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# Nacton Church of England Primary School

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## Policy on Abuse, Threats and Violence Towards School Staff

Version 4

Chair of Governors:

Mrs Angela Laithwaite

Signed:

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Chair of committee:

Mr Owen Wheeler

Signed:

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Date authorised:

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Approval minuted:

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Date of next review:

Autumn Term 2024

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## 1 Introduction

The Governing Body of Nacton Church of England Primary School encourages close links with parents and the community. It believes that pupils benefit when the relationship between home and school is a positive one.

The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and or physical abuse towards members of school staff or the wider school community.

The Governing Body 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.

However, all members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards members of school staff. This policy outlines the steps that will be taken where behaviour is unacceptable.

At all times the common purpose remains clear: to achieve zero tolerance of violence, threatening behaviour or abuse in schools, and to ensure all members of the school community, and all visitors to the school, can be confident that they are operating within a safe environment.

## 2 Types of behaviour that are considered serious and unacceptable and will not be tolerated:

- Shouting at members of the school staff, either in person or over the telephone
- Physically intimidating a member of staff, e.g. standing very close to her/him
- The use of aggressive hand gestures
- Threatening behaviour
- Shaking or holding a fist or finger towards another person
- Swearing
- Pushing
- Hitting, e.g. slapping, punching and kicking
- Spitting
- Racist or sexist comments
- Breaching the school's security procedures
- Aggressive and threatening phone calls or emails.
- Aggressive or threatening behaviour towards staff or their families via social media

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

**Unacceptable behaviour may result in the local authority and the police being informed of the incident.**

### **3 Procedure to be followed**

If a parent/carer behaves in an unacceptable way towards a member of the school community, the Headteacher or appropriate senior member of staff will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent or carer may be banned by the Headteacher from the school premises for a period of time, subject to review.

#### **3.1 In imposing a ban the following steps will be taken:**

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application may follow.
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included.
3. The chair of governors/LA will be informed of the ban
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

#### **3.2 The length of a ban**

The ban should be finite in length, as only the most serious misconduct would justify an indefinite ban.

The duration needs to be sufficient to convey a clear message about the seriousness of the associated misconduct, but not so long as to be disproportionate. The aim should always be to restore "normal" relations as soon as is reasonably practicable.

Even if a ban is permanent, it should be reviewed periodically, taking account of subsequently demonstrated patterns of behaviour.

#### **3.3 What does a ban achieve?**

It confirms to a parent that the school will not tolerate misbehaviour

Shows the school takes health and safety of its staff, visitors and pupils seriously

It provides a key element in making it easier to use legal remedies to prevent repeated misconduct, including use of s 547 of the *Education Act 1996* to enable Police removal and possible prosecution of those on school premises without permission

It may form the basis for an application for an injunction to curtail repeated instances of misbehaviour.

#### **3.4 Parental Rights**

Every attempt should be made to maintain normal communications with parents/carers, including giving them the opportunity to participate in elections for parent Governors, say.

Even where a parent/carer has been banned from the school premises, they retain their right to an annual consultation in relation to the educational progress of their child/ren. However, the school may determine who will be present at the meeting (e.g. a senior member of staff might accompany the class teacher) and its location (e.g. it may well be arranged off site).

## **4 Options for the Headteacher**

After evaluating all available information, and any other relevant factors, there are several actions the headteacher may wish to take. These can include:

### **4.1 Inviting the parent to a meeting to discuss events**

This could be helpful where a planned and structured meeting has either not been held before or has previously been productive. Skilled facilitators may need to be used. A full restorative meeting may be considered, but if it is not safe to bring all the parties together at a meeting, a restorative process can still take place through the exchange of information. The safety and well-being of those attending such a meeting must be carefully considered. It is strongly recommended that members of school staff should be accompanied by at least one other colleague at any such meeting. 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 sent to confirm the school's expectations and any agreed actions. Some parents may covertly record meetings and then seek to use the information obtained to support their case, and therefore schools should state explicitly that information obtained without permission will not be permissible.

### **4.2 Clarifying to the parent what is considered acceptable behaviour by the school**

In some instances it may be appropriate simply to ensure the parent is clear about behaviour standards expected by the school. This could be explained at a meeting, or by letter, however any verbal explanation should be followed by a written confirmation of the discussion and the standards of behaviour outlined.

