



# Violence and Aggression to Staff Policy

## Version 1.0

|                                  |                                  |
|----------------------------------|----------------------------------|
| Status                           | Non-Statutory                    |
| Responsible committee/Individual | Trust Board/Local Governing Body |
| Author                           | CEO                              |
| Target Audience                  | All stakeholders                 |
| Date Policy Agreed               | July 2024 – Version 1            |
| Review Date                      | July 2025                        |

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# 1 Introduction

- 1.1 The Brighter Futures Learning Partnership Trust (BFLPT) is aware that some members of staff will on occasion be in a position where they may face verbal abuse, threatening behaviour or even be assaulted in some way. This will be distressing for them, their families and their colleagues. Where violence and aggression are anticipated, the Trust and the school/UTC will operate systems of work that minimise the effect through careful monitoring, investigations and appropriate interventions.
- 1.2 We work with a diverse range of young people and adults, and it may not always be possible to foresee a particular incident. However, the overwhelming majority of situations can be anticipated in which there might be a risk to personal safety, and this document sets out the way in which these potential incidents should be managed.
- 1.3 If incidents do occur, it is important that staff follow the reporting procedures so that relevant information from the incident can be used to adjust operational, managerial and policy practices.

## 2 Purpose of the Policy

This policy has been written taking into account the DfE Guidance 'Advice on school security: Access to, and barring individuals from school premises' December 2012, Section 547 of the Education Act 1996, and NAHT guidance on dealing with abusive parents.

At the Brighter Futures Learning Partnership Trust, we value the positive relationships forged with parents and visitors to Trust schools/UTC. We encourage close links with parents and the community and believe that students benefit when the relationship between home and the school/UTC is positive. We also strive to make our schools/UTC a place where adults model for students the behaviour we teach and expect. In general, we place a high value on good manners, positive communication, and mutual respect.

We expect parents and other visitors to behave in a reasonable way towards members of Trust staff. However, on very rare occasions when the behaviour and negative attitude of parents/visitors falls short of what we expect, the situation may sometimes result in aggression, verbal, or physical abuse towards members of the schools/UTC staff, or the wider academy community.

The Trust expects and requires its members of staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement, as appropriate, of other colleagues. They should then refer the incident to the Headteacher/Principal or Head of School, who will take appropriate action or invoke the provisions of this policy.

All members of staff have the right to work without fear of violence and abuse, and, in an extreme case, the right to appropriate self-defence. Staff who face these situations have the license to end any conversation (face-to-face or on the telephone).

The progress and well-being of the parent's child(ren) will be fully considered. Actions taken against the parent will be reasonable and proportionate. The parent will have the opportunity to put their views forward at every stage. In the case of the imposition of conditions or a ban from a school/UTC

or Trust, robust review processes will be in place. The Trust will set up an independent review panel to ensure fairness.

### **3 Definition of “Violence and Aggression” in School**

We consider that aggressive, abusive, or insulting behaviour or language from a parent/visitor presents a risk to staff or students. Unacceptable behaviour is such that it makes a member of staff or student feel threatened. This can be through face-to-face contact, on the telephone, or in written communication (including social media).

The following is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Kicking
- Biting
- Punching
- Poking or pushing
- Spitting
- Scratching
- Head butting
- Tripping
- Actions that restrict movement
- Unwanted physical contact which results in no injury
- Use of weapons
- Use of missiles
- Extreme or repetitive verbal or written abuse which causes personal offence or distress
- Sexual, racial, homophobic, or other harassment
- Bullying including cyber bullying
- Intimidation
- Damage to personal property
- Other aggressive behaviour
- Shouting
- Posturing
- Gestures
- Insults
- Innuendo
- Unreasonable demands and blackmail
- Allegations which turn out to be vexatious or malicious
- Harassment
- Excessive demands on school time by frequent, lengthy and complicated contact with staff whilst a complain is being investigated.
- Unjustified complaints about staff who are trying to deal with issues where parents/Carers insist the complaint is dealt with in ways that are incompatible with the complaints procedure or Trust policy.

We consider that aggressive, abusive, or insulting behaviour or language from a parent/visitor presents a risk to staff or students. Unacceptable behaviour is such that it makes a member of staff or student feel threatened. This can be through face-to-face contact, on the telephone, or in written communication (including social media). Any evidence of unacceptable behaviour could lead to parents, carers, visitors being banned from site with police involvement if necessary.

## 4 General Policy

Violence and aggression are unacceptable. However, given the nature of the services we provide, it is acknowledged that some staff may, on occasion, encounter violence or aggression and therefore the Trust takes reasonable measures to eliminate or minimise the risks.

