Managing Violence in Schools Code of Practice

PURPOSE

This Code of Practice outlines Ark’s approach to managing violence in schools in cases when it arises, to ensure the safety and security of pupils and staff.

<table>
<thead>
<tr>
<th>Date of last review:</th>
<th>September 2018</th>
<th>Author:</th>
<th>Head of Estates</th>
</tr>
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<tbody>
<tr>
<td>Date of next review:</td>
<td>September 2021</td>
<td>Owner:</td>
<td>Operations Director</td>
</tr>
<tr>
<td>Type of policy:</td>
<td>☒ Network wide</td>
<td>Approval:</td>
<td>Management team</td>
</tr>
<tr>
<td></td>
<td>☐ Tailored by school</td>
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</tr>
<tr>
<td>School:</td>
<td>N/A</td>
<td>Key Contact Name:</td>
<td>Governance team</td>
</tr>
<tr>
<td>Key Contact Email:</td>
<td><a href="mailto:governance.team@arkonline.org">governance.team@arkonline.org</a></td>
<td>Key Contact Phone:</td>
<td>0203 116 6333</td>
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POSITIONING WITHIN ARK OPERATIONAL MODEL

<table>
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<th>Element</th>
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<td>Audit &amp; compliance</td>
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<tr>
<td>☐ Monitoring, Reporting &amp; Data</td>
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<td>☐ Culture, Ethos &amp; Wellbeing</td>
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<td>☐ Pathways &amp; Enrichment</td>
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<td>☒ Finance, IT &amp; Estates</td>
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<td>☐ Our People</td>
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</table>
Managing Violence in Schools

CODE OF PRACTICE AND GUIDANCE FOR PRINCIPALS AND SCHOOL BASED STAFF

David Allen
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Introduction

Ark recognises its responsibilities under section 2(1) of the Health and Safety at Work Act 1974 to ensure, as far as reasonably practicable, the health, safety and welfare at work of all employees and this duty includes protecting its employees from assaults, threats and verbal abuse.

With this in mind Ark is committed to protecting the personal safety and security of its employees and recognises the need to have clear guidelines aimed at protecting staff, whilst carrying out their duties, from risk of violence from pupils, parents and members of the public.

We know that ‘violence’ can take many forms, including verbal abuse and threats, rude gestures and innuendoes, sexual or racial harassment, as well as actual physical violence.

Ark wish to provide, as far as is reasonably practicable, a safe working environment which stems not only from its responsibilities as a good employer under health and safety legislation, but also the recognition of the adverse effect that violence at work has on employees.

Within the framework of all staff treating pupils, parents and the public in a respectful and sensitive manner, Ark is committed to the introduction and maintenance of measures to combat violence to staff.

This Code of Practice sets out duties and responsibilities of Principal’s, governors and employees and is intended to enable Principal’s and governing bodies to work together with staff, towards preventing and managing violence in their schools through minimising the risk of violence and improving the security of the working environment. The code also introduces a recognised system of supporting and assisting staff in the reporting, recording and investigation of incidents, access to counselling and the provision of legal information, where appropriate. The Appendices provide detailed information and guidance in support of the Code.

It is hoped that this document will enable Principal’s, in consultation with their staff and governing body, with support from Ark, to make their school a safer, violence-free workplace.

Definition of Violence & the Legal Position

Definition of violence at work

For the purpose of this document ‘violence’ is defined as:

“Any incident in which a member of staff is abused, threatened or assaulted by a pupil, student, parent or member of the public in circumstances arising out of the course of his or her employment”

This definition embraces verbal abuse, threats, rude gestures, innuendoes and harassment - including those relating to race, age, ethnic origin, sex, sexual orientation, religion or belief, or disability.

It is recognised that even where there is no physical injury, there can still be considerable emotional stress. Threats may indicate a risk of actual injury, malicious damage to an employee’s (or an employer’s) property which can also cause distress and fear of future attacks.

Whilst, for most people, violence at work is not an everyday occurrence, it is recognised that every member of staff (including volunteers and those on teaching practice/work experience) are potentially vulnerable, but some are at greater risk than others. In accordance with health and safety responsibilities it is, therefore, important to assess that risk with a view to preventing or minimising it.
N.B. Throughout this document the term ‘Headteacher’ is used but, clearly, there will be occasions when it is appropriate for a Principal to delegate certain activities or responsibilities to other senior staff.

The legal framework

Appendix A provides a brief guide to the law.

Responsibilities of Principal and Employees

The Principal and other ‘managers’, together with the staff within the school, should be alert to the safety needs of their colleagues and should work together to develop strategies to reduce or eliminate risks. Safety representatives within the school can also provide valuable information on employees’ perception of the risk of violence in their workplace.

Principal’s have an important role to play in anticipating situations which can lead to incidents of assault, threats and verbal abuse.

It is most important that the potential risk of violence within schools is assessed, so that measures can be taken to prevent or minimise the risk. Under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), acts of violence to employees which lead to physical injury resulting in major injury classification (e.g. broken bones) or loss of more than 3 days from work must be reported to the Health & Safety Executive.

It is the responsibility of Principal to:

- ensure that all staff appreciate the importance of security and understand the school’s policy and their own responsibilities;
- identify any situations/activities where any employees could be faced with violence or aggression, e.g. teachers dealing with an aggressive pupil or issues associated with caretakers and other key holders;
- assess the risks of such situations/work activities; (see pages 9-11)
- consult with the school’s safety representative(s);
- determine appropriate ‘preventive measures’ - sometimes referred to as ‘control measures’;
- assess and provide for any staff training needs (through induction/appraisal/staff development processes or other established systems within the school);
- implement the ‘preventive measures’, as identified;
- monitor the implementation;
- where a violent incident has occurred (a) discuss with the staff member involved his/her needs in relation to support and (b) assess the risk of repetition;
- ensure all incidents are recorded, reported and suitably investigated; (see pages 14-20)
- Ensure all assaults are reported to the Police; (see pages 37-38).

It is also important that Principal’s and their management teams strive to create and maintain a culture in the workplace which affirms that:

- incidents of violence are a ‘whole school problem’ not just an individual problem;
- aggressive behaviour towards employees is not acceptable;
- exposure to an aggressive incident is not evidence of professional failure;
- withdrawal from a situation may be a sensible decision and not a sign of weakness;
it is unreasonable to expect any employee to predict accurately when aggressive incidents will arise;

fear is a natural response and often arises from an accurate assessment of the situation;

Employees should discuss any anxieties about safety with you or senior colleagues.

Principal’s and those who have responsibility for staff should identify the need for counselling after any violent incident and advise on the options available.

**It is the responsibility of Senior Leadership/ Heads of Year to:**

- Be alert to, and anticipate, work situations that can lead to incidents of assault, threats or verbal abuse.
- Undertake risk assessments to cover potential violence or aggression and personal safety of staff issues, and involve relevant staff in the process.
- Ensure that control measures identified in the risk assessments are implemented.
- Produce safe working procedures ensuring that all control measures identified in the risk assessments are included.
- Ensure their staff receive adequate information, instruction, supervision and training and that they are aware of the need to report Personal Safety of Staff incidents.
- Ensure that all accidents and/or violent and aggressive incidents are reported in accordance with Ark’s reporting procedures).
- Conduct Personal Safety of Staff incidents investigations and ensure that any reasonably practicable measures to reduce the number of incidents are undertaken.
- Ensure that employees are made aware of the support measures in place for victims of assault, threats or verbal abuse.
- Review the adequacy of the safe working procedures by analysing the number of incidents relating to personal safety.
- Inform their line managers of any deficiencies in the arrangements relating to the personal safety of staff.

**It is the responsibility of all employees to:**

- follow these guidelines and the procedures laid down by the Headteacher;
- use the ‘preventive strategies’ where available;
- Not place themselves at risk in potentially threatening situations, e.g. caretakers and other key holders called to break-ins, etc.
- discuss any potentially dangerous situations with the Headteacher/line manager, requesting support if they feel vulnerable;
- represent the school in a manner that is not likely to provoke violence;
- share information with colleagues about potentially dangerous situations;
- be supportive to colleagues who have been subject to violence;
- raise any training needs with the Principal or other responsible member of staff (through any appraisal/staff development process or other established system within the school);
- report any violence to the Headteacher;
• report to the police any serious incidents, including those where there has been physical violence;
• In the event of an assault, visit their GP with as little delay as possible and request a written report if it seems likely that court action may result.

