply teachers, agency workers and contractors. This includes abuse and threats made over the telephone, by email or by social media. Incidents that occur away from OCL premises but occur in relation to work must also be reported.

Please hand or email this form to …….. All records will be recorded on Handsam and followed up with a violent incident or abuse investigation.

Date of incident	
Time of incident	
Location	
Name (s) of staff member (s) affected	
Name of staff member completing (if different)	
Name of student being violent or abusive	
Name of other Adult being violent or abusive	
Name of Staff member being violent or abusive	
In what capacity is the person known to the member of staff? E.g. pupil or parent	
Witness names	
Has the student been sanctioned, and a record made on Bromcom?	
Has there been a requirement to record this incident on CPOMS?	
Are you aware of a student behaviour plan in place for this student?	

Describe what happened:
Describe any physical injury (please be accurate with location on body):
Describe any first aid or medical follow up needed:
What were the triggers for the incident?
De-escalation technique used?

Appendix D – Investigation Form

Violence or abuse towards a member of staff investigation form

This form should be used to investigate the incident to ensure adequate support and so that improvements can be made to prevent recurrence. All documents relating to the incident should be saved with the incident or where student sensitive a reference made to their location on CPOMS.

Overview	
Academy Name	
Name of Staff Member involved	
Handsam incident number	
Date of incident	
Time of Incident	
Academy event e.g. which lesson period or which break time	
Date of investigation	
Person completing investigation	
When was the Academy training in Control & Restraint and which methodology was used?	
Reporting	
Was there the need for first aid – is this documented in the 1st aid book?	
Date of RIDDOR report and ref if applicable	
Was this incident recorded in the child's CPOMS records?	
Has the incident been reported using the critical incident reporting system? *See critical incident reporting criteria:* • *Amber incident – serious verbal assault* • *Red incident – Physical assault/violence*	If not – why not?
Incident to be discussed at the Academy H&S meeting - date	
Investigation to be discussed at the ALT meeting - date	

Witnesses (including injured person if relevant)		**Interviewed /statement?**
1		
2		

Investigation and aftercare of staff member	
Description of incident and injury.	
Were the police called? *Give details*	
If not, why not?	
Was an ambulance called or did the staff member go to hospital? *Give details*	
Has the incident resulted in time off work? *Give details*	
Has the member of staff been referred for counselling or support? *Give details including any internal support provided in the academy.*	
Is there CCTV footage of the incident? *Review and save*	
Does the academy violence and aggression risk assessment need updating? *Give details*	
Is there a specific risk assessment for the student? *List and save to investigation record*	
Were the controls in this risk assessment met?	
Was adequate training in place for the activity? Specify. *Attach records of training where relevant to the investigation*	
Was adequate supervision in place? *Specify*	
What can be done to reduce the likelihood of this occurring again?	
Has the relevant trade union safety representative been notified?	
Have the outcomes of the investigation and follow-up actions been communicated to the member of staff?	
Have records been added to Bromcom and CPOMS where required that reference this incident?	

Learning Points		
Actions	Date for completion	Person Responsible

Investigation and aftercare of staff member		

List documents attached

Appendix E1 – PRISM Process

Post Incident Support Meetings (PRISM) Case Discussion Tool

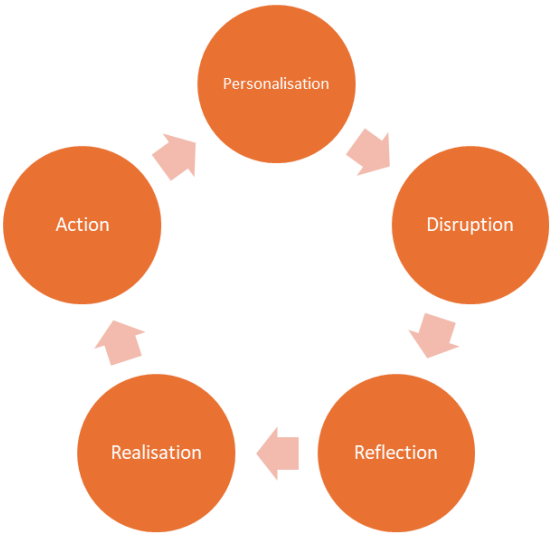
Bringing people together to reflect on events which may have been challenging or traumatic can trigger varying responses in people, including informing their engaging with the PRISM process. It is therefore important that consideration is given to ensuring the PRISM is a supportive and emotional safe environment, avoiding feelings of shame or blame.

The following process provides a helpful and supportive structure to the PRISM.