- Risk assessments will be undertaken for specific students/pupils, parents carers with known concerns.
- Staff will receive training from time to time on measures to be taken in different circumstances.
- All incidents of violence and aggression **must** be reported to the Headteacher/Principal and into the Central Trust.
- Where a member of staff has to use positive “handling procedures” student as a result of violence in the school/UTC, these should be recorded on the CPOMS as soon as practically possible.
- Following an incident of violence or aggression by a parent or a student, support will be offered by the school/UTC or Central HR Team. – Where appropriate staff should be directed to access support from the Trust’s external counselling service.
- Staff are expected to take account of their own safety when considering their actions in intervening in any incidents of violence or aggression.

## 5 Roles and Responsibilities

The Trust, as the employer, is responsible for the provision of measures to safeguard its staff. It delegates the oversight and monitoring of this policy to the CEO and Local Governing Boards and the implementation of the measures to the Headteacher/Principal of the school/UTC.

### 5.1 The Headteacher and Leadership Team will:

- Ensure that risk assessments are undertaken where required;
- Ensure that relevant staff receive training, including the use of handling plans at appropriate intervals in skills that can be used to minimise risks to personal safety;
- Ensure that all staff are aware of the procedure to report incidents of violence and aggression.
- Ensure that all such reports are thoroughly investigated and responded to;
- Offer and provide appropriate post-incident support to staff; and
- Monitor the effectiveness of this policy.
- If the aggression is against a Headteacher/Principal this will involve the Local Governing Board and Central Trust.

### 5.2 Individual members of staff are responsible for:

- Following working procedures and risk assessments;
- Reporting likely or actual incidents of violence or aggression; and
- Taking due regard for their own personal safety and well-being and for withdrawing from a situation where the risk of actual or potential violence or aggression is high. An exception to this is where any formal handling plan relating to a student/pupil requires an alternative course of action to be followed.

## 6 Risk Assessment

The Headteacher/Principal or Head of School will carry out a risk assessment in order to help make a decision about the level of response. In all cases, the response will be reasonable and proportionate. The Headteacher/Principal or Head of School will consider the following questions: What form did the abuse take?

- What evidence is there?
- What do witnesses say happened?
- Are there previous incidents to take into consideration?
- Do members of staff/students feel intimidated by the parent's/visitor's behaviour?
- Is there any evidence of provocation?
- How high is the assessed risk that this will be repeated or that there will be retaliation for the schools/UTC action? (Low, medium, high).

The Headteacher/ Principal or Head of School, will consult with the Central Trust.

### 6.1 Recording of Incidents

Staff/pupils/students subject to abuse and witnesses will make written statements about incident(s) which will be kept in a file with subsequent letters. This file will be kept by the Headteacher/Principal or CEO. Depending on an assessment of the risk of retaliation to witnesses or individuals, statements made by adults may be made available to the parent if they request it. Once the statements have been collected and agreed actions confirmed the incident should be recorded and retained by the Headteacher/Principal. Any injuries must be recorded appropriately, within appropriate timeframes. Major injuries are also reported to RIDDOR and the CEO must be informed immediately.

### 6.2 The School/UTC response in consultation with the Trust

Following the completion of the risk assessment, the Headteacher/Principal or Head of School will decide the level of action to be taken in consultation with the Trust. Actions will include the following:

#### **1 Clarify to the parent what is considered acceptable behaviour by the School/UTC.**

In some instances, it may be appropriate simply to ensure the parent is clear about behaviour standards expected by the academy. This could be explained by a letter from the Headteacher/Principal or Head of School. This letter may contain a warning about further action if there are further incidents. The parent will be invited to write to the Headteacher/Principal or Head of School with his/her version of the events within 10 working days. Depending on the parent's response, a meeting may then be held to discuss the situation and how it can be avoided in the future.

#### **2 Invite the parent to an informal meeting to discuss events.**

This could be helpful to discuss and diffuse the situation.

The safety and well-being of those attending such a meeting must be carefully considered. Members of school/UTC staff will always be accompanied by at least one other colleague at any such meeting, this may also include a member of the Central Trust HR Team. Consideration should be given to the seating arrangements, and care taken to ensure exits cannot be blocked by a parent who could

potentially become aggressive.

The main points of discussion and any agreed actions should be noted, and a follow-up letter or e-mail sent to confirm the school/UTC expectations and any agreed actions.

### ***3 Impose conditions on the parent's contact with the school/UTC and its staff.***

Although fulfilling a public function, schools are private places. The public has no automatic right of entry. Parents of enrolled students have an 'implied license' to come onto the school/UTC premises at certain stated times. It is for the school/UTC to define and set out the extent of such access. Parents exceeding this would be trespassing.