Creating a Framework for Managing Violence

This Code of Practice provides a framework to enable Principal’s to prevent and manage violence within the school

Allocating responsibilities within the school

The Principal is responsible for implementing this Code of Practice, although all staff have a part to play. Key managers in the school (e.g. heads of department) may have delegated responsibility for its implementation within their areas of responsibility and all staff should be aware of these responsibilities.

Certain staff may be in charge of implementing particular aspects (e.g. security or arrangements for counselling, training etc.); again this should be specified.

In larger schools it may be appropriate for the Principal to nominate a senior member of staff to co-ordinate the implementation of the code (e.g. the School Health and Safety Coordinator). These key responsibilities should be identified and recorded.

Assessing the risks

The starting point for the successful prevention and management of violence towards staff is to assess the risks.

Undertaking a risk assessment involves the following steps:

• Identifying the hazards (where is there a potential for violence?)
• Assessing the risk (i.e. the likelihood of violence in the circumstances, the likely severity and who is likely to be at risk)
• Considering what control measures need to be implemented
• Monitoring the effectiveness of the control measures
• Reviewing the situation

Pages 9-11 contain a checklist to assist with undertaking the risk assessment. It can also enable the significant findings of the risk assessment to be recorded; this is a requirement under the Management of Health and Safety at Work Regulations. A ‘risk assessment’ should therefore be undertaken.

The issues relating to managing and preventing violence are closely related to the issue of school security. The risk assessment checklist also needs to be considered in the context of any separate risk assessment relating to site security.

Establishing a preventive strategy

An essential part of creating a framework for managing the issue of violence at work is to establish a preventive strategy. Key areas to consider are:

• reception procedures (see Appendix B)
• parental interviews (see Appendix D)
• making home visits (see Appendix F)
• staff working alone e.g. caretaking staff/staff in demountable classrooms (see Appendix E)
• teaching activities
• lunchtime activities
• managing the risk from intruders
• premises related security
• training for staff
• sharing of information (within school and with neighbouring schools)
• role of the police
• making pupils and parents aware of the school policies and procedures and enlisting their support

Establishing reporting procedures within school

Effective reporting and recording systems are essential for identifying places and work activities where violence can be a problem, and therefore Principal's need to establish reporting procedures within the school using the 'Violence and Aggression Incident Report Form'

• It is vital that all staff are encouraged to report all incidents and are aware of the reporting procedure within the school e.g. to whom they report and the mechanism for doing so.
• It should be made clear to staff that reporting of incidents will not be linked to an inability to do their job.
• All staff should be made aware of the established incident reporting procedures, including:
  a) Incident Report Form
  b) Accident Report Form (if injury sustained)
  c) The regulations regarding the reporting of certain incidents to the Health and Safety Executive under the RIDDOR95 Regulations.

Staff training

It is important to identify the training needs of all staff and to ensure that they are met.

Principal’s and those responsible for staff management need to be committed to reducing the risk of violence to staff and therefore prior to, or as part of, the implementation of procedures within school, training may be a key issue. Such training may need to cover:

• clarification of the role of the Principal and other staff in implementing the Code of Practice and the school’s arrangements and strategies for preventing and managing violence;
• identifying the potential for a violent situation;
• the definition of violence and how it may develop;
• understanding the effect that both a perceived and actual risk of violence can have on staff morale;
• how to support staff who have been victims of violence;
• Knowing the action to take when a violent incident has occurred (including when to call the police and internal and external reporting procedures).

Similarly other staff need to know what is expected of them and training can play an important role in the overall strategy e.g. by helping to increase confidence levels or by generating awareness of potential hazards. The content of the training should be geared towards the particular needs of the different groups of staff and the risks they face.
Such training might include some of the following elements:

- familiarisation with the Code of Practice and the school arrangements and strategies for preventing and managing violence;
- definition of violence and how it can develop;
- causes of violence and aggressive behaviour;
- communication/interpersonal skills;
- techniques for preventing and avoiding violence, and dealing with aggressive people;
- awareness of cultural aspects in communication;
- assertiveness training;
- advice on when physical restraint is appropriate, acceptable methods of restraint and legal considerations, and techniques for breaking away from aggressive persons when to call the police;
- specific topics e.g. body language and self-protection;
- training for mid-day supervisors and related staff in the management of pupil behaviour;
- On the job training, e.g. use of alarms/or school procedures.

(NB All staff should be familiar with the school’s policy on physical contact with children.)

It is important that the school maintains effective records of training undertaken by staff.

**Establishing links with the police**

It is useful to develop and maintain good links with the local police; many schools already do this. Their role is both preventive and responsive.

Establishing links with the police will develop an understanding of one another’s working methods, responsibilities and constraints. Staff morale and confidence can be improved if they see that the school has a genuine commitment to calling the police when necessary.

**Support for staff**

It is important to identify the range of support which can be offered to staff who have been exposed to a violent incident. This support can be offered on two levels.

**Within the School**

- Arrangements should be made for the Principal and/or health and safety representative to discuss with staff their concerns regarding security issues.
- Arrangements should be in place to ensure that each incident is discussed with the member of staff, without delay, by the Principal or an appropriate senior member of staff so that support can be offered.
- Other support strategies to be put in place might include:
  - time off or a change in routine to enable the person to recover;
  - support from another member(s) of staff;
  - reimbursement for loss/damage to personal property arising from a violent incident;
  - arranging for the member of staff to be accompanied (if he/she so wishes) to any appointments/meetings arising from the incident;
  - Training.
**External Support**

- Staff should be made aware of the external support available and how to access this (Appendix H gives details of a range of external support).
- An up-to-date list of useful contacts should be readily accessible to staff. (*It is suggested that schools compile their own list of useful contacts which is personalised to the school and easily accessible*).

**Monitoring**

It is important that the arrangements are kept under review to ensure that they are still relevant and to enable regular amendment and updating in the light of experience.

The Principal should report to the governing body at least annually on school security, risk assessment, measures taken and any significant incidents.

**Screening, searching and confiscation**

**Searching**

- School staff can search a pupil for any item if the pupil agrees.\(^1\)
- Principal and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence, or
  - To cause personal injury to, or damage to the property of, any person (including the pupil).
- Principal's and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

**Screening**

**What the law allows:**

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools’ statutory power to make rules on pupil behaviour\(^2\) and their duty as an employer to manage the safety of staff, pupils and visitors\(^3\) enables them to impose a requirement that pupils undergo screening.

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1 The ability to give consent may be influenced by the child’s age or other factors
2 Section 89 of the Education and Inspections Act 2006 for all maintained schools, PRUs and NMSS and the Education (Independent School Standards) (England) Regulations 2010 for academy schools and alternative provision academies
3 Section 3 of the Health and Safety at Work etc. Act 1974
• Any member of school staff can screen pupils.

Also note:
• If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
• If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil’s absence should be treated as unauthorised. The pupil should comply with the rules and attend.
• This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Confiscation
• School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.


Offensive Weapons
Section 139A of the Criminal Justice Act 1988 (as amended by the Offensive Weapons Act 1996) makes it an offence to carry an offensive weapon or knife on school premises.

Under section 139B a police officer may enter a school and search for a weapon; where one is found they may seize and retain it. A person who has a weapon on school premises will be guilty of an offence, unless he can prove a statutory defence.

In general, where a school suspects a weapon to be on school premises the police should be called.

Where the police have reasonable grounds for suspecting a weapon to be on a school’s premises they can enter without permission from the school.

Restraint and the use of reasonable force on pupils
All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

Staff members can sometimes be worried that using force will lead to false allegations of unreasonable or unlawful conduct in the form of a complaint or legal action. But if the force used is reasonable all staff will have a robust defence against any accusations.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.
# Risk Assessment Check-list for Principal’s

The purpose of this checklist is to assist Principal’s with the risk assessment process. Each of the questions relates to issues raised in this booklet (and reference should be made to the relevant section). Appendices B-F give guidance on appropriate protective and preventive measures and should be read in conjunction with this checklist.

When completing the checklist if it is considered to be a ‘higher risk’ work activity/work situation it would normally be necessary to answer ‘yes’ to each question - unless the question was not applicable. This is to confirm risks have been adequately controlled. However, in some ‘lower risk’ work activities/situations it might be appropriate to answer ‘no’. It is necessary, however, to confirm at the end of the risk assessment why it is appropriate to answer ‘no’ and why no further action is necessary.