### **4.3 Forming strategies to manage future situations of potential conflict**

It is sometimes possible to identify situations of potential conflict and to plan for these in a way that minimises potential risks. For example, where a parent persistently engages in arguments with staff in corridors at the beginning or end of the school day, the parent could be informed that any discussions with school staff must be held by prior appointment. Alternatively, the parent may be asked not to approach the class teacher, but should instead arrange to meet the headteacher (or other member of the senior leadership team), who will deal with their concerns. In more serious cases a further option may be to advise the parent that in future their concerns should be dealt with by written communication. Any such arrangements should be confirmed in writing to the parent.

#### **4.4 Withdrawing permission for the parent to enter the school site and/or buildings**

In more serious cases of actual or threatened aggression/violence, or persistent abuse/intimidation, the Headteacher may need to consider whether it is safe for the parent to continue to come onto the school site or enter the buildings. **In such circumstances, it is strongly recommended that the Headteacher first consult with the MAT's Legal Officer.**

Cases of actual assault should be also reported to the MAT by completing a health and safety event report.

#### **4.5 Calling for police assistance**

In an emergency, police assistance should be sought. In cases where a ban is in place but is ignored and the person comes onto the school site, the police should be notified immediately. (Staff will need to be aware of the ban and have agreed procedures in place should the person come onto the school site.)

In situations where there is no immediate threat to staff, pupils, other members of the school community or the school's property, the Headteacher may still wish to make their local community police officer (e.g. neighbourhood support team, youth intervention officer) aware of the situation.

The police could give consideration to warning the offender of formal action, which may include legal proceedings.

### **5 Legal proceedings**

Where individuals persist in coming onto the school site even when permission to do so has been withdrawn, it is possible for legal proceedings to be pursued. The options include:

#### **5.1 Prosecution under section 547 of the *Education Act 1996***

This requires substantial evidence to be gathered and presented by the police. Clearly it is not a quick process, and whilst in most cases the threat may prove to be a sufficient deterrent, prosecution can only be seen in the last resort as a punitive measure.

#### **5.2 Appropriate behaviour contracts**

These are voluntary agreements made between people involved in anti-social behaviour, and the agency/school concerned. They are flexible in terms of content and format, and can be an effective means of encouraging young adults, children and parents to take responsibility for unacceptable behaviour. The person named does not always agree with the contract, but it can be used as evidence at a later stage for an application for an anti-social behaviour order. Conditions can be put on the contract, e.g. not to enter school grounds.

Anti-social behaviour orders (*Crime and Disorder Act 1998*)

These are most likely to be used where the offender (aged over 10) has acted in a manner which causes harassment, alarm or distress, and is needed to protect others in the same area from similar behaviour. Anti-social behaviour orders (ASBOs) may be sought by the chief officer of police. ASBOs are designed to deal with persistent bad behaviour, and the police will need to show that other options have been tried, or are unsuitable.

### **5.3 Restraining orders (*Protection from Harassment Act 1997*)**

Section 2 of the *Protection from Harassment Act 1997* provides for criminal or civil prosecution, for cases where someone causes alarm or distress to another person on more than two occasions. Section four provides for criminal or civil prosecution where people have been put in fear of violence on at least two occasions. In each case the sanctions include both criminal penalties (fines, imprisonment or community sentences) and a restraining order. These orders are generally quicker and easier to obtain, but are part of a criminal conviction.

### **5.4 Prosecution for criminal damage/assault**

Prosecutions for causing deliberate damage or injury may occasionally be the most appropriate course of action. If the police are called, the option to make criminal allegations is readily available, and they may arrest suspected offenders there and then. Official allegations should only be made if there is no intention of later withdrawing the complaint. Criminal proceedings can be initiated at a later date. All possible steps should be taken to prevent the loss of evidence. In particular witnesses should be asked to make a record of exactly what they saw and heard at the earliest opportunity.

Individual cases should always be discussed with the MAT's Legal Officer, who will work with the Headteacher to decide the most appropriate response.

Whilst the emphasis will usually be on ensuring safety and security of persons and property, and therefore the injunction route is likely to be the most effective deterrent legal action, it does not necessarily guarantee against the behaviour of the more persistent offender.

## **6 Record keeping**

There will be clear and detailed records of all events which must be kept up to date. Any witness statements (where appropriate) and notes of any subsequent meetings held to discuss the events should also be retained. Notes should be signed and dated.