Depending on the type, level, or frequency of the unacceptable behaviour, the school/UTC may consider imposing conditions on the parent's contact with the school/UTC. These conditions may include (but not exclusively):

- being accompanied to any meeting with a member of school/UTC staff by a member of SLT
- restricting contact by telephone to named members of the senior leadership team
- restricting written communications to named members of the senior leadership team
- restricting attendance at school/UTC events to those where the parent will be accompanied by a member of the senior leadership of the school/UTC,
- any other restriction as deemed reasonable and proportionate by the Headteacher/Principal or Head of School.

In this case, the parent will be informed by a letter from the Headteacher/Principal or Head of School with the details of the conditions that are being imposed. The parent would then be given 10 working days from the date of that letter to make representations in writing about the conditions to the CEO and the Chair of Governors. An independent Panel will review the conditions imposed. This would be communicated to the parent in writing within 10 working days of the date of the parent's letter.

If the decision is to confirm the conditions imposed, this decision will be reviewed by the Trust after approximately six months (and every six months after that, if appropriate). The parent/carer will be invited to make a written representation to the Trust. This and the evidence from the Headteacher/Principal will be considered at a meeting arranged by the Trust. The Trust may decide to maintain, extend, or remove the conditions. The decision of the review will be communicated to the parent by the Trust within 10 days of the date of the meeting.

When deciding whether it will be necessary to maintain, extend, or remove the conditions, the Trust representative will consider the extent of the parent's compliance with the conditions, any appropriate expressions of regret and assurance of future good conduct received from him/her and any evidence of the parent's cooperation with the school/UTC in other respects.

### ***4 Impose a ban.***

Where other procedures have been exhausted and aggression or intimidation continues, or where there is an extreme act of violence, the school/UTC may consider imposing a ban in consultation with the CEO. In this case, the parent/carer will be informed by letter from the Headteacher/Principal or



Head of School. This will include banning a parent from accessing school staff by written communication or telephone.

In these circumstances, the individual would be advised in writing by the Headteacher/Principal or Head of School that a provisional ban is being imposed. The parent would then be given 10 working days from the date of that letter to make representations about the ban in writing to the Trust. The Trust would then decide whether to confirm or remove the ban. This would be communicated to the parent/carer in writing within 10 working days of the receipt of their letter.

If the Trust decision is to confirm the ban, parents in these circumstances will be offered an annual meeting about their child's progress, usually with the Headteacher/ Principal or Head of School and a member of the Central Trust Team.

A decision to impose a ban will be reviewed by the Trust after approximately six months (and every six months after that, if appropriate). The parent will be invited to make a written representation to the Trust; this and the evidence from the Headteacher/Principal or Head of School will be considered at a meeting of the School/UTC Panel. The Trust may decide to remove the ban, extend the ban, or impose conditions on parents' access to the school. The decision of the review will be communicated to the parents by the Chair of the Review Panel within 10 days of the date of the meeting.

In deciding whether to remove or extend the ban or impose conditions, the Trust will consider the extent of the parent's/carer's compliance with the ban, any appropriate expressions of regret and assurance of future good conduct received from him/her and any evidence of the parent's/carer's cooperation with the school/UTC in other respects.

#### **5 Remove from the school/UTC.**

Parents/carers who have been banned from the school/UTC premises and continue to cause a nuisance will be deemed to have committed a section 547 offence. They will be considered as trespassers. In these circumstances the offender may be removed from school/UTC. This may be carried out by a police officer or person authorised by the Trust Board. Legal proceedings may be brought against the parent/carer.

#### **6 Complaints policy.**

Any parental/carer complaint that arises from incidents of abusive behaviour will be dealt with under the Trust's Complaints policy. Any member of staff who has been subject to an abusive interaction with a parent/carer retains the right to submit a formal complaint about the incident to the Headteacher/Principal or Head of School. The leadership team will investigate all complaints, records will be kept on file with actions taken by the leadership team.

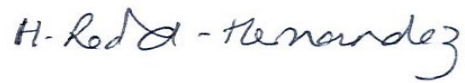
#### **7 Training.**

The following training should be provided:

All staff, including new staff, should receive awareness training on work-related violence, our policy and procedures, how to prevent work-related violence, reporting procedures and what to do following an incident. This may be through formal training or a briefing from the Headteacher/Principal depending on the risk potential for the staff members.

Policy Agreed: July 2024

Signed CEO of BFLPT – Helen Redford-Hernandez:

Handwritten signature of H. Redford-Hernandez in black ink.

Date: July 2024

Signed – Chair of BFLPT – Pippa Dodgshon

Handwritten signature of P. Dodgshon in black ink.

Date: July 2024

Policy to be reviewed: July 2025

Policy created: July 2024 (Version 1)

Revised:

## **Appendix 1 Model Letter 1 - Warning**

(sent by Headteacher/Principal -informed CEO)

Dear

I have received a report about your conduct at [Insert name of school] on (enter date and time or details). This appears to fall far short of that we would expect of a parent/carer of a student at the school or UTC [delete as appropriate].

