

Anti-Violence, Aggressive and Anti-Social Behaviour

Libra

Policies and Procedures

Coordinator Kirsty Crosby

Head Teacher Kirsty Crosby

Nominated Director Joan Wilkes

Last Review Date 20.05.18

Next Review Due 18.05.18

Mid-year updates

Anti-Violence, Aggressive and Anti-Social Behaviour

We believe this policy should be a working document that is fit for purpose, represents the company ethos, enables consistency and quality across the company 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
- 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 Company staff (DfE)
- Guidance on the Use of Restrictive Physical Interventions for Children 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)
- DfE summary of Sexual violence and sexual harassment between children in schools and colleges
- Sexual Behaviours Traffic Light Tool (<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>)

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

Therefore, we aim to create a safe and secure company environment where violence, threatening behaviour or abuse to any member of the company community is not tolerated. We do however work with children who have significant emotional and behavioural difficulties. Staff therefore experience verbal and physical aggression from the children on a daily basis. This policy specifically refers to adults that Libra staff might come into contact

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with, parents, other professionals, other Libra staff and the public as they go about their Libra duties in the community.

We have a major duty to support all staff 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 appropriately given the nature of the children we work with. We believe we have in place appropriate strategies and procedures to 'manage the behaviour of unruly and disruptive children 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 serious and we will take the appropriate action, legal action is a very last resort.

We take seriously all acts of violence and aggression against company staff and we will do everything reasonably practicable to reduce risk.

We expect all parents/carers and other visitors to behave in a reasonable and acceptable manner towards all company staff. We expect all company staff to behave professionally at all times 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 children who have been identified with mental health issues.

We wish to work closely with the School Council 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 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.

Aims

- To create a safe and secure environment for all members of the company community.
- To ensure the health and safety of company staff.
- To manage risks in the workplace.
- To treat all acts of violence and aggression in an age appropriate way.
- To work with other schools 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 Headteacher to ensure all staff and stakeholders are aware of and comply with this policy;

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- delegated to the Headteacher the task to undertake 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 with staff;
- responsibility to report any act of violence that takes place;
- responsibility and will ensure appropriate 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 company complies with all equalities legislation;
- nominated a designated Equalities Manager to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- All members of staff and volunteers are aware of the Sexualised Behaviours Traffic Light Tool and how to use it.
- responsibility for ensuring funding is in place to support 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 School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all company staff, children and parents are aware of and comply with this policy;
- work closely with the coordinator;
- 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 children 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 management of any children involved in a violent incident;
- provide Management and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:

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- analysing the number of reported violent incidents that take place
 - reviewing company 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 company 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 company staff;
- lead the development of this policy throughout the company;
- work closely with the Headteacher/nominated Director;
- 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

Role of Company staff

Company staff will:

- comply with all aspects of this policy;
- take reasonable care of themselves and others whilst at work;
- work with the Headteacher 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 children who are known to have these tendencies;
- undertake training in:
 - recognising the signs of potential violent or aggressive situations developing;
 - company safety and security procedures;
 - personal safety awareness, basic breakaway techniques and safe methods of work;
 - identifying and dealing with potentially difficult situations;
 - physical restraint of children
- report any incident of violence and aggression;
- All members of staff and volunteers are aware of the Sexualised Behaviours Traffic Light Tool and how to use it.
- ensure that all incidents are reported to the Headteacher;
- implement the company'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 company community

Definitions of Violence at Work

The Health and Safety Executive's definition of violence at work "Incidents where a person is abused, threaten or assaulted in circumstances relating to their work" is used throughout this guidance note.

Physical Assault

Examples of physical assault include but are not limited to:

- being struck with or without a weapon,
- pushed or shoved,
- being restrained,
- clothing pulled, tugged or torn,
- being spat at,
- threaten with a weapon.

Verbal Abuse

Although defining verbal abuse is less straight forward, any incident which causes you to feel threatened, intimidated or anxious should be recorded and passed to the relevant manager. Your perception of the incident should be paramount, you should not have to accept verbal abuse as being "part of the job".

If you have been subjected to verbal abuse or physical assault your manager should offer you appropriate support, including an opportunity to talk through what has happened with them and/or your colleagues or safety representative.

Dealing with a Face-to-Face Aggressive Incident

When confronted with an incident staff should:

- stay calm;
- stand back and listen;
- concentrate at all times;
- look for signs that could result in unpredictable behaviour;
- seek assistance from another member of the company staff;
- 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 company staff 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;

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- record the incident at its conclusion.

Recording and Reporting Incidents

- All staff must report all incidents of violence and aggression in accordance with the company accident and emergency procedures.