This check-list is not exhaustive and illustrates potential issues.

## Staff meeting parents/ members of the public in the school

<table>
<thead>
<tr>
<th>Have safe systems of work been established and recorded?</th>
<th>Yes/No/Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>Are all staff (including new appointments and work/voluntary placements) made aware of the established systems?</td>
<td>Yes/No/Not Applicable</td>
</tr>
<tr>
<td>Are the areas (including classrooms where this venue is unavoidable) where staff meet parents/members of the public, designed and laid out to reduce the risk of violence?</td>
<td>Yes/No/Not Applicable</td>
</tr>
<tr>
<td>Is there an effective system for staff to contact colleagues to summon assistance in an emergency / difficult situation?</td>
<td>Yes/No/Not Applicable</td>
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## Reception staff

<table>
<thead>
<tr>
<th>Have safe systems of work been established?</th>
<th>Yes/No/Not Applicable</th>
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<tbody>
<tr>
<td>Are the staff aware of them?</td>
<td>Yes/No/Not Applicable</td>
</tr>
<tr>
<td>Has the school office/reception area been assessed and any preventive measures implemented?</td>
<td>Yes/No/Not Applicable</td>
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## Staff dealing with pupils

<p>| Have safe systems (a policy) for handling difficult potentially aggressive pupils been established and recorded? | Yes/No/Not Applicable |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No/Not Applicable</th>
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<tbody>
<tr>
<td>Is the agreed policy (system of work) issued to all staff, including new appointments (and volunteer/ work placements)?</td>
<td>Yes/No/Not Applicable</td>
</tr>
<tr>
<td>Is there an effective system for staff to contact colleagues to summon assistance in an emergency / difficult situation?</td>
<td>Yes/No/Not Applicable</td>
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**Staff working alone outside normal school hours**

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>Have safe systems been established?</td>
<td>Yes/No/Not Applicable</td>
</tr>
<tr>
<td>Are all staff aware of these?</td>
<td>Yes/No/Not Applicable</td>
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**If staff make home visits**

<table>
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<tr>
<th>Question</th>
<th>Yes/No/Not Applicable</th>
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<tbody>
<tr>
<td>Have safe systems of work been established?</td>
<td>Yes/No/Not Applicable</td>
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<tr>
<td>Have they been issued to staff?</td>
<td>Yes/No/Not Applicable</td>
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**Training needs**

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<tr>
<th>Question</th>
<th>Yes/No/Not Applicable</th>
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<tr>
<td>Do you consider any training needs have been met with regard to your role/ responsibilities for minimising risk of violence at work?</td>
<td>Yes/No/Not Applicable</td>
</tr>
<tr>
<td>Do you consider your staff training needs have been met? (If so, there is a need to identify the specific aspects of training that are appropriate)</td>
<td>Yes/No/Not Applicable</td>
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**Reporting acts of violence**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No/Not Applicable</th>
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<tbody>
<tr>
<td>Are staff aware of the need to report acts of violence?</td>
<td>Yes/No/Not Applicable</td>
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<tr>
<td>Are incidents investigated and monitored</td>
<td>Yes/No/Not Applicable</td>
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**Support for staff**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No/Not Applicable</th>
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<tr>
<td>Are staff aware of the Managing Violence in Schools policy?</td>
<td>Yes/No/Not Applicable</td>
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If the answer to any of the above questions is “No”, please log overleaf action that will be taken or why no further action is necessary. Where action is necessary, please specify dates.

I confirm that the risks of violence have been assessed, and that appropriate steps have been taken to minimise the risk.

Principal (or designated post holder)........................................................................................................

Date........................................................................................................ Risk Assessment Review Date............................................

(NB It is suggested that a review takes place at least annually)
Record of additional measures and follow-up action to be taken

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<thead>
<tr>
<th>Action</th>
<th>By Whom</th>
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What to do After an Incident

Employee

- Seek help - where necessary call the police.
- Report the incident immediately to the Principal (or deputy Principal in his/her absence).
- Seek medical attention, if required.
- If injury has been sustained, complete the Accident Report form without delay.
- Discuss the incident in greater detail with the Principal (or designated person) to enable the Incident Report Form to be completed.
- Consider whether any subsequent support is needed, e.g. time-off to recover, specialist counselling, legal advice, advice from your professional association.

Headteacher

Support the member of staff in every way possible

- Do not pre-judge. What might appear to be a minor incident to the Principal could be perceived as more traumatic to the individual.
- Ensure the police are called where appropriate.
- Take any urgent remedial action to prevent recurrence.
- Alert colleagues, as appropriate, to the incident.
- Ensure that the member of staff completes the Accident Report Form if injury is sustained.
- Ensure that the member of staff receives/seeks medical attention if injured or distressed.
- Discuss the incident in detail with the member of staff. People who have experienced violence need to talk through their experience as soon as possible after the event. Debriefing should ascertain the facts and employee’s thoughts and feelings about the incident. It is important that:
  - The employee is not made to feel they are to blame for the incident.
  - The employee is made aware it is normal to feel fear, anger etc. after an incident.
  - The incident is considered a ‘school’ problem rather than an individual problem.
  - Sufficient time is allocated to the debriefing session. The employee should not feel rushed or the interview should not be cut short.
  - Complete the Incident Report Form which may involve further discussion with the member of staff.
  - Ensure that the Health and Safety Executive is notified (on Form F2508) if the incident falls into the category of a reportable incident.
  - Provide, or arrange for the provision of, the necessary support to the member of staff, e.g. time off to recover, specialist counselling, on-going support, legal advice.
  - Contact the Ark Central Estates Team for support and guidance as necessary.
  - Consider measures to prevent recurrence. NB - where the violence is by a pupil, consideration needs to be given to the incident in the context of the school’s behaviour and discipline policy.
Incident Reporting Form - Guidance

Introduction

The purpose of this form is to enable violence and aggression to staff to be reported and recorded. It has been designed to assist managers to investigate incidents. This will help both Ark Central and their Academies to monitor the number and nature of violent incidents, review whether current strategies are effective and, if necessary, to consider what other preventive strategies might be necessary.

Who should complete the form?

This form should be completed by managers/Principal in respect of staff who have been the subject of violence or aggression. Before a copy of the form is sent to Ark Centrals Head of Estates, its contents should be discussed with the member of staff concerned. Where the incident involves physical injury, the member of staff, or someone acting on their behalf, should also complete an Accident Report Form. If it is a reportable accident Form F2508 must be completed and sent to the Health and Safety Executive (see Reportable Accidents opposite).

Which incidents should be reported?

Any violence or aggression to staff should be reported, including physical violence, verbal abuse, or threats, racial, ethnic or sexual harassment and intentional damage to personal property.

Where can you find the form?

The form can be found in Appendix L.

When should you complete the form?

As soon as possible after the incident.

Investigating the incident

It is the responsibility of the manager/Principal to investigate the incident. The purpose of the investigation is to seek to determine the causes in order to prevent a recurrence. The investigation should not just consider the immediate causes but also look at the underlying factors. It should examine whether existing preventive strategies are adequate and determine what further measures should be taken.

It should consider:

- events leading up to the incident
- the circumstances
- The assailant, history etc.
- the type of assault
- the location
- training provided for staff
- existing preventive strategies

Reportable Accidents

In accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) certain acts of violence must be reported to the Health and Safety Executive on Form F2508. These include deaths, major injuries, e.g. broken bones or
injuries leading to more than 3 days incapacity from normal work. Deaths and major injuries must also be reported as soon as possible by telephone.

**Industrial Injuries Disablement Benefit procedures**

There is a facility for any accident incurred by an employee in the course of their work to be reported to the Benefits Agency on Form BI 95 (obtainable from them). This enables the Agency to independently record the details in case of any future claim by the individual for Industrial Injuries Disablement Benefit.

The word ‘accident’ is defined by the Benefits Agency to mean anything unexpected that happens to an employee at work, or in connection with their work, that might lead to injury or illness.

**Learning from the incident**

The investigation can provide useful information about the effectiveness of any measures in place to minimise the risk of violence. Strategies that are not working can be identified, and then modified or replaced. Information can be gained on how successful measures have been and whether they need to be reviewed or whether new measures need to be introduced.

It is the responsibility of the manager/Headteacher, to ensure appropriate remedial measures are introduced or, if outside their control, to raise their concerns and make recommendations. If monitoring shows that adequate precautions are not in place or a strategy has failed, there should be a commitment to rethink the problem and try other measures.