(Add factual summary of the incident and of its effect on staff, pupils, and other parents.)

I must inform you that the Trust will not tolerate aggression towards members of the school or UTC [delete as appropriate] community and will act to protect its staff and students from any form of abuse or intimidation. I should warn you that any future conduct of this nature could result in the Trust imposing conditions restricting your access to the school or UTC [delete as appropriate] or banning you from contacting or attending the school/UTC altogether.

I wish to give you an opportunity to give me in writing any comments or observations of your own in relation to the report which I have received about your conduct. Please do so within 10 working days of the date of this letter. These comments may include any assurances you are prepared to give about your future good conduct. There is then an option for us to meet to discuss the situation and how it can be avoided in the future.

Details of our policy on dealing with abusive parents can be found on the Brighter Futures Learning Partnership Trust website.

Yours sincerely

Headteacher/Principal [delete as appropriate]  
Cc BFLPT Trust

## Appendix 2 Model Letter 2 - Imposing conditions on the parent's attendance at school or UTC events, pending review

(sent by Headteacher/Principal-informed CEO who arranges an Independent Review Panel)

Dear

I have received a report from the (name of staff) about your conduct on (enter date and time)

(add summary of incident and its effect on staff and pupils)

(You will recollect that I have already written to you about a previous incident on (date) warning you of the consequence of any further insulting or aggressive behaviour on your part)

I must inform you that the Trust, in line with our policy, will not tolerate conduct of this nature on the school/UTC [delete as appropriate] premises and will act to defend its staff and pupils.

I am therefore writing to inform you that I am imposing conditions on the contact you may have with the school/UTC. These are as follows: (delete as appropriate)

- You must be accompanied to any meeting with a member of the academy staff.
- You may not contact by telephone or in writing any member of staff.
- You may contact either the Headteacher/Principal or Vice Principal/Deputy Headteacher.
- You may not attend any events for parents except those where you will be  Accompanied by a member of the senior leadership of the academy.
- Other as are reasonable and proportionate

The restrictions above are provisional until they have been reviewed by the Trust Review Panel. Please consider them to be in force until you receive confirmation.

The Trust, will need to decide whether it is appropriate to confirm or overturn this decision. You may, if you wish, send her in writing any comments or observations of your own within 10 working days of the date of this letter. These comments may be to challenge or explain the facts of the incident, to express regret and give assurances about your future good conduct. The Chair of the Review Panel will then write to you with the outcome of their decision.

If on receipt of your comments, the Chair of the Review Panel considers that my decision should be confirmed, you will be supplied with details of how the conditions will be reviewed by the governing body.

Yours sincerely

Headteacher/ Principal [delete as appropriate]  
cc: BFLT

### **Appendix 3 Model Letter 3: Letter to confirm or overturn Principal's decision to impose conditions**

(sent by Chair of the Independent Review Panel)

Dear

The Headteacher/Principal [delete as appropriate] wrote to you on (date) to detail concerns about an incident when your behaviour towards (name) fell short of what we would expect as a school/UTC [delete as appropriate]. You will be aware that the Headteacher/Principal [delete as appropriate] has written to you previously about your behaviour towards staff.

I have not received a written response from you/I have received a letter from you dated ....., the contents of which I have considered carefully.

In the circumstances, and after further consideration of the Headteacher/Principal's [delete as appropriate] report and your letter, I have determined that the decision to impose conditions on your contact with the school/UTC [delete as appropriate] should be confirmed. The conditions are as follows:

(Copy conditions from HT's letter)

This decision will be reviewed by an Independent Review Panel in approximately six months' time. The Independent Review Panel will write to you in advance of the meeting to ask you to provide a written statement for their consideration. When deciding whether it will be necessary to extend the application of conditions to attend school/UTC [delete as appropriate] premises, consideration will be given to the extent of your compliance with the decision, any appropriate expressions of regret and assurance of future good conduct received from you; and any evidence of your co-operation with the school/UTC [delete as appropriate] in other respects.

OR

In the circumstances, and after further consideration of the Headteacher/ Principal's [delete as appropriate] report and your letter, I have determined that the decision to impose conditions on you should be lifted. You may hence attend the school/UTC events as normal. However, should there be a repeat of inappropriate behaviour towards staff all of the above sanctions will be applied.

Yours sincerely

Chair of the Independent Review Panel

cc: BFLPT and Headteacher/Principal

## **Appendix 4 Model Letter 4 - Imposition of a ban on contacting or attending the school/UTC, pending review**

(sent by Headteacher/Principal)

I have received a report from the (name of staff) about your conduct on ..... (enter date and time)

(add summary of incident and its effect on staff and pupils)

You will recollect that I have already written to you about a previous incident on (date) warning you of the consequence of any further insulting or aggressive behaviour on your part.