Sexualised Behaviours

Libra has adopted Brook's Sexual Behaviours Traffic Light Tool which has been adapted from True Relationships & Reproductive Health (2012 - Australia). The Traffic Lights guide to sexual behaviours in children and young people in order to help those working with these groups, to identify, understand and respond. By identifying sexual behaviours as **GREEN, AMBER** or **RED**, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach.

The [Sexual Behaviours Traffic Light Tool](#) lists examples of green, amber and red behaviours within four different age groups. The age categories deliberately overlap to demonstrate the fluidity and variable nature of development. These are indicative, and understanding may vary. The 13 to 17 age category may also be a useful guide for vulnerable young people, or young people with physical or learning disabilities, up to the age of 25. All green, amber and red behaviours require some form of attention and response, but the type of intervention will vary according to the behaviour. Green behaviours may highlight opportunities to provide positive feedback and information that supports healthy sexuality. Amber and red behaviours may require observation, documentation, education, referral to other services, increased supervision, therapy, safeguarding assessment and/or a legal response. Sexual development is influenced by many factors. When using the traffic light tool to categorise behaviour, Libra will consider the current social, cultural, legal, community and familial context.

Incidents where a member of staff is assaulted by a young person

Where it is alleged that the perpetrator of verbal abuse or physical assault is a young person from LIBRA, an Issue report should be completed irrespective of if the issue required a physical intervention and the Head Teacher and the Director of Care who will consider whether action should to be taken against the young person. Staff are to record all verbal abuse.

The School and the residential homes keep a detailed record of all instances of poor behaviour that result in any form of confrontation. These reports are monitored by the Head Teacher and the Director of Care and the Directors. Such reviews inform the behaviour management planning that is in place for every pupil.

Where there is reason to believe that the perpetrator poses a potential risk to other staff or young people or themselves, advice should be sought from Senior Management. These persons will be able to advise on how other areas of the company who may come in contact with the individual should be alerted to any potential threat.

Power to bar abusive parents

The company premises are private property and parents will generally have permission from Senior Management to be on company premises. However, sometimes aggressive or abusive behaviour from a parent can present risk to staff and children. In such cases of abuse or threats to staff, children or other parents, we may ban parents from entering company premises. Procedures can be found in the appendices.

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This Health and Safety Policy will be reviewed annually by the Directors. It will be amended as appropriate and will be supplemented by further statements, policies or procedures as necessary.

The Directors seek and expect the full cooperation and support of the school and care communities to ensure that the Health and Safety Policy and arrangements are implemented effectively.

Investigating Incidents

The Headteacher 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 Headteacher / line manager will meet with the member(s) of the staff 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 if Senior Management deem this appropriate.

Role of Children

Children 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;

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- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all children;

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 company staff
- information displays in the main school entrance

Training

All company staff:

- have equal chances of training, career development and promotion
- receive training related to this policy on induction which specifically covers:
 - health and safety
 - safeguarding and child protection
 - risk assessment
 - personal safety training
 - school security procedures
 - dealing with intruders
 - lone workers
 - positive handling (restraint of children)
 - accidents and emergencies
 - medical and first aid
- 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 Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher/nominated Director.

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

Linked Policies

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

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Anti-Violence, Aggressive and Anti-Social Behaviour	To cover all areas relating to Anti-Violence, Aggressive and Anti-Social Behaviour	✓		

This policy affects or is likely to affect the following members of the school community (✓)	Children	Company staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups															Conclusion													
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓				✓		
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	✓			
• Policy in line with current legislation	✓			
• Coordinator in place	✓			
• Nominated Director in place	✓			
• Coordinator carries out role effectively	✓			
• Headteacher, coordinator and nominated Director work closely	✓			
• Policy endorsed by Directors	✓			
• Policy regularly discussed at meetings of the Directors	✓			
• Company staff aware of this policy	✓			
• Company staff comply with this policy	✓			
• Children aware of this policy	✓			
• Parents aware of this policy	✓			
• Visitors aware of this policy	✓			
• Local community aware of this policy			✓	
• Funding in place	✓			
• Policy complies with the Equality Act	✓			
• Equality Impact Assessment undertaken			✓	
• Policy referred to the School Handbook	✓			
• Policy available from the school office	✓			
• Policy available from the school website	✓			
• School Council involved with policy development	✓			
• All stakeholders take part in questionnaires and surveys	✓			
• All associated training in place	✓			
• All outlined procedures complied with	✓			
• Linked policies in place and up to date	✓			
• Associated policies in place and up to date	✓			
A statement outlining the overall effectiveness of this policy				
This policy is effective and ready for purpose				