



ST PHILIP'S CE PRIMARY ACADEMY VIOLENCE AGAINST STAFF POLICY

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Safeguarding Statement

At St Philip's Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Philip's Primary Academy. We recognise our responsibility to safeguard all who access academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Vision Statement

Fostering curiosity and a love of learning is at the heart of our teaching. Broadening horizons enables all children to flourish and be fulfilled. Successes are celebrated and failure learned from, allowing us to shine through challenges. Together, we develop qualities of character necessary to be positive future citizens.

Our Guiding Principles

At St Philip's CE Primary Academy we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always '**Working together with hope in our hearts**'

This ethos is based on the following principles that, as stakeholders, we all aim to uphold:

Value 1: NURTURING

We demonstrate kindness and caring towards each other so that we can find happiness and fulfilment. We promote and support children's wellbeing to support their growth and development.

Value 2: OPTIMISTIC

We believe that having a positive attitude towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

Value 3: ASPIRATIONAL

We have high aspirations for the futures of the children in our Academy. Through a high-quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and surpass their potential.

Value 4: HOPEFUL

The value of hope is interwoven into our teaching and is and is an expression of our faith. Hope supports our spirituality, and through that, virtues such as forgiveness, empathy and compassion come to the fore.

Value 5: SINCERE

We are united as a whole to ensure integrity, honesty and trust are maintained. This quality within our academy means that we follow our values to ensure that we always do our best for pupils, staff and community.

Value 6: ASSURED

Our goal is to see our pupils confident, armed with independence and conviction, echoing 'Let your light shine' - Matthew 5:16

Value 7: RESPECTFUL

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold politeness in high regard and we are accepting of each

individual's uniqueness.

Value 8: KNOWLEDGEABLE

By fostering resilience, collaboration and risk-taking, we craft an environment where pupils are ready to be lifelong learners.

Statement of Intent

The academy is committed to protecting the health, safety and welfare of all employees and others affected by its work. Violence and abusive behaviour is unacceptable, and employees and others must be protected as far as is reasonably practicable. St Philip's CE Primary Academy believes that all of its staff have the right to a safe working environment, free from threatening, abusive or violent behaviour, and recognises its legal obligations under the Health and Safety at Work Act 1974, to provide such an environment.

The Health and Safety Executive (HSE) defines workplace violence as 'any incident in which a person is abused, threatened or assaulted in circumstances relating to their work' and states that it can include verbal abuse or threats as well as physical attacks. This policy sets out how St Philip's CE Primary Academy will seek to prevent workplace violence in its academy, and the procedures that will be followed if a violent incident occurs.

The academy will therefore ensure that:

- risk assessments for the workplace are completed;
- employees play an active role in the risk assessment process;
- measures identified through risk assessment are implemented and monitored;
- employees are given access to information, training and supervision so they can carry out their duties safely and effectively;
- violent and abusive incidents are reported and investigated;

Scope

This policy encompasses all employees and non-employees where a specific duty of care is owed e.g. pupils. The policy applies to intentional acts of violence. The policy does not apply to those who are not under the care of the Academy. Domestic violence in the workplace or violence between employees or harassment and bullying will be dealt with via other relevant policies.

Definitions

Workplace violence is 'any incident where persons are abused threatened or assaulted in circumstances relating to their work'. This includes colleagues/parents. This means:

- physical violence – kicking, spitting, hitting, pushing, use of weapons;
- verbal abuse – shouting, swearing, insults, racial or sexual abuse;
- Threats and intimidation.

The **impacts** of workplace violence are two-fold:

Impacts on people

- physical injury

- stress/fear/anxiety – which can have long-term effects on health
- de-sensitisation to violence
- job dissatisfaction and poor performance

Impacts on service provision

- Lost staff time from injuries and stress
- Higher staff turnover, leading to increased recruitment and training costs
- Damage to the reputation of our academy

Responsibilities

The Academy will:

- Take all reasonable steps to promote the safety and well-being of employees by preventing such incidents or, where they occur, by minimising their adverse effects;
- Provide advice to management and governing body on risk assessment and methods of reducing the potential risk of violence;
- Provide counselling support to help employees deal with the effects of violence and stress to which they have been subjected in the course of their employment;

Headteacher and Governors will:

- Promote the reporting of violent incidents and verbal abuse/threats
- Ensure suitable and sufficient risk assessments are in place and are regularly reviewed where circumstances change
- Immediately after an incident or as soon as it is appropriate, ensure that the needs of the victim are addressed and met by speaking directly to them;
- Investigate every reported incidence of violence;
- Assist staff in reporting violent incidents to the police, with victims' knowledge and consent;
- Report the violent incident, in conjunction with the employee in question on the academy's incident/accident form;

Staff will:

- Take care of their own health and safety and that of their colleagues and pupils
- Report incidents of workplace violence;
- Raise issues of concern with the heads of academy, SLT or ABL
- Perform their duties in accordance with established policies and procedures, guidelines, codes of practice, instructions and rules.