I must inform you that the Trust, in line with our policy, will not tolerate conduct of this nature on the school/UTC [delete as appropriate] premises and will act to defend its staff and pupils.

I am therefore writing to inform you that I am recommending imposing a ban on you attending or contacting the school/UTC [delete as appropriate]. This means you may not attend the school/UTC [delete as appropriate] for any reason whatsoever. You must not make contact with any member of staff by telephone or email. You do, however, have the right to attend one meeting per year to discuss your child's progress. This meeting will be with me. I will contact you to arrange this at the time of the next Academic Review Day.

The restrictions above are provisional until they have been reviewed by the Trust. Please consider them to be in force until you receive a confirmation.

The Trust, will need to decide whether it is appropriate to confirm or overturn this decision. Please send, in writing, to the CEO, any comments or observations of your own within 10 working days of the date of this letter. These comments may be to challenge or explain the facts of the incident, to express regret and give assurances about your future good conduct.

If on receipt of your comments, the CEO considers that my decision should be confirmed, you will be supplied with details of how this ban will be reviewed by an Independent Review Panel.

Yours sincerely

Headteacher/Principal [delete as appropriate]

cc: BFLPT

## **Appendix 5 Model Letter 5 - Letter to confirm or overturn Principal's decision to impose a ban**

(sent by Central Trust)

Dear

The Headteacher/Principal [delete as appropriate] wrote to you on (date) to detail concerns about an incident when your behaviour towards (name) fell far short of what we would expect as a school/UTC [delete as appropriate]. You will be aware that they have written to you previously about your behaviour towards staff.

I have not received a written response from you/I have received a letter from you dated ....., the contents of which I have considered carefully.

In the circumstances, and after further consideration of the Headteacher/Principal's [delete as appropriate] report and your letter, I have determined that the decision to impose a ban on you should be confirmed. This means you may not attend the school/UTC [delete as appropriate] for any reason whatsoever. You must not make contact with any member of staff by telephone or e-mail. You do, however, have the right to attend one meeting per year to discuss your child's progress. This meeting will be with the Headteacher/Principal [delete as appropriate] or a member of the senior team.

This decision will be reviewed in six months' time by the Trust. The Trust will write to you in advance of the meeting of the Independent Review Panel to ask you to provide a written statement for their consideration. When deciding whether it will be necessary to extend the application of conditions to attend school/UTC [delete as appropriate] premises, consideration will be given to the extent of your compliance with the decision, any appropriate expressions of regret and assurance of future good conduct received from you and any evidence of your co-operation with the school/UTC [delete as appropriate] in other respects.

OR

In the circumstances, and after further consideration of the Headteacher/Principal's [delete as appropriate] report and your letter, I have determined that the decision to impose a ban should be overturned. You may hence attend school/UTC [delete as appropriate] events as normal. However, should there be a repeat of inappropriate behaviour towards staff all of the above sanctions may be applied.

Yours sincerely

Central Trust

cc: Headteacher/Principal

## **Appendix 6 Model Letter 6 - Letter from the Independent Review Panel requesting parents' statement for review by IRP**

(Sent by Chair of the Panel/ Agreed by the Trust)

Dear

The Headteacher/Principal [delete as appropriate] wrote to you on (date) to detail concerns about your behaviour towards school/UTC staff/students fell short of what we would expect as a school/UTC [delete as appropriate]. As a result of this incident, conditions were imposed on you/a ban was imposed.

This decision will be reviewed by the Independent Review Panel at their next meeting on (date).

I am writing to ask whether you would like to make a written statement to the Independent Review Panel for their consideration in making the decision whether to remove the restriction or extend it.

If you should wish to make a written statement, please can you e-mail it to me at (address) by (date – parents should be given 10 days to respond).