The Facilities and Premises Manager will ensure that report forms are analysed in order to determine whether further lessons can be learned about activities or work areas which appear to be at increased risk. This information will be used to help managers carry out assessments of risk in order that appropriate remedial measures can be introduced.

**What to do with the completed form**

i. The completed Incident Report Form should be retained by the manager/Principal - with a record of any follow-up action initiated and taken.

ii. A copy of the form should be forwarded, for information, to the Head of Estates at Ark Kingsway

iii. A copy of the completed Incident Report Form should also be sent to the member of staff’s Trade Union and/or Professional Association, unless the member of staff has indicated otherwise.

As part of this reporting process, information may be collated and monitored and statistical information presented to the Ark Board of Governors
APPENDIX A - The Legal Framework

Introduction

This section necessarily gives only a brief guide to the law; it is not a comprehensive interpretation.

Legal position on physical restraint

It is lawful for a person to use ‘reasonable’ force in self-defence or for the protection of others. The definition of reasonable in any situation will depend upon the exact circumstances and is always open to challenge. Anybody using restraint must therefore be prepared to justify his/her actions on the basis of the situation at the time and the perceived risks.

In any situation in which physical restraint is used all staff must restrict themselves to the minimum force necessary, only for as long as is necessary, to control the situation.

Legally, physical restraint is a trespass to the person and, if exercised without cause, might amount to false imprisonment. In such circumstances it is for the person carrying out the restraint to justify his/her action, e.g. self-defence or preventing a breach of the peace.

Section 547 of the Education Act 1996

Section 547 makes it an offence for a trespasser on school premises to cause or permit a nuisance or disturbance, and allows for the removal and prosecution of any person believed to have committed the offence. The penalty for a person convicted of the offence is a fine up to £500.

A parent of a child attending the Academy normally has implied permission to be on the Academy premises at certain times for certain purposes. If the parent’s behaviour is unreasonable then the Governors will withdraw this permission and they will become a trespasser.

It is the Governing Body who will authorise the Principal to action the removal of a person from the premises and will authorise the Principal to bring proceedings against that person.

Anti-social Behaviour Orders

Anti-social Behaviour Orders (ASBO) are imposed under the Crime and Disorder Act 1998. An ASBO can be sought by the Governing Body, in partnership with the Antisocial Behaviour Officer and the Police, in respect of anyone aged 10 or over who has acted in an anti-social manner (a manner which caused or is likely to cause harassment, alarm or distress).

The Governing Body, under their responsibility as an employer, will take the lead on taking action under the above legislation as appropriate.

Protection from Harassment Act 1997

This is more informally described as anti-stalking legislation, although not only used for this purpose. This action can be taken either through criminal prosecution or a private action for damages in the Civil Courts. It can be done on behalf of an individual or a group (e.g. group of children or teaching staff). The sanctions include both criminal penalties (fines, imprisonment or community sentences) and a restraining order which prohibits the offender from continuing their offending behaviour.

Section 2 of the Act makes it an offence where someone pursues a course of conduct (on more than two occasions) that amounts to harassment of another, causing alarm or distress. The offence can be tried in a Magistrates Court with a maximum penalty of six months imprisonment, a fine of up to £5,000 or both.
Section 4 creates a more serious offence where people have been put in fear of violence on at least two occasions. It can be tried in a Magistrates Court or the Crown Court. In the Magistrates Court the penalty is as above. In the Crown Court it can be five years imprisonment, an unlimited fine or both.

Section 3 of the Act provides for a civil route in relation only to the Section 2 and 4 offence. The level of proof is lower for the civil proceedings.

If a restraining injunction is imposed on a defendant under the civil route and the defendant breaches the restraining injunction, proceedings for breach of the order become criminal with the offender liable for up to five years imprisonment.

**Criminal Damage Act 1971**

Under this if a parent/carer or visitor destroys or damages property belonging to the school, or to a teacher, they can be prosecuted for causing criminal damage.

If the value of damage is below £5,000 the case is tried in the Magistrates Court where the penalty is a fine up to £2,500 or up to three months imprisonment or both.

If the damage is above £5,000 it can be tried in the Crown Court where the fine is unlimited or ten years imprisonment or both.

**Common Assault**

When a member of staff is assaulted by a parent/carer and minor injury is caused the parent/carer may be charged with common assault in accordance with Section 39 of the Criminal Justice Act 1988.

This can be tried in a Magistrates Court. The maximum penalty is a fine up to £5,000 or six months imprisonment or both.

**Assault Causing Actual Bodily Harm**

Under Section 47 of the Offences Against the Person Act 1861 a parent/carer or visitor can be charged with assault occasioning actual bodily harm where more serious injury is caused to a member of staff (such as broken teeth, extensive bruising or cuts requiring medical treatment).

The offence can be tried in a Magistrates Court; the maximum penalty is six months imprisonment or a fine of up to £5,000. In a Crown Court the maximum fine is five years imprisonment.

**Criminal Justice Act 1988**

Section 139A of the Act makes it an offence to carry an offensive weapon or knife onto school premises. Under Section 139B a Police Officer may enter a school, search for a weapon and if one is found seize and retain it.

A person who has a weapon on school premises will be guilty of an offence unless they can prove statutory defence.

The maximum penalty is two years imprisonment, an unlimited fine or both.

The weapons under Section 139A and 139B may include any article made or adapted for use causing injury and any article that has a blade or is sharply pointed.

A folding pocket knife with a blade less than three inches long is accepted.

**Health and Safety at Work etc. Act 1974**

This Act places a duty on employers to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all employees. (This includes risks to their health and safety from violence). It requires employers to prepare a written statement of general policy with respect to the health and safety of employees which has been complied with by Ark via their
Health and Safety Policy document. Individual schools have to complete an appendix to take account of local and organisational arrangements. This document ‘Managing Violence in Schools’ contains the arrangements for implementing the Ark Health and Safety Policy with regard to dealing with violence in schools.

**Management of Health and Safety at Work Regulations 1992**

Employers must make a suitable and sufficient assessment of risks to the health and safety of employees to which they are exposed whilst they are at work. This includes the risk of violence. The risk assessment should indicate both the preventive and protective measures.

Employers must make arrangements for the effective planning, organisation, control, monitoring and review of preventive and protective measures. This includes the preventive and protective measures to deal with violence.

**Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013**

“Acts of non-consensual violence done to a person at work” which results in death, major injury or more than three days’ absence from normal work must by law be reported to the Health and Safety Executive (HSE) – See HSE Incident reporting in schools (accidents, diseases and dangerous occurrences): Guidance for employers

http://www.hse.gov.uk/pubns/edis1.htm
APPENDIX B - Reception Arrangements

Reception area

Staff working on reception duties are often the most vulnerable to violence and abuse. They are literally ‘front-line’ staff. They need, to be particularly aware of safety strategies, and how their attitude and manner can affect those of visitors. The following is suggested good practice which should be considered in relation to the risk assessment - though it is recognised that the design and layout of buildings will present problems.

- Wherever possible, some labelled parking spaces reserved and clearly marked for visitors may reduce irritability and frustration.
- The reception area should preferably be located close to the main entrance. Ensure direction signs to ‘Reception’ are clearly visible for visitors coming on foot or by car.
- The Receptionist and other office staff should have clear sight of visitors.
- Visitors should be able to talk in reasonable privacy with staff - out of earshot of other people waiting nearby.
- Reception staff should be located within an area in which they feel secure and which minimises the risk from any aggressive visitors.
- Consideration should be given to the installation of security buttons/warning systems.
- Where possible, an escape route should be located to the rear of the reception desk.
- Large/sharp objects should be out of reach of visitors e.g. scissors, heavy duty stapler.
- Cash should not be counted in the reception area.
- As far as is possible, waiting areas should be spacious and comfortable with suitable seating provision.
- Suitable reading materials (and ‘quiet’ toys where appropriate).
- Displays should portray a positive and welcoming image of the school.
- Pastel shades and muted lighting are preferable to bright colours and harsh light, to help people to feel more relaxed.
- Sound absorbing materials and comfortable carpeting will help to reduce noises and stress as will the elimination of banging doors, music and traffic noise.