Risk Assessment

Overview

It is the responsibility of the Headteacher and Governors to identify situations where there may be a risk of violence to staff. A suitable and sufficient risk assessment must be carried out with a view to reducing the risk to the lowest reasonably practicable level. Risk assessments should be used as a preventative tool and should be revisited on a regular basis.

Examples of Risk Control Measures for Academies

Preventative:

- External lighting of access footpaths and car parks;
- Protect staff from uncontrolled public access;

- Consideration of staff with medical conditions or who are pregnant;
- Arrange to supervise employees who work alone on a regular basis;
- Avoid duties which employees undertake alone and where there is a foreseeable risk;
- Cctv in public areas
- Decide which circumstances or situations employees should never be on their own
- Make staff aware of the locality of first aid Bags and first aiders

Reactive:

- Ensure safe exit is possible in foreseeable emergency situations;
- Ensure access to communications;
- Provide access to first aid equipment.

Reducing the Potential for Violence

A Culture of Safety Awareness

It is vital to develop a culture where the academy management and staff are naturally aware of risks in the work environment and take a responsible attitude toward them. Violence towards staff is no different. Some points to consider are as follows:

- Be mindful of their own safety and that of their colleagues;
- Treat members of the public professionally and with dignity;
- Feedback concerns on a regular basis;
- Follow policies, procedures and guidelines;
- Report and record all incidents of violence;

Home Visits

It is usually better to arrange for meetings to be held at the academy, but in some situations home visits will be necessary.

There must be a risk assessment for home visits in place, and staff who go out on home visits must follow it and be encouraged to update it where needed. Employees should be made fully aware of the following the HOME VISIT PROCEDURE guidelines (Appendix 1)

In the Academy Building

Some academy buildings have wings or sections that are geographically isolated from the rest of the premises. If there is a foreseeable risk to staff who work in these areas, then simple measures for communication (e.g. telephone) should be put in place.

Outside Locations and Security

It is important to identify everyone who might be involved in this type of work, and to assess and control the foreseeable risks. Examples are: Headteacher Site Manager, ABL, who might work during the academy holidays, Site Manager locking up. Communication or a means of raising the alarm should always be provided to those who work on their own or in isolated situations.

Indicators of Potential Violence

Difficult Situations

Violence is more likely in situations where people are distressed, if sanctions are being imposed or requests refused. Often if there is an audience, people tend to become aggressive as they don't want to be seen as weak or compliant by others.

Past History

Do not automatically assume that a past history of violence will mean that a person is always violent, but it is important to be aware of past issues. Some people may have a low tolerance of frustration or issues that can lead to aggressive and or violent responses. Refer to the risk assessment if appropriate.

Physical Condition

These may include:

- Pitch, tone and volume of voice;
- Speed of talking and abrupt replies;
- Physical proximity;
- Sweating and or crying;
- Muscle tension in face and body;
- Aggressive posture;
- Eye contact – either glaring or avoiding;
- Constant interruptions and contradictions;
- Threatening and offensive language
- Evidence of drug or alcohol abuse

Dealing with incidents

An incident of violence, and especially where restrictive intervention has been used, can be distressing for all involved. As such the academy has a responsibility for the welfare and safety of both employees and pupils by providing a clear opportunity to discuss and review incidents.

Support from Management

A post incident support and management strategy needs to be followed in a clear, open and sensitive manner. It is good practice to expect that both employees and pupils are given separate opportunities to talk about what happened in a calm and safe environment. Importantly, post-incident support should not be compulsory, but it should be encouraged.

The following shows a recommended process for post-incident support:

'Defusing' – prevent any further violence (possibly by separating those involved) and provide physical and emotional first aid immediately to those involved before they leave academy.

'Debriefing' – emotional support for individuals or groups.

'Counselling' – longer term personal support should be made available where available

'Incident analysis' – examining & learning from the event. This aspect of post-incident work is primarily concerned with an examination of the event to identify why it occurred, how it developed and how it ended. Incident analysis aims to provide a better understanding of an event and consequently, a strategy to avoid if occurring again. A risk assessment should be carried out or update in order to identify the risks and minimize or manage these.

Recording, Reporting and Investigation

All incidents should be recorded to enable long-term patterns and trends to be evaluated. This enables workers to make better judgments when completing risk assessments as well as providing information which can aid the review of management strategies. Incidents of assault to staff should be reported to the police. All incidents of violence should be recorded using the Report form.

Establish the events surrounding the incident as soon as possible. Interview eye witnesses

separately and obtain from each a written independent account of events as soon as possible. The police will follow their own procedures in responding to the incident.