Yours sincerely

Independent Review Panel

cc: CEO and Headteacher/Principal



## Appendix 7 Risk Assessment - Violence from Pupils

| School Name  |                     | Decide who may be harmed (insert ?):   |   |                    |                            |            |  |
|--|---------------------|--|---|--------------------|----------------------------|------------|--|
|  |                     | Student  |   | Contractors        |                            | Visitors   |  |
| Department / Location (if applicable)  |                     | Staff  |   | Vulnerable People  |                            | Volunteers |  |
| Identified Hazards   | Initial Risk Rating | Existing Control Measures (select all that are in place)   | ? | Actions / Comments | Residual Risk Rating H/M/L |            |  |
| Stress as a result of sustained verbal violence or threat of violence<br><br>Injuries as a result of physical violence | H                   | There is a documented pupil behaviour policy in place that is regularly communicated to pupils & parents, understood and consistently applied. |   |                    |                            |            |  |
|  |                     | Pupils are routinely reminded in assemblies and as part of PHSE of what is and is not acceptable behaviour.                                    |   |                    |                            |            |  |
|  |                     | Staff are appropriately trained to recognise potentially violent situations and how to avoid and or diffuse them.                              |   |                    |                            |            |  |
|  |                     | Individual risk assessments / care plans are in place for pupils with known violent or inappropriate behaviour.                                |   |                    |                            |            |  |
|  |                     | There is a documented and communicated system in place for summoning assistance from other members of staff.                                   |   |                    |                            |            |  |
|  |                     | Members of staff know how to respond in an emergency situation.  |   |                    |                            |            |  |

|  |   |  |  |
|--|---|--|--|
|  | Staff do not work on a 1 to 1 basis with pupils who are aggressive and or violent (they are always within sight or sound of another adult). |  |  |
|  | There is a clear policy in place for reporting and recording violent incidents.   |  |  |

|  |  |  |  |
|--|--|--|--|
|  | All incidents are investigated and, where necessary, appropriate measures put into place to prevent / reduce the risk of recurrence. |  |  |
|  | Parents and carers are involved after an incident or agreed number of incidents in the actions to be taken.                          |  |  |

**Risk Rating Guidance:** H= High M= Medium L= Low TBA = To Be Assessed - Assessment of the likelihood and or impact of injury and or damage. Initial assessment has been undertaken, complete the residual assessment based on your control measures/findings/additional actions etc.

| Other Hazards Identified  | Additional Control Measures to be Put in Place  |                        |  |                               |
|---|---|------------------------|--|-------------------------------|
| Any other foreseeable hazards that is associated with the activities being carried out to be listed here. | <i>Where you have identified other hazards record the additional control measures your are going to put in place to mitigate these below:</i> |                        |  |                               |
| <b>Date of Assessment:</b>  |   | <b>Carried out by:</b> |  | <b>Signature:</b>             |
| <b>Date of next review:</b>   |   | <b>Carried out by:</b> |  | <b>Date Review Completed:</b> |

Also refer to these other relevant risk assessments or safety advice documents:

- Premises & Facilities Manual
- Pupil Behaviour Policy
- Safety Guidance Document SG11 Managing Violent Situations
- FR4 Security Management Protocol Framework
- Safety & Security Risk Assessment
- Lone Worker Risk Assessment (if applicable)

**Note:** Health and safety in our school is the responsibility of everyone and is about taking a sensible and proportionate approach to ensure that the learning environment provides a healthy and safe place for all who use it, including staff, volunteers, visitors and students.

## Appendix 8 Risk Assessment - Violence from Parents / Carers

|  |                     | Decide who may be harmed (insert ?):  |  |                   |                    |                            |   |
|--|---------------------|---|--|-------------------|--------------------|----------------------------|---|
|  |                     | Student   |  | Contractors       |                    | Visitors                   |   |
| Department / Location (if applicable)  |                     | Staff   |  | Vulnerable People |                    | Volunteers                 |   |
| Identified Hazards   | Initial Risk Rating | Existing Control Measures (select all that are in place) ?  |  |                   | Actions / Comments | Residual Risk Rating H/M/L |   |
| Stress as a result of sustained verbal violence or threat of violence<br><br>Injuries as a result of physical violence | H                   | There is a documented complaints procedure in place that is communicated to all parents/carers.   |  |                   |                    |                            |   |
|  |                     | Staff are appropriately trained to recognise potentially violent situations and how to avoid and or diffuse them.   |  |                   |                    |                            |   |
|  |                     | Where possible, parents are encouraged to make appointments to see members of staff, where parents arrive unexpectedly there is a documented procedure in place to deal with such situations. |  |                   |                    |                            | <b>Refer to School Security Management Protocol</b> |
|  |                     | Polite notices are posted in key areas regarding acceptable and unacceptable behaviour.   |  |                   |                    |                            |   |
|  |                     | In instances where there is a known risk of violence, consideration is given to pre-arranged interruptions, or meeting with a second member of staff in the room for support.                 |  |                   |                    |                            | <b>Refer to School Security Management Protocol</b> |
|  |                     | There is a known system in place for summoning assistance from other members of staff as necessary.   |  |                   |                    |                            | <b>Refer to School Security</b>                     |

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|  |  |  | <b>Management Protocol</b>                            |
|  | Members of staff know how to respond in an emergency situation.  |  | <b>Refer to School Security Management Protocol</b>   |
|  | There is a clear policy in place for reporting and recording violent incidents.  |  |   |
|  | All incidents are investigated and, where necessary, appropriate measures put into place to prevent / reduce the risk of recurrence. |  | <b>Refer to Nuisance on School Premises Framework</b> |