Step 1	**The Facts:**
	Circulate the PRISM Summary Form and attachments to attendees prior to the discussion. Those attending should take responsibility for having read the papers beforehand. If for some reason these have not been available before the meeting, time at the beginning should be allocated for reading these.
Step 2	**About the child and their lived experiences:**
	Prior to attending the PRISM, attendees should pause and consider the child. This should be focussed on understanding about the child, their characteristics, who their family is, what we think life is like for them. During the meeting, the facilitator should invite attendees to share some thoughts on the child's lived experience or ask clarifying questions to who may know the child best.
Step 3	**Immediate Thoughts:**
	Kolb refers to a period of 'reflective observation.' Spending no more than 5 minutes, reflection on immediate thoughts about the case, what we have done and experienced. This may feel unstructured but is a good way for attendees to 'get things off their chest,' kick around initial hypotheses and most importantly bring in the lived experience of the child and impact on them, to ensure they are at the centre of further discussions. Some people are naturally good at this, but the facilitator will need to get the most out of participants. It is important to be clear which is fact, and which is feelings. This is a vital part of what it means for Oasis to provide exceptional education at the heart of community.
Step 4	**Oasis Reflective Practice Methodology**
	By following the Oasis Reflective Cycle methodology of personalisation – disruption – reflection – realisation – action we will be able to learn from what has happened, reflect on what we need to do differently both personally and organisationally, and have a clear plan for the way forward that is characterised by inclusion, a trauma responsive relational approach and resulting in transformed lives. Firstly, it is important to agree the focal point (presenting issue) of the reason for the case discussion in simple words from the point of view of the child. Once this is agreed, the facilitator should direct discussion about:

Effects: the subsequent events and outcomes that has or could result from the presenting issue (written in boxes above the presenting issue). This could be short term or longer-term effects. They could be effects for the child, communities, or services.

Root Causes: what the potential causes could have been, drilling down until the hypotheses of root cause(s) are reached. It is likely there will be more than one cause and further testing of hypotheses about the causes.



Step 5	What are we worried about:
	Concurrent with all previous steps, attendees may express things about which they are worried. It is helpful if these are clear, and participants use this phrase so that the facilitator can capture this during the whole discussion.

Step 6	What is working well:
	Participants may identify what has worked at any step and it is helpful participants are clear so that the facilitator can capture this during the whole discussion.

Step 7	What needs to happen next?
	Sufficient time should be protected at the end of the discussion to capture actions. These should be SMART: What is the action, who by, when, how will we know it is done, what difference will it make? It is helpful to reflect around the room whether most participants are happy with the outcome. Be aware that not everyone may be comfortable with the outcome and want to say more. Colleagues and the facilitator should be sensitive to this.

Further Reading:

Kolb D (1984) Experiential Learning: Experience as a source of learning and development. New Jersey: Prentice Hall

Signs of Safety: https://www.signsofsafety.net/signs-of-safety/

Problem Tree: http://www.mspguide.org/tool/problem-tree

Ruch, G. 'Thoughtful' practice: childcare social work and the role of case discussion' Child and Family Social Work 2007, 12, pp 370–379

Appendix E2 – PRISM reporting form

PRISM Summary Form

Child Details				
Name:		DOB:		
Ethnicity:		School Year:		
Pen Portrait:				
SEN Details:				
Agency Involvement:	Type of Agency:	Name of Agency	Current:	Historic:
	Social Care – LAC		☐	☐
	Social Care – S47		☐	☐
	Social Care – S17		☐	☐
	LA Early Help		☐	☐
	Community Early Help		☐	☐
	Oasis Early Help		☐	☐
	CAMHS		☐	☐
	MHST		☐	☐
	Oasis MH Team		☐	☐
	Youth Justice/Offending Service		☐	☐
	NHS		☐	☐
	Integrated SEN Services (SALT, OT, EP etc.)		☐	☐
	Other		☐	☐
	Other		☐	☐

Supporting Documents Checklist		
Document:	CPOMS Chronology for the previous six months from date of event	☐
	Relevant risk assessment or safety planning documents	☐
	Behaviour Log	☐
	Attendance Certificate	☐
	Relevant CCTV of incident [if requested by the facilitator]	☐
	Other:	☐
	Other:	☐
	Other:	☐

Staff Details [Only for Serious Staff Assaults]			
Name:		Role:	
Relevant Details:			

Brief description of the event			
Unexpected Exclusion ☐	Staff Assault ☐	RED Critical Incident ☐	Significant Safeguarding Event ☐

Brief description of any possible significant moment prior or triggers prior to the event

Brief description of the actions following the event

Initial Reflections of the Incident

Details of any child voice obtained?

Details of any parent voice obtained?

Details of person completing the form			
Name:		Role:	
If the form has not been prepared by the principal, please ask the principal to confirm they have read the report and it is accurate to the best of their knowledge.			
Principal Name:		Signature:	

Post Incident Support Meetings (PRISM)
PRISM Learning Summary

Brief description of the event			
Unexpected Exclusion ☐	Staff Assault ☐	RED Critical Incident ☐	Significant Safeguarding Event ☐

Learning for the Academy:
Learning for the Trust:
Recommended policy and/or procedure updates:

Completed form sent to jon.needham@oasisuk.org marked as confidential.