

# Canonium Learning Trust



## Managing Violence in School Policy

Adopted: 2019/2020

Next review: 2022/2023

This policy is produced to comply with the regulations of managing violence. It is designed to explain the principles behind the policy and to show how it will operate in practice at the Canonium Learning Trust.

### **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, another staff member, parent or member of the public in circumstances arising out of the course of his or her employment.**

### **RESPONSIBILITIES**

**It is the headteacher's responsibility to:**

- ensure that all staff appreciate the importance of security and understand the Trust's policy and their own responsibilities;
- ensure all new members of staff read this policy as part of their induction process;
- 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 through delegation where necessary;
- consult with the school's health and safety representative(s);
- determine appropriate 'preventative 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 'preventative 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, suitably investigated and reported (as necessary);
- ensure all assaults are reported to the Police (as necessary);
- ensure all assaults are reported to the appropriate Local Teaching Council.

**It is all members of staff responsibility 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 headteacher 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 (appendix 2);
- report to the police any serious incidents, including those where there has been physical violence (as necessary);
- 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 (as necessary).

**It is the responsibility of the health and safety co-ordinator, SMT or phase leaders, as delegated by the headteacher to:**

- ensure that they annually share the ‘safe systems’ with staff in each phase;
- carry out an annual safety audit (appendix 1);
- report findings back to the headteacher;
- 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.

**Safe Systems**

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

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

Ensure that:

- an appointment has been made through the school office for the meeting;
- meetings only take place when other staff are present elsewhere in the school and that someone knows you are holding the meeting and can ‘keep a supportive eye open’ for you (\*see bullet point 4);
- senior staff are aware of your meeting;
- \*you have discussed meeting support strategies and exit plans with senior leaders;
- interviews are not held across desks/tables;
- chairs are set at angles not directly facing each other;
- the furniture does not impede access to an exit;
- peripheral furniture e.g. scissors, staplers are not easily accessible;
- you record the meeting on the pupil profile.

**Reception staff**

Ensure that you:

- respond to visitors promptly;
- make people feel welcome;
- be positive, affable and polite;
- 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;
- avoid making commitments on behalf of others as they may not be able to be met and this may lead to disappointment and frustration.

## **Staff dealing with pupils**

Ensure that you:

- are not alone with an individual in a closed room;
- you record the meeting on the pupil profile.

## **Use of reasonable force (Separate Policy – see below)**

### **What is reasonable force?**

The term ‘reasonable force’ is used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

- All members of staff have a legal power to use reasonable force.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Staff can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Staff cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

### **Power to search pupils without consent**

Staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

### **Telling parents when force has been used on their child**

If reasonable force has been used, you must speak to parents and record such serious incidents detailing on the Pink Child Protection Form:

- pupil’s behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff;
- all details on the Pink Child Protection Form;

- in some circumstances, an individual care plan could be used for a recurrent situation.

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

### **Staff working alone outside normal hours**

Ensure that you:

- follow all health and safety procedures;
- politely challenge any member of the public who is in the building.

### **Staff making home visits**

Ensure that you:

- have made an appointment, indicating the purpose of the visit;
- have told senior leaders of your visit;
- have an identity badge showing your name and title;
- visit during the day.

Appendix 1

**Risk Assessment Check List**

<b>Staff meeting parents/ members of the public in the school</b>	Have safe systems of work been established and recorded?	Yes/No/Not Applicable
	Are all staff (including new appointments and work/voluntary placements) made aware of the established systems?	Yes/No/Not Applicable
	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?	Yes/No/Not Applicable
	Is there an effective system for staff to contact colleagues to summon assistance in an emergency/difficult situation?	Yes/No/Not Applicable
<b>Reception staff</b>	Have safe systems of work been established?	Yes/No/Not Applicable
	Are the staff aware of them?	Yes/No/Not Applicable
	Has the school office/reception area been assessed and any preventive measures implemented?	Yes/No/Not Applicable
<b>Staff dealing with pupils</b>	Have safe systems (a policy) for handling difficult and potentially aggressive pupils been established and recorded?	Yes/No/Not Applicable
	Is this agreed policy issued to all staff, including new appointments (and volunteer/work placements)?	Yes/No/Not Applicable
	Is there an effective system for staff to contact colleagues to summon assistance in an emergency/difficult situation?	Yes/No/Not Applicable
<b>Staff working alone outside normal hours</b>	Have safe systems been established?	Yes/No/Not Applicable
	Are all staff aware of these?	Yes/No/Not Applicable
<b>Staff making home visits</b>	Have safe systems of work been established and recorded?	Yes/No/Not Applicable
	Have they been issued to staff?	Yes/No/Not Applicable
<b>Training Needs</b>	Do you consider any training needs have been met with regard to your role/ responsibilities for minimising risk of violence at work?	Yes/No/Not Applicable
	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)	Yes/No/Not Applicable
<b>Reporting Acts of Violence</b>	Are staff aware of the need to report acts of violence?	Yes/No/Not Applicable
	Are incidents investigated and monitored?	Yes/No/Not Applicable
<b>Support for Staff</b>	Are staff aware of the range of support available?	Yes/No/Not Applicable
<p><b>I confirm that the risks of violence have been assessed, and that appropriate steps have been taken to minimise the risk.</b></p> <p><b>Headteacher (or designated post holder)</b> _____</p> <p><b>Date</b> _____ <b>Risk Assessment Review Date</b> _____</p>		

Appendix 2

**Violence and Aggression to Staff Incident Report Form**

**Date of incident:**

**Day of the week:**

**Time of incident:**

**Details of employee assaulted**

Name/Age \_\_\_\_\_

Job/Post \_\_\_\_\_

Establishment/Academy \_\_\_\_\_

What work was being done when incident started?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Name(s) \_\_\_\_\_

Address(es) \_\_\_\_\_

Age(s) approx. \_\_\_\_\_ 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.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Outcome**

Outcome (e.g. whether police called, what happened after the incident, any legal action etc.)

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\_\_\_\_\_

\_\_\_\_\_

**Other information** (to be completed as appropriate)

- a) Possible contributory factors
- 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

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\_\_\_\_\_

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.

## Appendix 3

Further guidance from the department of Education (Use of Reasonable Force July 2013).