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|--|---|--|---|
|  | In extreme situations more formal action would be taken e.g. <ul style="list-style-type: none"> <li>• Requesting that they leave the premises (both verbally and in writing)</li> <li>• Banning them from the premises</li> <li>• Injunction proceedings</li> </ul> |  | <b>Refer to Nuisance on School Premises Framework</b>     |
|  | Separate risk assessments are carried out for home visiting   |  | <b>Refer to Home Visit Risk Assessment as appropriate</b> |

**Risk Rating Guidance:** H= High M= Medium L= Low TBA = To Be Assessed - Assessment of the likelihood and or impact of injury and or damage. Initial assessment has been undertaken, complete the residual assessment based on your control measures/findings/additional actions etc.

| Other Hazards Identified  | Additional Control Measures to be Put in Place   |                        |  |                               |
|---|--|------------------------|--|-------------------------------|
| Any other foreseeable hazards that is associated with the activities being carried out to be listed here. | <i>Where you have identified other hazards record the additional control measures you are going to put in place to mitigate these below:</i> |                        |  |                               |
| <b>Date of Assessment:</b>  |  | <b>Carried out by:</b> |  | <b>Signature:</b>             |
| <b>Date of next review:</b>   |  | <b>Carried out by:</b> |  | <b>Date Review Completed:</b> |

**Also refer to these other relevant risk assessments or safety advice documents:**

- **Premises & Facilities Manual**
- **FR3 Nuisance on School Premises Framework**
- **FR4 Security Management Protocol Framework**
- **Safety Guidance Document SG11 Managing Violent Situations**
- **Safety & Security Risk Assessment**
- **Lone Worker Risk Assessment (if applicable)**
- **Home Visits Risk Assessment (if applicable)**

Note: Health and safety in our school is the responsibility of everyone and is about taking a sensible and proportionate approach to ensure that the learning environment provides a healthy and safe place for all who use it, including staff, volunteers, visitors and students.

## Appendix 9 Risk Assessment - Violence out of School Hours

| School Name  |                     | Decide who may be harmed (insert ?):  |  |                   |                    |                            |
|--|---------------------|---|--|-------------------|--------------------|----------------------------|
|  |                     | Student   |  | Contractors       |                    | Visitors                   |
| Department / Location (if applicable)  |                     | Staff   |  | Vulnerable People |                    | Volunteers                 |
| Identified Hazards   | Initial Risk Rating | Existing Control Measures (select all that are in place) ?  |  |                   | Actions / Comments | Residual Risk Rating H/M/L |
| Stress as a result of sustained verbal violence or threat of violence<br><br>Injuries as a result of physical violence | H                   | There is a site security policy and risk assessment in place.   |  |                   |                    |                            |
|  |                     | The site has a secure perimeter fence and access gates.   |  |                   |                    |                            |
|  |                     | There is a procedure in place for making sure that gates are secure during evenings, weekends and holiday periods.  |  |                   |                    |                            |
|  |                     | Physical building security measures are suitable, maintained and regularly reviewed to ensure they remain effective.  |  |                   |                    |                            |
|  |                     | Consideration has been given to suitability of both internal and external lighting.   |  |                   |                    |                            |
|  |                     | Shrubbery is regularly maintained to restrict hiding places.  |  |                   |                    |                            |
|  |                     | Clear and documented procedures are in place for <ul style="list-style-type: none"> <li>• Locking / unlocking the premises</li> <li>• Responding to alarm call outs</li> <li>• Summoning assistance in an emergency situation.</li> </ul> |  |                   |                    |                            |
|  |                     | Access in to the building is restricted and controlled.   |  |                   |                    |                            |

|  |   |  |  |
|--|---|--|--|
|  | Polite notices are posted in key areas regarding acceptable and unacceptable behaviour.                           |  |  |
|  | Staff are appropriately trained to recognise potentially violent situations and how to avoid and or diffuse them. |  |  |
|  | Staff are aware that they should not put themselves at risk and should retreat where possible.                    |  |  |

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|  | Consideration is given to lone workers and an appropriate risk assessment and suitable measures are in place to minimise risk.  |  |  |
|  | Where appropriate additional means of communication are available and used i.e. radio's, walkie-talkies, mobile telephones etc. |  |  |

**Risk Rating Guidance:** H= High M= Medium L= Low TBA = To Be Assessed - Assessment of the likelihood and or impact of injury and or damage. Initial assessment has been undertaken, complete the residual assessment based on your control measures/findings/additional actions etc.