Any physical evidence should be bagged and labelled, and witnesses should be asked to make a record of exactly what they saw and heard at the earliest opportunity.

It is also advisable to ensure that in every case, even where a formal letter is not required, parents receive a written confirmation of the events and the Headteacher's response.

If the police are asked to deal with an incident as a criminal investigation, there are a number of actions that may thwart this process. Witness details should not be made

known to suspected offenders or their families. Groups of witnesses or suspects should not be left together, or allowed to discuss what happened, before the police interview them. If in doubt always seek the advice of the police officer first.

## **7 Support for employees**

If a member of staff is unfortunate enough to be one of the very small, minority subject to serious physical and/or verbal abuse there are a variety of sources of potential support available to them.

In such circumstances the immediate and ongoing support of colleagues will be invaluable.

This Policy is based on the NAHT Model Policy and guidance.

## 8 Document History

<b>Version</b>	<b>Date</b>	<b>Comments</b>
A	13/09/04	Initial Draft
1	20/12/04	Approved at the full Governing Body meeting
2	18/11/09	Updates: Section 3. Sign displayed. Reference to Central training record. Section 6. Inclusion of Inspire Ipswich Counselling Services. Minor updates.
3	27/11/14	Reviews. Reference to warning notice removed as no-longer recommended by DfE.
4	04/11/2019	Completely re-written, following a model policy

Document review interval: Every five years

## 9 Appendix A – Dealing with abusive telephone calls

Sometimes staff may have to deal with challenging, abusive, aggressive or threatening telephone calls. It is unacceptable for any member of staff to be subjected to such abuse but staff may not know how to handle such a telephone call. This guidance has been produced to assist staff if they are faced with such a situation.

To reduce the likelihood of callers becoming abusive staff should conduct themselves in a courteous and professional manner and make every attempt to meet the needs of the caller. Staff should also have the confidence that it is acceptable to end an abusive telephone call.

### Always

- Remain calm and polite
- Stay in control of the situation
- Actively listen – repeat information back to the caller to test understanding of the issue and gain their agreement
- Inform the caller they are trying to help them
- Be positive and say what you can do
- Be clear and avoid using jargon
- If necessary, apologise for an error and take action to put it right
- If you have to go and get some information, let the caller know why you are putting them on hold and do not leave them on hold for a long time. Update them as necessary
- Make notes of the conversation
- Follow the procedure below if appropriate
- Refer the caller to the Headteacher, deputy etc.

### Never

- Respond in the same manner as an abusive caller
- Take it personally
- Allow yourself to be bullied
- Slam the phone down.

### 9.1 Script for abusive telephone calls

### 9.2 When the caller starts to raise their voice/be abusive:

Mr/Mrs/Ms.... please don't raise your voice/swear at me, I am not raising my voice/being rude to you. If you continue to raise your voice/be rude to me then I will be forced to terminate the call.

### 9.3 When the caller continues to raise their voice/be abusive:

Mr/Mrs/Ms..... I understand you are upset/frustrated however I am not prepared to continue to be shouted/sworn at so you can either call back when you have calmed down or if you prefer you can put your views in writing.

**9.4 If the caller continues to raise their voice/be abusive:**

Mr/Mrs/Ms.... I advised you earlier during this call about raising your voice/swearing and you have continued to do this, so I am afraid I am going to have to terminate this call. **Hang up.**

**9.5 Further actions:**

Make a written note of the telephone call or use the incident report form and report the incident to the headteacher.

## 10 Appendix B

### 10.1 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. 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.

Kirklees Council 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.

### 10.2 Cyberbullying and the law

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

- *Protection from Harassment Act 1997*
- *Malicious Communications Act 1988*
- *Section 127 of the Communications Act 2003*
- *Public Order Act 1986*
- *Defamation Acts 1952, 1996 and 2013*

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.

### 10.3 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, e.g. 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.

## 11 Appendix C

### 11.1 Responding to incidents

Staff should never retaliate i.e. personally engage with cyberbullying 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 Legal officer and the Legal Services team at Kirklees Council are available to offer support and advice.

### 11.2 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.

## 12 Appendix D – Incident report form

Relevant incidents include trespass, nuisance or disturbance on school premises, verbal abuse, sexual or racial abuse, threats, aggression, physical violence and intentional damage to property.

Where possible, the form should be completed before any discussion between witnesses is possible, as this might lead to allegations of collusion.