The receptionist

- Respond to visitors promptly. Do not leave them unattended while you finish your office task or conversation.
- Look out for warning signs of stress/violence in visitors.
- Take threats seriously and ensure they are reported to the Principal or other members of staff as appropriate.
- Try to avoid lengthy waits for visitors. When this is not possible, ascertain the approximate delay and the reason, inform the visitor and where practicable offer a drink.
- Make people feel welcome. Even when people are unpleasant or rude they should be treated courteously.
- Ensure responses do not cause offence to visitors. Have regard to the principles of the Ark Equal Opportunities Policy.
• Be positive, affable and polite - this can promote helpful and co-operative responses. (Negative attitudes, sarcasm, being patronising or pompous, may be interpreted as abrasive and are more likely to result in conflict.)

• Listen openly to what visitors have to say without interrupting them, and remain calm at all times.

• Be assertive where necessary but never aggressive.

• Use tact and diplomacy when explaining what may appear to be bureaucratic decisions - no one likes being put in their place.

• Be aware of the importance of body language, particularly the need for good eye contact and an attentive posture.

• Ensure your appearance (and posture) does not suggest a sloppy, uncaring attitude.

• Avoid the use of jargon.

• If alerted by colleagues to a potentially aggressive visitor arriving, tell other colleagues and have a member of staff with you. Where appropriate, alert the caretaker/site manager.
**APPENDIX C - Telephone Calls**

Taking a telephone call from someone who is angry or abusive can be an upsetting experience. Managing such calls is a skill which can be learnt. The following is intended to help prepare for and deal with difficult calls.

**Good Practice**

**Stay calm**

Sometimes callers are abusive not because of how you have dealt with them, but because of matters beyond your control or because of the information you have given them. Try not to take it personally. Try and be polite and keep a professional distance.

Do not lose your temper.

**Be assertive**

Try and control your emotions. Assess the situation. Remember you do not have to put up with personal abuse. If a caller is abusive, try to tell them tactfully that this is not acceptable and attempt to steer them back to the point of their call. If necessary terminate the call.

**Terminate the call**

Ensure that the caller is given advance warning of any action on your part to terminate the call. If your warnings are not heeded, politely tell the caller you are ending the call.

**Record and report what has happened**

As soon as you are able, make a detailed note of what has been said. Report the matter to the Principal or other member of staff as appropriate. Your record of what was said is important when you later discuss the incident as it will assist in monitoring the situation and will identify any actions that may need to follow. It could also be helpful should the caller wish to make a complaint, or should you wish to take the matter further.

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DON’T</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ allow the caller to talk</td>
<td>☐ raise your voice</td>
</tr>
<tr>
<td>☐ be patient</td>
<td>☐ take it personally</td>
</tr>
<tr>
<td>☐ recognise the caller’s feelings</td>
<td>☐ blame the caller</td>
</tr>
<tr>
<td>☐ reassure them that the matter is being</td>
<td>☐ be defensive</td>
</tr>
<tr>
<td>taken seriously</td>
<td></td>
</tr>
<tr>
<td>☐ keep your voice even and calm and use</td>
<td>☐ make excuses</td>
</tr>
<tr>
<td>straightforward language</td>
<td></td>
</tr>
<tr>
<td>☐ take control</td>
<td>☐ pretend there is no problem</td>
</tr>
<tr>
<td>(a) to get information</td>
<td></td>
</tr>
<tr>
<td>(b) to calm caller down</td>
<td></td>
</tr>
<tr>
<td>☐ offer action if appropriate</td>
<td>☐ pretend there is no problem</td>
</tr>
<tr>
<td>Ensure that you understand the caller and that they understand you</td>
<td>Get upset/angry</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Summarise (to close the conversation on a positive note)</td>
<td>Interrupt too soon</td>
</tr>
<tr>
<td>If the caller is upset or abusive, offer to call them back in a few minutes so that they can regain composure.</td>
<td>Make promises you can’t keep.</td>
</tr>
</tbody>
</table>
APPENDIX D - Interview Situations

A main risk of violence is a one to one meeting with an individual wishing to discuss an area of difficulty.

The following is suggested good practice which should be considered in relation to the risk assessment.

Interview room design

The design and layout of rooms used for interviews can help reduce the risk of violence. Features for consideration are listed below; not all will be possible (or necessary) for all interview rooms. The extent to which they are adopted should be based on an assessment of risk at the individual school taking into account the type of interviews likely to be carried out. The location of the room is an important factor – it should not be isolated.

Exits

- Two exits rather than one allow easier escape in the event of trouble. This will not be achievable in many instances, but should be considered if you perceive there to be a high and regular risk in respect of interview situations.
- Where there is only one exit, the interviewer should ensure the seating arrangement allows them a means of escape.
- Where possible doors should open outwards.
- Doors should not be lockable from the inside.
- There should be an observation panel in the door(s).

Alarms

- ‘Panic buttons’ should be installed if you perceive there to be a ‘high risk’ in the interview situation. (N.B. If a potentially ‘high risk’ interview is to be carried out in a room without an alarm, it is essential that alternative systems are established, e.g. another member of staff present in the meeting - (or at least within hearing range) - and regular checking.)
- The alarm must be within easy reach of the interviewer.
- The interviewer must know how to use the alarm. The alarm should sound in an area which is staffed and those staff need to know what action to take in the event of the alarm sounding.
- The alarm must be regularly tested.

Furniture

- Interviews across a desk are likely to increase the risk of violence. If a desk is the only option sit across a corner.
- Chairs set at an angle (i.e. not directly face to face) are the best option.
- Ensure that the layout of the furniture does not impede access to the door for either the interviewer or interviewee:
  - The interviewer may need a means of escape.
  - The interviewee should not be made to feel trapped and also needs unrestricted access to the door (interviews often terminate when the interviewee becomes heated).
- Ensure that peripheral furniture e.g. scissors, staplers are not easily accessible.
**Decoration**

- The room should appear comfortable.
- Pastel shades and muted lighting are better than bright colours and harsh lighting.
- Avoid family photographs etc. which can provoke an adverse reaction.

**Interview room procedures**

Good room design is not sufficient on its own. An alarm is no use if other staff do not know how to respond. Good procedures are an important part of the strategy to minimise violence at work. Clear procedures should be drawn up for the use of interview rooms; the following should be considered:

- Ensure waiting times are minimised, and people are kept informed about delays;
- Establish a system for ensuring previous incidents are drawn to the attention of staff carrying out interviews;
- If there is reason to believe it is likely to be a difficult interview make sure other staff are aware and arrange for discreet checks, e.g. a glance via a glass panel in a door. Avoid on-going interruptions;
- Ensure there is a system for dealing with situations that arise - for example:
  - Action to take when the alarm sounds;
  - Action to take if raised voices are heard (for example a coded system of checks, such as knocking on the door and saying “you are wanted on the telephone by.......”)
  - The interviewer can either leave (to take the call) or say “I'll ring them back in half an hour” indicating he/she is in control of the situation;
  - Avoid interviews at times when no other staff are present elsewhere in the school;
  - Establish time limits for interviews and make sure all staff know where they are being held;
  - Ensure arrangements are in hand for a second member of staff to be present when problems are anticipated regarding an interviewee’s behaviour;
  - Always ensure that there is someone else on the premises.

**Planning the interview**

- If a set time is made for the interview ensure you are available at that time and try not to keep the person waiting.
- If the meeting has been pre-arranged and you feel that the person could become aggressive, thorough planning of the meeting can reduce the potential anxiety for both you and the interviewee, and thereby reduce tension.
- Alert reception staff in good time to the arrival of possible aggressive visitors, in order that suitable arrangements may be made for extra staff to be present and where appropriate to alert the site manager/caretaking staff.
- Where possible, ensure that you have made yourself familiar with the issues to be discussed without pre-judging the situation.
- Avoid the need for unplanned interruptions, e.g. have all papers etc. to hand.
- Determine the format of the interview (e.g. one to one, or another member of staff in attendance)
If the meeting has not been pre-arranged it may be not be possible to do any more than listen to the issues being raised, reserving judgement and providing a commitment to respond to the interviewee by an agreed date/time. (Depending on the issues it may, of course, be possible to look into them then and there, but in this case does the interviewee need a room/area in which to wait while the investigation is undertaken?).

The interview

- Clarify the ground rules, the duration of the interview, and the aims of the meeting with the interviewee and, if required, obtain agreement to make notes, give reassurance regarding confidentiality where appropriate.
- Offer refreshments.
- Be aware of cultural differences in the interpretation of language.
- Convey positive messages by listening, attentively and seeking clarification where necessary.
- Avoid actions which could inflame situations; sometimes it is a way information is given which results in violence, not the content.
- Be aware of danger signals, e.g. body language; **take threats seriously**. Safety is paramount; leave if you feel threatened.