| Other Hazards Identified   | Additional Control Measures to be Put in Place  |                        |  |                               |
|--|---|------------------------|--|-------------------------------|
| Any other foreseeable hazards that are associated with the activities being carried out to be listed here. | <i>Where you have identified other hazards record the additional control measures your are going to put in place to mitigate these below:</i> |                        |  |                               |
| <b>Date of Assessment:</b>   |   | <b>Carried out by:</b> |  | <b>Signature:</b>             |
| <b>Date of next review:</b>  |   | <b>Carried out by:</b> |  | <b>Date Review Completed:</b> |



Also refer to these other relevant risk assessments or safety advice documents:

- Premises & Facilities Manual
- FR3 Nuisance on School Premises Framework
- FR4 Security Management Protocol Framework
- Safety Guidance Document SG11 Managing Violent Situations
- Safety & Security Risk Assessment
- Lone Worker Risk Assessment (if applicable)

## Appendix 10 – Risk Assessment - Violence from Intruders

| School Name  |                     | Decide who may be harmed (insert ?):                        |  |                   |  |                            |  |
|--|---------------------|---|--|-------------------|--|----------------------------|--|
|  |                     | Student   |  | Contractors       |  | Visitors                   |  |
| Department / Location (if applicable)  |                     | Staff   |  | Vulnerable People |  | Volunteers                 |  |
| Identified Hazards   | Initial Risk Rating | Existing Control Measures (select all that are in place) ?  |  |                   | Actions / Comments   | Residual Risk Rating H/M/L |  |
| Stress as a result of sustained verbal violence or threat of violence  | H                   | There is a site security policy & risk assessment in place. |  |                   | <b>Refer to Site Safety &amp; Security Risk Assessment</b> |                            |  |
|  |                     | The site has a secure perimeter fence and access gates.     |  |                   |  |                            |  |
| There is a procedure in place for making sure that gates are secure during evenings, weekends and holiday periods.                           |                     |   |  |                   |  |                            |  |
| Physical building security measures are suitable and regularly reviewed to ensure they remain effective.                                     |                     |   |  |                   |  |                            |  |
| Access is restricted to the school's main entrance only, and there is an effective access control system in place.                           |                     |   |  |                   |  |                            |  |
| A secure visitor lobby is provided to prevent access in to the main building.  |                     |   |  |                   |  |                            |  |
| Polite notices are posted in key areas regarding acceptable and unacceptable behaviour.  |                     |   |  |                   |  |                            |  |
| Staff and pupils are regularly reminded of the need to be vigilant (no tailgating) and the need to direct all visitors to the main entrance. |                     |   |  |                   |  |                            |  |
| Injuries as a result of physical violence  |                     |   |  |                   |  |                            |  |

|  |   |  |  |
|--|---|--|--|
|  | Consideration has been given to suitability of both internal and external lighting. |  |  |
|  | Shrubbery is regularly maintained to restrict hiding places.                        |  |  |
|  | All staff are aware of the schools policy for raising the alarm in an emergency.    |  |  |

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|  | Staff know how to respond to an emergency situation.   |  |  |
|  | Additional consideration is given to staff that may work in isolated areas of the school / mobile classrooms etc.                                    |  |  |
|  | Consideration is given to lone workers and appropriate measures are in place to minimise the risk (refer to separate risk assessment if applicable). |  | <b>Refer to Lone Working Risk Assessment if applicable</b> |

**Risk Rating Guidance:** H= High M= Medium L= Low TBA = To Be Assessed - Assessment of the likelihood and or impact of injury and or damage. Initial assessment has been undertaken, complete the residual assessment based on your control measures/findings/additional actions etc.

| Other Hazards Identified  | Additional Control Measures to be Put in Place   |                        |  |                               |
|---|--|------------------------|--|-------------------------------|
| Any other foreseeable hazards that is associated with the activities being carried out to be listed here. | <i>Where you have identified other hazards record the additional control measures you are going to put in place to mitigate these below:</i> |                        |  |                               |
| <b>Date of Assessment:</b>  |  | <b>Carried out by:</b> |  | <b>Signature:</b>             |
| <b>Date of next review:</b>   |  | <b>Carried out by:</b> |  | <b>Date Review Completed:</b> |

**Also refer to these other relevant risk assessments or safety advice documents:**

- **Premises & Facilities Manual**
- **FR3 Nuisance on School Premises Framework**
- **FR4 Security Management Protocol Framework**
- **Safety Guidance Document SG11 Managing Violent Situations**
- **Safety & Security Risk Assessment**
- **Lone Worker Risk Assessment (if applicable)**

Note: Health and safety in our school is the responsibility of everyone and is about taking a sensible and proportionate approach to ensure that the learning environment provides a healthy and safe place for all who use it, including staff, volunteers, visitors and students