This form should be completed as fully as possible please, using a continuation sheet, if necessary. For any incident involving or witnessed by a pupil or parent/carer/visitor, a member of staff should complete the form on their behalf.

The completed form should be passed to the head teacher, for appropriate action and recording.

Date of incident:

Time of incident:

Name of person reporting incident:

Date incident reported:

Member of staff recording incident:

Date incident recorded:

Name(s) of person(s) causing incident:

(where name(s) is/are unknown, provide other details of which may allow their identification)

Status(es): (parents/carers/visitors/trespassers)

Full description of incident: (e.g. names of persons involved; location; nature of any injuries; attendance of emergency services)

Witnesses to the incident:

## **13 Appendix E – Model Letters Withdrawing or Reinstating Permission To Be on School Premises**

### **13.1 Letter 1(a): Initial letter to a parent.**

To be sent by the Headteacher (and amended accordingly).

#### **RECORDED DELIVERY**

Dear

I am writing / I have received a report from the headteacher at Nacton CE Primary School about your conduct on (enter date and time).

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

I must inform you that the school will not tolerate conduct of this nature on its premises and will act to defend its staff and pupils. On behalf of the governing body / On the advice of the headteacher 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 206 of the *Education Act 2002*. If convicted under this section, you are liable to a fine of up to £500.

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, 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 schools 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 this letter / the report which I have received from the headteacher. 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.

Yours sincerely,

Headteacher

**13.2 Letter 1(b): Initial letter to non-parent/member of the public.**

To be sent by the Headteacher (and amended accordingly)

**RECORDED DELIVERY**

Dear

I am writing / I have received a report from the headteacher at Nacton CE Primary School about your conduct on (enter date and time).

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

I must inform you that the school / Local Education Authority will not tolerate conduct of this nature on its premises and will act to defend its staff and pupils. On behalf of the Governing Body / On the advice of the headteacher I am therefore instructing that 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 206 of the *Education Act 2002*. If convicted, you are liable to a fine of up to £500.

Yours sincerely,

Headteacher

**13.3 Letter 2: Follow up letter to a parent**

To be sent by the Headteacher (and amended accordingly)

**RECORDED DELIVERY**

Dear

On (give date) I wrote to you informing you that on behalf of the governing body / on the advice of the headteacher I had withdrawn permission for you to come onto the premises of Nacton CE Primary School. To enable the school / Local Education Authority 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, I have determined that the decision to withdraw permission for you to come onto school premises should be confirmed. I am therefore instructing that until further notice you are not to come onto the premises of the school without my / the headteacher's prior knowledge and approval. If you do not comply with this instruction I shall arrange for you to be removed from the premises and prosecuted under section 206 of the *Education Act 2002*. If convicted, you are liable to a fine of up to £500.

Notwithstanding this decision the school remains committed to the education of your child / children (delete as appropriate), who must continue to attend school as normal under arrangements set out in my previous letter.

I / The Authority 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, I / the Authority 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 you and any evidence of your co-operation with the school in other respects.

[Include where the parent wishes to complain against the decision to ban]

Finally I would advise you that I have arranged for your complaint to be considered under the School's General Complaints Procedure (details of which are included). You will be contacted about this in due course.

Yours sincerely,

Headteacher

### **13.4 Letter 3 (a): Confirming a Temporary Ban.**

To be sent by the Headteacher (and amended accordingly)

#### **RECORDED DELIVERY**

Dear

I wrote to you on (give date) withdrawing permission for you to come onto the premises of Nacton CE Primary 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 and 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 the school without my / the headteacher's prior knowledge and approval remains in place until further notice.

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

[If the letter is from the headteacher] If you are dissatisfied with this decision, you have a right to complain to the local education authority.

Yours sincerely,

Headteacher

### **13.5 Letter 3 (b): Lifting a Temporary Ban**

To be sent by the Headteacher (and amended accordingly)

**RECORDED DELIVERY**

Dear

On (insert date) I wrote to you informing you that I had temporarily withdrawn permission for you to come onto the premises of Nacton CE Primary School. To enable me to determine whether to confirm this decision for a longer period, I gave you the opportunity to let me have your written comments on this incident by (insert 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, I have decided that it is not necessary to confirm the decision, and I am therefore restoring to you the permission to come onto the school premises, with immediate effect.