Post interview

- Sum up at the end of the interview and where appropriate agree a plan of action.
- Ensure completion of action agreed with the interviewee; feedback progress to him/her e.g. in writing or by telephone.
- Report any violence or threatened violence to the Principal who will complete the Incident Report Form.
APPENDIX E - Staff Working Alone

Staff working alone are potentially more vulnerable e.g. the site manager/caretaking staff, those working in demountable classrooms, and any staff working alone out of normal school hours - for such staff it is Important to assess the level of risk, which may relate to the degree of isolation and the nature of their role.

Site managers/Site staff

Site manager/caretaking staff often work alone and as they have specific responsibilities for school security they often need to deal with unauthorised persons on the school premises. It is suggested the following points should be considered in relation to the risk assessment.

- All staff should be aware of the school policy regarding unauthorised persons on site and the provisions of Section 547 of the Education Act 1996 (see Appendix A).
- Would training assist caretaking staff to carry out their security role? This might include training on:
  - their powers under Section 547 of the Education Act 1996;
  - recognition of how their behaviour and body language can influence a potentially difficult or violent situation;
  - assertiveness skills in order to communicate effectively;
  - Guidance on what is expected of them and when it is appropriate to call the police.
- Would the provision of name badges or some corporate identity assist the individual to assert his/her authority in an appropriate manner?
- Are there effective means for summoning assistance e.g. mobile phone/personal alarm, etc.?

Other staff

It is suggested that the following should be considered in relation to the risk assessment.

- Does the locking policy of the school need reviewing to take into account staff working alone in isolated areas, e.g. are staff working alone able to lock their classrooms etc. for security purposes? Would personal alarms/external telephone extensions assist personal safety?
- Do staff need to work alone in isolated areas after normal school hours?
- With the caretaker’s security role - are routine checks made on staff working alone in isolated areas?
- Is alternative provision available within the school to avoid staff interviewing parents/visitors in isolated areas, e.g. demountable classrooms?

Staff should also read the Ark Guidance on Loan Working:

https://arkschools.sharepoint.com/:b/r/ArkNetCentral/arkdot/Finance/Estates/Audit%20%20Compliance/Lone%20Working/Lone%20Working%20in%20Schools%20Code%20of%20Practice%20-%20September%202017-September%202020.pdf?csf=1&e=GSxKUz
APPENDIX F - Making Home Visits

Some staff, on occasions, may need to visit pupils and their families in their homes.

Although the purpose of a visit may be to investigate a pupil matter/incident, it is always essential to remember that professionals are guests in people’s homes and therefore common courtesies are extremely important.

As part of minimising any risk of violence and aggression, the following guidance is suggested as good practice to be considered in relation to the risk assessment.

In what circumstances is a home visit appropriate/necessary?

Staff involved in visiting homes should have an identity badge showing their name, title and identifying them. This badge should be worn at all times during the visit.

- Consideration should be given to the provision and use of equipment which may aid the minimising of risk, e.g. mobile telephones, personal alarms etc.
- Clients should be contacted with an appointment, indicating the purpose of the visit.
- Where the family is unknown to the member of staffing visiting, appropriate checks should be made within school for any history of violent or aggressive behaviour towards staff.
- Where the family is known to have such a history, consideration should be given to whether a home visit is appropriate, whether an accompanied visit should be arranged or a meeting at the school. This should ideally be with another colleague who has a positive relationship with the family.
- Preferably, visiting should be carried out during the day.
- Ensure that an appropriate person is aware of your intended home visit (including the address) and your expected time of return.

On arrival

- If the client seems aggressive, particularly on a personal level, from the outset, personal and professional judgement should be used before entering the home.
- Such a judgement may include returning on another occasion with a colleague.
- If there are noisy, aggressive animals present, ask for them to be removed to another part of the home and secured before entering.
- Wait to be invited into the home.

On entering

- Use knowledge of body language.
- Note exits and where other people are situated.
- Be aware of the locking system on the point of entry/exit.

During the visit

- Remember you are a visitor in the home.
- Adopt good communication skills, e.g. appropriate eye contact, awareness of body language, listening well – with sensitivity to cultural aspects.
- If there are any signs of aggression, or offensive behaviour, particularly towards you personally, explain sensitively that you are not expected to tolerate such behaviour and that you wish it to stop. Try to stay calm and keep your voice down.
- If you feel at all uncomfortable about the situation - consider polite curtailment.
- If necessary, curtail the interview and leave. Withdrawal from such a difficult situation is not a sign of weakness.
APPENDIX G - What Should You Do in a Violent or Potentially Violent Situation?

Remember! Your personal safety and the safety of pupils or colleagues is the crucial factor at all times.

- Consider whether you can cope with the situation, seek help if necessary.
- If you are aware that a situation could become ‘heated’, alert appropriate colleagues beforehand so that they can either accompany you during the interview or remain alert to any raised voices/signs of a potentially violent situation arising.
- Endeavour to minimise the potential conflict in accordance with established school procedures.
- Avoid a confrontation in front of an audience, particularly a group of pupils. The fewer the number of people involved in an incident, the easier it is for the aggressor, or potential aggressor, to back down without losing face.
- Speak slowly so as not to be drawn into heated argument. It may be best to calm the situation just by listening to what the person says, without trying to evaluate or respond to it.
- Avoid aggressive body language, e.g. hands on hips, looking down on the aggressor, wagging fingers. Keep the aggressor talking and explaining their problem.
- Watch for changes in behaviour which indicates either an increase or decrease in the level of any aggression.
- Try to stay as calm as possible - but don’t feel you must be a hero/heroine.
- Ensure that there is a suitable level of understanding before you progress the issue.
- Before the situation gets out of hand leave the meeting, or bring it to an end, or use any security button/warning systems available.
- As a last resort you may need to use ‘breakaway’ techniques - which will be an area requiring some specialist training.

**When, or if, to do this can only be a matter of professional and personal judgement as it will depend on a number of factors and circumstances. However, leaving the scene of violence or potential violence is perfectly proper, if circumstances allow. Ending contact in such situations is not a sign of weakness or unprofessionalism.**

- Tell (warn) others in the vicinity what was/is happening and seek help and support - asking another, preferably senior member of staff, to help talk things through with the visitor, may prevent the situation getting out of control.
- Call the police if necessary.
- Ensure that the incident is reported to your Principal or other member of staff in accordance with the established procedures (in the case of Principal’s he/she should report the incident to the chair of governors and may wish to discuss the matter with the Facilities and Premises Manager who will be able to offer guidance and support).

**Calling the police**

If any member or staff has been subjected to violence, both the Principal and the employee should decide jointly whether the police should be informed. A decision not to inform the police should be made only with the agreement of the member(s) of staff concerned.

All staff should have ready access to the telephone number of the local police station and understand the circumstances when the police should be contacted either by dialling 999 or the local police station.
Any member of staff, who feels that a situation constitutes a severe disturbance, or is likely to become a severe disturbance, should consider involving the police. Ideally, the police should only be called after consultation with the Principal or other appropriate member of staff but it is recognised that this may not always be possible; staff may need to rely on their own instincts.

In circumstances, where help is urgently needed, do not use local links but dial 999. In such cases it is likely that there will not be sufficient time to consult the Headteacher.

The Principal should retain the right to call the police even if the employee does not wish this to happen. If the police are not informed this could have implications for the future, e.g. any insurance provision or Criminal Injuries Compensation Claim Board, or future incidents with other staff.

Also the police may take procedures against an assailant if a criminal action has occurred.

If members of staff are asked to attend the police station to give a statement, they should have the opportunity to be accompanied by a senior member of staff or a colleague acting as a ‘friend’

**When should you call the police?**
- If somebody is actually committing a criminal offence - theft, damage, assault - phone ‘999’.
- If you see somebody carrying any sort of weapon or what appears to be a weapon - phone ‘999’.
- If the person causing the problem is known to you and has a violent nature.
- If there is more than one and the general behaviour of the group appears violent.
- If all other methods to eject them have failed at that time and you have tactically withdrawn.
- If warning letters have previously been sent and the individual continues to cause a nuisance.

