



Anti-Violence, Aggressive and Anti-Social Behaviour Policy

Date	Review Date	Director:	Senior Leadership Team:
19/6/19	19/12/19	Michelle Smith	Ian Wyles

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Offences Against the Persons Act 1861
- Criminal Damage Act 1971
- Local Government Act 1972
- Health and Safety at Work 1974
- Safety Representatives and Safety Committees Regulations 1977
- Criminal Justice Act 1988
- Offensive Weapons Act 1996
- Education Act 1996
- Health and Safety (Consultation with Employees) Regulations 1996
- Protection from Harassment Act 1997
- Crime and Disorder Act 1998
- Education (School Premises) Regulations 1999
- Management of Health and Safety at Work Regulations 1999
- Health and Safety (Miscellaneous Amendments) Regulations 2002
- Education and Inspections Act 2006
- Violent Crime Reduction Act 2006
- Equality Act 2010
- School Premises (England) Regulations 2012
- Schools (Specification and Disposal of Articles) Regulations 2012
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013

The following documentation is also related to this policy:

- Behaviour and Discipline in Schools - A guide for Headteachers and School Staff (DfE)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (DCSF)
- Safer School Partnerships Guidance (DCSF)
- Screening, Searching and Confiscation - Advice for Headteachers, Staff and Governing Bodies (DfE)
- Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the Health and Safety at Work Act 1974 to ensure the health and safety of school personnel and it is our duty as stated in the Management of Health and Safety at Work Regulations 1999 to manage risks in the workplace.

We work hard and aim to create and maintain a safe and secure school environment where violence, threatening behaviour or abuse to any member of the school community is not tolerated.

We are aware that nationally many educational staff have been subjected to many incidents of challenging, aggressive, disruptive or violent pupil behaviour and that they feel pupil behaviour has got worse in the past two years. Those that took part in a recent survey believe that there are many causes for this namely:

- lack of boundaries at home
- emotional and behavioural problems
- mental health issues
- stress

In another recent survey more than half of UK teaching assistants have experienced violent behaviour in the classroom, the playground or at the school gates. We understand that many pupils face chaotic home lives and suffer from mental health issues with many pupils at risk. But teachers and teaching assistants should not have to be subjected to unruly and disruptive pupils.

We have a major duty to support all school personnel as they have a right to feel safe while undertaking their roles and violence towards them is completely unacceptable. We will deal with all incidents severely. We believe we have in place appropriate strategies and procedures to 'manage the behaviour of unruly and disruptive pupils in order to minimise the impact in the classroom and to provide full support to staff encountering violence.'

We treat any form of physical attack, attack against property or possessions, serious verbal abuse and threats or anti-social behaviour as acts of violence or aggression as unlawful. We will take all appropriate action against pupils or parents/carers or others to ensure all school personnel always feel safe and not to work in fear of threats, violence or abuse.

We always expect all parents/carers and other visitors to behave in a reasonable and acceptable manner towards all school personnel. In the event of continued acts of verbal abuse or other anti-social behaviour we will consider reviewing our 'open-door' policy and may ban parents/carers from entering school without an appointment.

We will not tolerate any of the following threatening behaviour and will consider banning any person who does so:

- shouting at a member of the school personnel in person;
- using aggressive hand gestures;
- invading a person's personal space;
- swearing;
- physically pushing and hitting;
- spitting directly or indirectly;
- shouting at a member of the school personnel over the telephone.

Parents/carers who wish to discuss their child's education may contact the school by telephone or email to make an appointment.

Signs stating that we will not tolerate verbal abuse or acts of violence will be positioned in the main entrance and other places on the school premises where parents/carers may congregate.

We always expect all school personnel to behave professionally and when confronted with difficult situations to attempt to defuse them.

We will do everything reasonably practicable to reduce risk and to work hard to gain the necessary external support for those pupils who have been identified with mental health issues.

We wish to work closely with the Youth Participation Group and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We have a duty to ensure that no member of the school personnel should ever have to work in fear of violence or harassment, either in school, outside of school, or online. We want to work in harmony with all stakeholders, but all threatening behaviour, harassments or physical attacks will be dealt with severely.

Aims

- To create a safe and secure school environment for all members of the school community.
- To ensure the health and safety of school personnel always.
- To manage risks in the workplace.
- To treat all acts of violence and aggression as unlawful.
- To support all school personnel as they have a right to feel safe while undertaking their roles
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Directors

The Directors have:

- appointed a member of staff to be responsible for Health and Safety;
- delegated powers and responsibilities to the Senior Leadership Team to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Undertaken risk assessments as they believe this process is the key to controlling any risks at work;
- responsibility to discuss health and safety issues affecting staff
- responsibility to report any act of violence that takes place;
- responsibility and will consider taking legal action against any offence that is considered: abusive behaviour, anti-social behaviour, assault, the of carrying offensive weapons, damage to property, harassment, public order offences, nuisance or disturbance;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated equalities person to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the Youth Participation Group in:
 - determining this policy with the Directors;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Directors

Role of the Senior Leadership Team

The Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- support all school personnel as they have a right to feel safe while undertaking their roles;
- deal with all incidents severely;
- work closely with the Directors;
- undertake risk assessments by assessing:
 - identified hazards;
 - assessing the risk
 - who is at risk;
 - identifying risk control measures;
 - recording and reviewing the assessment when appropriate

- ensure that:
 - all risk assessments are realistic and practical;
 - identified risk control measures need to be acted upon;
 - any incident resulting in injury is reported to the Local Authority
- report any act of violence that takes place;
- ensure all related records are kept up to date;
- search pupils suspected of carrying prohibited items such as knives or other weapons that could harm against an individual(s);
- seize any prohibited item that could harm against an individual(s);
- consider the exclusion of any pupils for causing or taking part in a violent incident;
- consider banning a parent/carer from the school premises who has demonstrated continued unacceptable behaviour towards a member of the school personnel;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - analysing the number of reported violent incidents that take place
 - analysing the number of pupil exclusions
 - reviewing school security procedures
- annually report to the Directors on the success and development of this policy.