Nevertheless I remain very concerned at the incident which occurred on (insert date), and I must warn you that if there is any repetition of your behaviour on that occasion, I shall not hesitate to withdraw permission for you to come onto the premises again.

Yours sincerely,

Headteacher

**13.6 Letter 4: Terminating the Ban after Review**

To be sent by the Headteacher (and amended accordingly)

**RECORDED DELIVERY**

Dear

I wrote to you on (give date) informing you that I had withdrawn permission for you to come onto the premises of Nacton CE Primary 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 and have decided that it is now appropriate to change that decision. 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 again.

Yours sincerely,

Headteacher

## 14 Appendix F – Guidance on Carrying Out a Risk Assessment

There are steps which schools can take, by way of precautionary and preventative action, which help to avoid, prevent, minimise or mitigate incidents where staff might be subjected to abuse, threats and violence.

The following is a suggested aid to the process of risk assessment and planning which is based on an audit tool proposed by the National Task Force on Violence Against Social Care Staff. It comprises six steps

### 14.1 Step One: Look for Hazards

What actually happens to your staff when they are at work?

Look at your record of incidents. How do you know they reflect the true situation? How do you know your instructions and procedures are being followed? What do your staff and their representatives tell you? You may think violence is not a problem at your workplace: their views may be very different.

What else do you need to know?

What are the activities which attract a high risk of violence? e.g.: refusing an appointment; delivering unwelcome information; meeting a parent following an incident involving their child (particularly if the parent is known to be aggressive and could therefore constitute a hazard).

### 14.2 Step Two: Identify who might be harmed and how

Consider which of your staff might be affected, including temporary staff or supply teachers and administrative staff. Caretaking, cleaning and catering staff who may work alone, very early or late, as well as in isolated locations within the school premises need also to be considered.

Consider the level of training and skills required in the context of staff's relative vulnerability to assaults. When, how and where could their work bring them into contact with trespassers and potentially violent people? Consider not just physical assault; continued exposure to verbal and racial abuse or threats can create high levels of stress and anxiety, reduce morale and lead to sickness absence.

### 14.3 Step Three: Evaluate the risks – Check out your precautions

Consider both the **likelihood** and the **severity** of harm which could be caused. The likelihood is, in absolute terms, probably going to be quite small. However, there may be certain potential dangers that you can predict with a degree of certainty and the likelihood of a serious incident in these circumstances is therefore relatively high.

Your personal experience or knowledge of particular families or individuals may help you to prepare in advance for potentially difficult circumstances. It is important that such knowledge is shared, as appropriate, with colleagues so that the whole school may be prepared and take suitable precautions.

You need to check your existing precautions are adequate. When did you last do this? What are they? What else do you need to do?

Prioritise the risks by reference to their potential seriousness and by the numbers of staff likely to be affected by them.

#### **14.4 Step Four: Minimise the risks**

The most effective precaution is to avoid risks altogether. This is not always possible so consider the steps which can be taken to minimise the risk.

Consider your findings so far and consider if there are any changes which could usefully be made to:

- the jobs people do
- the way they have to work. What protection do you provide for staff in isolated and / or vulnerable settings?
- the way jobs are done and the way visitors to the school are received and treated
- the workplace, including layout and means of calling assistance
- the information given to staff and the way it is communicated. Are **all** staff included (e.g. uniformly or on a need-to-know basis)?
- your response to incidents and procedures for dealing with them
- your incident recording system. Are all staff aware of the importance of reporting and recording incidents and how to do it?
- consider training. Is it directed at the risks and at relevant staff? Has the school made use of the Schoolsafe training? Were the caretaking staff included? (they may be a high risk group).

#### **14.5 Step Five: Review and revise**

It is important to check that your risk assessment remains valid at regular intervals and in the light of incidents that occur

Ensure that arrangements are in place:

- to carry out annual reviews
- to re-assess your policy and procedures after a significant incident
- to involve others in the review process
- to monitor that written procedures are being followed, modified and
- extended as and when appropriate

#### **14.6 Step Six: Draw up an action plan**

Review all the findings from Steps One to Five and identify the points for action

Prepare an action plan which will address these points for action in terms of:

- priorities
- persons responsible
- timescales
- resources
- monitoring
- evaluation
- review

Consider whether the school would benefit from the training in risk management provided by Bellscroft. This module is designed to assist schools that are in the process of introducing, implementing or revising risk assessment procedures.