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**IN THE FIRST TWO SITUATIONS ALWAYS CALL ‘999’**
**IN OTHER SITUATIONS RING YOUR LOCAL STATION IN THE FIRST INSTANCE**
**IF YOU ARE IN IMMINENT DANGER CALL ‘999’**
APPENDIX H - Where to Get Help and Support

Staff who have been subject to threatened or actual violence in the context of their work will initially look to the Principal to support them. There will, however, be occasions when both the Principal and the member of staff will need help and support from outside the school. This section gives information on a range of both internal and external support provision.

Specialist counselling

Staff are able to access counselling services through their GP.

HR advice and support

Staff are able to contact their local HR Manager for support and guidance if they have experienced or feel at threat of violence at work.

Occupational Health

Staff may be referred to occupational health if their health and/ or well-being have been affected by an incident. Arks Occupational Health provider is Maitland Medical. The managing director is Julie Michalski; email: julie@maitlandmedical.co.uk and the general telephone number is 020 8295 8250.

Role of the police

The role is both preventive and responsive. As referred to previously in this document it is advisable for Principal's to establish and maintain effective links with your local police to enable their support to be enlisted by both Principal’s and staff when needed.

Staff welfare issues

The Ark Central Network Lead for Inclusion (please see up to date contact details in the staff directory) is able to support staff with the following:

- education welfare service
- educational psychologist
- pupil behaviour support
- support on pupil/parent issues

Support from Professional Associations/ Trade Unions

It is appreciated that many school staff will be members of a professional association or trade union and contact with them is always advised.

Security of premises

The first point of contact is the Ark Central Estates Team.

Training

This document illustrates the need to identify and address any training needs.

Staff should check with the Ark Central – Learning and Development team for specific training requirements.

Industrial Injuries Disablement Benefits

Employees injured in the course of their work may be entitled to benefits under the Industrial Injuries Scheme if they become disabled or unable to work. Further information is available from local Benefits Agency offices.

There is a facility for any ‘accident’ incurred by an employee in the course of their work to be reported to the Benefits Agency on Form BI 95 (obtainable from them). This enables the
agency to record the details in case of any future claim by the individual for Industrial
Injuries Disablement Benefit.

The word ‘accident’ is defined by the Benefits Agency to mean anything unexpected that
happens to an employee at work, or in connection with their work, that might lead to injury
or illness.

**Criminal Injuries Compensation Authority**

Where an employee has been the victim of violence in connection with the discharge of
his/her duties, compensation may be available from the Criminal Injuries Compensation
Authority (CICA). A claim will arise if an injury is sustained as the result of an actual assault
(and may arise in the case of psychiatric injury). Assaults must always be reported promptly
to the police as it is a prerequisite of any compensation claim to the CICA.
Appendix I - Abuse/bullying using cyber technology

Staff in schools may become targets of cyber abuse/bullying and, like other forms of bullying, it can have a significant impact on their health, well-being and self-confidence. Protecting staff from abuse is best done within a prevention framework, including whole school policies and appropriate practices.

Cyber abuse/bullying may consist of threats, harassment, embarrassment, humiliation, defamation or impersonation. It may take the form of general insults, or prejudice based abuse, e.g. homophobic, sexist, racist or other forms of discrimination under the Equality Act. It may involve email, virtual learning environments, chat rooms, websites, social networking sites, mobile and fixed-point phones, digital cameras, games and virtual world sites.

Abuse using cyber technology can occur at any time and incidents can intrude into the victim's private life. The audience for such messages can be very large and can be reached rapidly. The content of electronically forwarded messages is hard to control and the worry of content resurfacing can make it difficult for the victim to move on.

Ark endorses the decision of any school to operate a zero tolerance policy towards direct or indirect harassment or assault against any member of staff, volunteers and governors. This includes the use of social media and other forms of electronic communications to facilitate the act.

Cyber bullying and the law

While there is not a specific criminal offence called cyber bullying, activities can be criminal offences under a range of different laws, including:

- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Section 127 of the Communications Act 2003
- Public Order Act 1986
- The Defamation Acts 1952 and 1996

It is the duty of every employer to ensure, so far as reasonably practicable, the health, safety and welfare at work of all employees. Incidents that are related to employment, even those taking place outside the hours or place of work may fall under the responsibility of the employer.

Effectively tackling abuse using cyber technology

School behaviour policies and procedures should explicitly refer to and outline how the school will deal with cyber abuse/bullying of both staff and pupils. They should include:

- rules on the use of equipment, software and network access provided by the school,
- the use of staff and pupil owned equipment and internet access routes, where they are used on school premises and within school hours, eg mobile phones, digital cameras and laptops
- Acceptable behaviour including behaviour outside of school e.g. use of social networking services and other sites, with regard to harming others and bringing the school into disrepute.

Responding to incidents

Staff should never retaliate i.e. personally engage with cyber bullying incidents.

- Keep any records of abuse – texts, emails, voice mails, or instant messages. Take screen prints of messages or web pages. Record the time, date and address of the site.
• Inform the appropriate person e.g. Headteacher, or head of year at the earliest opportunity.

• Where the perpetrator is known to be a current pupil or co-worker, this should be dealt with through the school’s own behaviour management / disciplinary procedures.

• Monitoring and confiscation must be appropriate and proportionate - parents, employees and learners should be made aware in advance of any monitoring (for example, of email or internet use) or the circumstances under which confiscation might take place.

• A designated member of the leadership team should contact the police where it appears that a law has been broken – for example, where death threats, assault, or racially motivated criminal offences are involved. Where a potential criminal offence has been identified, the school should ensure that any internal investigation does not interfere with police inquiries. School staff are of course able to report incidents directly to the police.

• If a potential criminal offence has been committed and the school is not able to identify the perpetrator, the police may issue a Regulation of Investigatory Powers Act 2000 (RIPA) request to a service provider, enabling them to disclose the data about a message or the person sending it.

• The Ark Central Estates Team is available to offer support and advice.

Getting offensive content taken down

Where online content is upsetting / inappropriate and the person(s) responsible for posting is known, the quickest way to get material taken down is likely to be to ensure that the person who posted it understands why the material is unacceptable and to request that they remove it.

If the person responsible has not been identified, or will not take the material down, the school will need to contact the host (i.e. the social networking site) to make a request to get the content taken down. The material posted may breach the service provider’s terms and conditions of use and can then be removed.

It is important to be clear about where the content is – for example by taking a screen capture of the material that includes the URL or web address. If you are requesting they take down material that is not illegal, be clear how it contravenes the site’s terms and conditions.

In cases of actual/suspected illegal content, the school should contact the police.
Appendix J – Example warning & Banning Letter

Warning letter, from the Principle: to parent/carer with child/ren at the school (to be sent via recorded delivery).

Dear <Name>,

I have received a report regarding your conduct on <date>.

I understand that you were <verbally aggressive> to members of staff in our <location> and that you were advised to leave school.

I must inform you that <school> will not tolerate conduct of this nature on its premises. As such this is a formal warning, on behalf of the school, that should there be any repeat of this behaviour we would have to ban you from attending the school site for any reason.

In line with our school values, I would expect to see that you conduct yourself in an appropriate manner when interacting with any members of the <school> community on site and off site.

If you do not comply with this instruction, you will be removed from the premises of the Academy.

If you cause a nuisance or disturbance on the premises, you may be prosecuted under Section 547 of the Education Act 1996; if convicted under this section, you are liable to a fine of up to £500.

I have read the witness accounts from the incident in question and have made a decision based on the evidence I have been given.

Should there be any repeat of this behaviour then I will no option other than to write to you again and formally forbid you from entering the premises of the Academy, unless invited by myself or a duly authorised person.

Yours sincerely,

Principal

Note: All letters should be sent on schools letter headed paper and be adapted to reflect the actual situation
Example of a banning letter from the Principle: to parent/carer with child/ren at the school (To be set by recorded delivery).

Dear ……………………………,

Despite our previous communication I have received a further report from the staff at (insert name) School about your conduct on (enter date and time).

[Add summary of the incident and of its effect on staff, pupils and other parents.]

I must inform you that the Ark will not tolerate conduct of this nature on its premises and will act to defend its staff and pupils. As I previously warned, I am therefore instructing that (for a temporary period) you are not to reappear on the premises of the School. If you do not comply with this instruction I shall arrange for you to be removed from the premises and prosecuted under Section 547 of the Education Act 1996. If convicted under this section, you are liable to a fine of up to £500.