It is good practice to find out whether the person wishes to make a complaint about how the incident was managed. A pro-active approach to complaints often prevents serious allegations of misconduct from being raised.

Medical Assistance

Immediate medical support should be offered following all incidents as it may not be obvious to the onlooker that there has been an injury. It is advisable that the First Aider is called upon to assess the need unless in extreme and obvious cases it may be necessary to call an ambulance in the first.

Review

This policy will be reviewed every two years.

Appendix 1 Home Visits Procedure

Home Visit Procedures

Purpose

Visits to families in their homes are necessary in order to provide relevant support and/or advice regarding attendance, academy and welfare issues.

Home visits should normally be pre-arranged, however for the purposes of promoting attendance and ensuring pupil safety, ad-hoc “safe and well” visits will also be necessary at times. **Wherever possible, home visits should be conducted in pairs.**

The use of location tracking is used where appropriate.

Before the visit

- Consult the **Home visit Risk assessment** and consider specific potential risks related to the visit.

Things to consider:

- What is already known about the address/ family
- Are there concerns about the intended visit e.g. potential threat or aggression from occupants of household; any concerns must be raised with line manager or Senior Leadership Team (SLT) and discussed prior to visiting – decision to be made as to whether extra precautions are necessary in order to preserve staff safety e.g. joint visit, police visit;
- Planned/ prearranged home visits should be on the electronic diary
- Ad hoc visits- the office staff should be notified that a home visit is to be conducted, the address should be written on the office whiteboard and the anticipated visit time and return time.
- Where visits potentially carry a high level of risk, then arrange an alternative meeting environment.

Conducting the visit

When conducting a home visit ensure that:

- Normal courtesy is demonstrated– wait to be invited into the home.
- If there are potential concerns about visiting an address, arrange for administration staff to call 5-10 minutes into the visit; ensure that the call is overheard and the address being visited is confirmed aloud.
- If a child answers the door, ask if an adult is present in the house before entering. Do not enter if an adult is not present.
- Inform the nominated person if there is a cancellation or alteration to the time.
- Avoid visiting out of hours (after the close of office).
- If a visit after this time is required refer to SLT or Police.
- Carry a charged mobile phone in order to be contacted or make contact in the event of an emergency.
- Carry their identification card and ensure this is shown prior to entering the house.
- Be mindful of where their vehicle is parked i.e. park in a manner that allows ease of escape with the car facing in the direction of exit.
- Ensure staff are aware of exit route from the property i.e. make a mental note of house layout and be the last in to ensure the door is not locked.
- Be aware of surroundings to identify any potential safety threats or issues
- If the Parent/Carer appears at all uncomfortable about the visit continuing, staff should offer to leave, offer to continue the contact with a telephone call and give the Parent/Carer the telephone number of the academy.

Managing an unexpected concern

- **Under no circumstances compromise your safety. If you feel unsafe at any point remove yourself from the situation.**
- If the visit was deemed safe but on arrival there are doubts, do not enter the house and return to academy taking immediate action if required e.g contacting police.
- If you feel intimidated/threatened or uncomfortable – terminate the home visit in a courteous way, making up an excuse to leave if necessary.
- If staff feel in immediate danger – do not excuse, leave the property immediately.
- Log the visit and concern on CPOMS

Return from a visit

- It is the responsibility of the staff member conducting the home visit(s) to ensure the office team are aware that they are safe following completion of the visit(s).
- CPOMS should be updated to identify contact with parent by home visit.

Response procedure in event of overdue contact.

- If a contact has not been made by the person home visiting within a reasonably expected time following the finishing time of their scheduled visits (suggested an hour):
- Contact the member of staff via mobile;
- If no contact can be made raise concern with SLT;
- SLT will attempt to make contact with the staff member again via mobile, and if required, with staff member's next of kin to check if any contact has been received.
- SLT will then also try to contact families on scheduled visit list using contact numbers on academydatabase
- If contact cannot be made - Police to be informed

Dealing with aggression

- If during a visit staff are subject to verbal or physical aggression by a Parent Carer, the incident must be reported and logged with the Senior Leadership Team. Consideration for the welfare of the member of staff will be given
- In respect of parent/carer this will be passed on to the relevant Local Authority to record on the Violence at Work Register.
- CPOMS should be updated to indicate caution at further visits.
- Refer also to the **Violence in Academy Policy**

RISK ASSESSMENT

HOME VISITS			Please read carefully and ensure you have controls in place to minimise risk	
HAZARD	Who might be affected	Risk without control	CONTROL	Risk after control
Aggressive or violent parents/family member	Staff members	High	<p>Identify potential risks associated with the particular family through taking advice of staff members familiar to the family and CPOMS.</p> <p>Identify potential risks associated with the particular issue/ reason for visit-consider if the reason for visit will potentially cause anger/distress</p> <p style="color: red; font-weight: bold;">Follow Home Visit Procedures</p>	Low