Role of the Health and Safety Representative

The Health and Safety Representative will:

- carry out regular inspections of premises and school activities;
- assist in carrying risk assessments;
- investigate potential hazards, employee complaints, accidents and dangerous occurrences;
- make representation to employers and others on health and safety matters arising;
- provide information and guidance to school personnel;
- lead the development of this policy throughout the school;
- work closely with the Directors and Senior Leadership Team;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Directors on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- take reasonable care of themselves and others whilst at work;
- work with the Directors on the Risk Assessment process by completing a fact-finding questionnaire on the likelihood of them being subjected to violence or abuse in any form;
- prevent violent incidents occurring by avoiding situations that will provoke violent or aggressive behaviour from pupils who are known to have these tendencies;
- undertake training in:
 - recognising the signs of potential violent or aggressive situations developing;
 - school safety and security procedures;
 - personal safety awareness:
 - basic breakaway techniques
 - safe methods of work
 - recognising verbal and non-verbal precursors to aggression
 - defusing acts of aggression
 - calming potential assailants
 - confidence building
 - dealing with stress after an act aggression

- identifying and dealing with potentially difficult situations;
 - physical restraint of pupils
- report any incident of violence and aggression;
 - ensure that all incidents are reported to the Director;
 - implement the school's equalities policy and schemes;
 - report and deal with all incidents of discrimination;
 - attend appropriate training sessions on equality;
 - report any concerns they have on any aspect of the school community.

Dealing with a Face-to-Face Aggressive Incident

When confronted with an incident school personnel should:

- stay calm;
- stand back and listen;
- Always concentrate;
- look for signs that could result in unpredictable behaviour;
- seek assistance from another member of the school personnel;
- act in a calm controlled manner;
- speak in a quiet, slow and friendly voice;
- not turn their back on the 'aggressor';
- defuse the situation by listening and suggesting that the conversation takes place at some other time and place;
- move to a place of safety;
- only use restrictive physical intervention with a pupil as a last resort;
- record the incident at its conclusion.

Dealing with an Anti-social Telephone Conversation

When confronted with an anti-social telephone conversation school personnel should:

- inform the caller that the conversation is being placed on speaker so that the conversation can be witnessed;
- if the inappropriate conversation continues then inform the caller that the tone of the conversation must improve, or it will be terminated;
- terminate the call if there is no improvement;
- record the incident at its conclusion.

Recording and Reporting Incidents

- All school personnel must report all incidents of violence and aggression in accordance with the school accident and emergency procedures.
- All incidents resulting in injury will be reported to the Local Authority.
- The Local Authority will report any incident that involves a member of the school personnel having more than 3 days off work to the Health and Safety Executive.

Investigating Incidents

The Directors will investigate all incidents and may decide to:

- conduct further investigation;
- offer counselling to the victim;
- liaise with the police;
- take legal action;
- liaise with Trade Unions and the Local Authority;
- exclude a pupil or temporarily withdraw service from the party that was responsible for the incident

Counselling

After any aggressive or anti-social incident, the Directors/Senior Leadership Team will meet with the member(s) of the school personnel in order to offer support, to talk over the incident, to allay any stressful fears and to give reassurance that prompt and decisive action will be taken.

Role of the Police

The police will be informed of all cases of severe disturbance, assault or potential violence.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- report all violent incidents that take place;
- attend school programmes that cover:
 - resolving conflicts without violence
 - dealing with violent or aggressive behaviour
 - anti-social behaviour
 - the dangers of carrying illegal weapons
 - the penalties of carrying illegal weapons
 - searches with or without consent
 - personal safety training
 - reporting violent incidents
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the Youth Participation Group;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- reports such as annual reports to the Directors
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training related to this policy on induction which specifically covers:
 - All aspects of this policy
 - Health and safety
 - Safeguarding and child protection
 - Risk assessment
 - Personal safety training

- School security procedures
- Dealing with intruders
- Lone workers
- Positive handling (restraint of pupils)
- Accidents and emergencies
- Medical and first aid
- Equal opportunities
- Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Directors and Senior Leadership Team.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Directors for further discussion and endorsement.

Linked Policies

- Accidents and Emergencies
- Health and Safety
- Health and Safety - Responsibilities
- Intruders
- Lone Workers
- Medical and First Aid
- Mental Health
- Positive Handling (Restraint of Pupils)
- Pupil Behaviour and Discipline
- Pupil Exclusion
- Risk Assessment
- Safeguarding and Child Protection
- School Security
- Workplace Environment

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Director:	<i>M. Smith</i>	Date:	19/6/19
Senior Leadership Team:	<i>I. Wyles</i>	Date:	19/6/19