In the case of a primary school include: For the duration of this decision you may bring your son(s)/daughter(s) (complete as appropriate) to school and collect them/him/her (delete as appropriate) at the end of the school day, but you must not go beyond the school gate.

(In the case of infant children, also insert) Arrangements have been made for your (delete as appropriate) son(s)/daughter(s) (insert child/rens names) to be collected, and returned to you, at the school gate by a member of the School’s staff.

The withdrawal of permission for you to enter the school premises takes effect straightaway. However, I still need to decide whether it is appropriate to confirm this decision. Before I do so, 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. These comments may include any expressions of regret on your part and any assurances you are prepared to give about your future good conduct. To enable me to take a decision on this matter at an early point, you are asked to send me any written comments you wish to make by (state date ten working days from the date of letter).

If on receipt of your comments I consider that my decision should be confirmed, you will be supplied with details of how to pursue a review of the circumstances of your case. In any event, the decision to withdraw your licence to enter the school premises will be reviewed by ……………………. (Complete as appropriate). That review will take account of any representations that you may have made and of your subsequent conduct.

Yours faithfully,

Principle
Letter updating a banning letter, from the Principle, confirming ban: to parent/carer with child/ren at the school (to be sent by recorded delivery).

Dear .........................,

On (give date) I wrote to you informing you that on I had withdrawn permission for you to come onto the premises of (insert name) School until (insert date). To enable us to determine whether to confirm this decision for a longer period, I gave you the opportunity to give your written comments on the incident concerned by (give date).

I have not received a written response from you / I have now received a letter from you dated (insert date), the contents of which I have noted. (Delete either sentence as appropriate).

In the circumstances, and after further consideration of the report, I have determined that the decision to withdraw permission for you to come onto school premises should be confirmed / extended (delete as appropriate). I am therefore instructing that until (insert date) you are not to come onto the premises of the School without the prior knowledge and approval of myself. If you do not comply with this instruction I shall arrange for you to be removed from the premises and prosecuted under Section 547 of the Education Act 1996. If convicted, you are liable to a fine of up to £500.

Notwithstanding this decision my staff and I at (insert name) School remain committed to the education of your child/children (delete as appropriate), who must continue to attend school as normal insert in the case of a primary school: under the arrangements set out in my previous letter.

We will take steps to review the continuance of this decision on (give date). When deciding whether it is necessary to extend the withdrawal of permission to come onto the School’s premises, we will take into account the extent of your compliance with the decision, any appropriate expressions of regret and assurance of future good conduct received from yourself and any evidence of your co-operation with the School in other respects.

[Include where the incident has arisen within the context of a parental complaint against the School:]

Finally I would advise you that I have asked by Ark to ensure that your complaint that (give brief details) is considered under the appropriate stage of the School’s parental complaints procedure. You will be contacted about this by the School in due course.

If you wish to pursue the matter further, you have a right to a review of the circumstances of this case with Ark Centrals Governance Team.

Yours faithfully,

Principle
Dear Sir/Madam,

I wrote to you on (give date) withdrawing permission for you to come onto the premises of (insert name) School until (insert date) in that letter I also advised you that I would take steps to review this decision by (give date). I have now completed the review. However, after consultation with Ark, I have determined that it is not yet appropriate for me to withdraw my decision. (Give a brief summary of reasons.)

I therefore advise that the instruction that you are not to come onto the premises of (insert name) School without the prior knowledge and approval of mysel remains in place until (insert date).

I shall undertake a further review of this decision on (give date).

If you are dissatisfied with this decision, you have a right to request a review of the decision by Ark.

Yours faithfully,

Principle
Letter from the Principle, following formal review of a banning letter, ending ban: to parent/carer with child/ren at the school (to be sent by recorded delivery).

Dear Sir/Madam,

I wrote to you on (give date) informing you that I had withdrawn permission for you to come onto the premises of (insert name) School until further notice. In that letter I also advised you that I would take steps to review this decision on (give date).

I have now completed the review. After consultation with the Headteacher, I have decided that it is now appropriate to change that decision and I am therefore restoring to you the permission to come onto the school premises, with immediate effect.

I trust that you can now be relied upon to act in full co-operation with the School and that there will be no further difficulties of the kind which made it necessary for me to prevent you entering the premises.

I should point out that if there is any repetition of your behaviour, I shall not hesitate to withdraw permission for you to come onto the premises once again.

Yours sincerely

Principle
Appendix K - Dealing with aggression

No one can say with any certainty what they would do if faced with difficult or stressful situations.

Many factors can affect the way you behave; from your own confidence and experience to how you are feeling on the day. There are no right or wrong answers but it will help if you think through the options ahead of time.

Be aware of changes in the behaviour in the person you are with, especially if you are discussing something that could result in an angry or irritated response. It is very rare for aggression or violence to come from nowhere.

Try to use your own communication skills to defuse a difficult situation early on, thinking how about how tone, volume and body language can help to create a calming atmosphere.

If the person you are with is getting angry, try to remain calm. It is best not to meet aggression with aggression.

Avoid entering the aggressor’s personal space or touching them, as could make the aggressor feel threatened and can escalate the situation.

Beware of your own body language, adopting a neutral and non-threatening position to help create a calming atmosphere.

Remember:

- Trust your instincts,
- Never underestimate a threat,
- If you feel uneasy or alarm bells start ringing — act right away.

If you cannot de-escalate the situation:

- Get away from the aggressor.
- Be assertive but avoid meeting aggression with aggression.
- Use exit strategies — have a pre-planned way to excuse yourself from a difficult situation. For example, you can’t help them so you are going to get someone who can sort the problem out for them.
- Apply diversion techniques to distract them whilst you make your exit.
- Use your voice — shout a specific instruction such as “Call the police!”
- Use a Personal Safety alarm.

Remember, the earlier you spot a potential problem arising the more choices you have to avoid it.

Reporting and recording

There is no guarantee that you will be able to completely avoid violence and aggression in your working life. So it is important to know where you can go for help should you experience an incident.

Find out in advance what the reporting procedures are in your organisation and who to go to after an incident.

If something happens to you, tell your employer. By law they are expected to provide you with support and need to re-assess the risks so that they can put in extra control measures.

It is important to report near misses as well as actual incidents.
Self Defence

Physical self-defence should only ever be used as a last resort with the only purpose being to get away from your attacker.

Remember also that if you use excessive force, you could be legally liable for assault.
### Appendix L - Violence and Aggression to staff - Incident Report Form

<table>
<thead>
<tr>
<th>Date of incident:</th>
<th>Day of week:</th>
<th>Time:</th>
</tr>
</thead>
</table>

#### Details of Employee assaulted

Name: \[\text{Age:}\]

Job/Post:

Academy:

What work was being done when incident started?

#### Details of assailant(s) if known

Name(s):

Address(es):

Age(s) approx.: \[\text{Male/Female:}\]

Description:

Relationship between employee and assailant, if any:

#### Witness(es) if any

Name(s):

Address(es)

Name(s):

Address(es)
Details of incident

a) Type of assault, e.g. physical or verbal (including any injury suffered, treatment received, time off work etc.)

b) Location of incident (attach sketch if appropriate)

c) Other details: description of incident, including, where relevant, events leading up to it, relevant details of assailant not given above, and whether or not a weapon was involved.

d) If there were any witnesses present, please state what was witnessed, including any injuries.

(Please attach and continue on A4 sheet if necessary)
<table>
<thead>
<tr>
<th><strong>Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome (e.g. whether police called, what happened after the incident, any legal action etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Other information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Possible contributory factors</td>
</tr>
</tbody>
</table>

| b) Is assailant known to have been involved in any previous incidents YES/NO |
| c) If yes to (b) give date and brief details, if known |

| d) Had any measures been taken to try to prevent an incident of this type occurring. If so, what? How did they fall short? How could they be improved? |
e) Even if no measures had been taken beforehand, in your view could action now be taken? YES/NO

If YES – What action?

f) Has, or when, is this action to be taken?

g) Any other relevant information

Signed: ____________________________ Date: ____________________________

Name: ____________________________

Position: ____________________________

The completed Incident Report Form should be retained by the manager/Headteacher, with a record of any follow-up action initiated and taken.

A copy of the form should be forwarded, for information, to the Estates Team, 65 Kingsway. As part of this reporting process, information will be collated and statistical information presented to the Health and Safety Committee.

Further copies of this form are available from Ark Estates