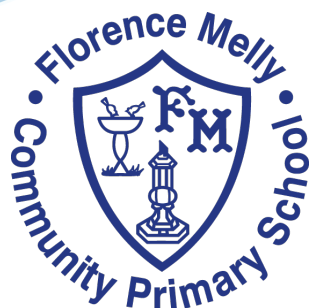


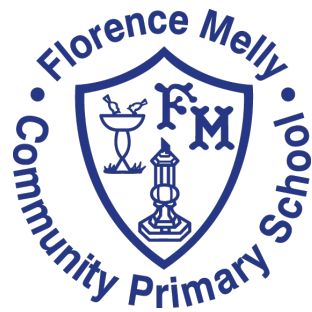


Florence Melly
Community Primary School

**Violence and Aggression Towards
Staff Policy**

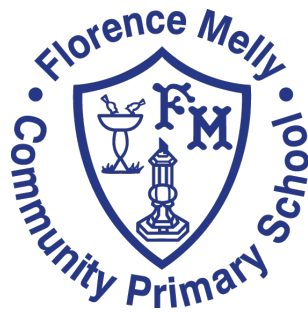
Policy Title:	Violence and Aggression Towards Staff Policy		Date written:	February 2024
Written by:	Aaron Leach (Headteacher)		New or revised policy:	Revised (Version 2)
Implementation	Date of ratification:	Date presented to staff:	Date of renewal:	
	October 2026	September 2026	September 2027	





Policy Version Control

Date of Update	Overview of changes made	Version
September 2026	Policy reviewed and updated to strengthen alignment with Liverpool City Council's <i>No Violence at Work Policy</i> and <i>Disruptive or Aggressive Behaviour by Parents and Carers Guidance</i> . Amendments included enhanced reporting and investigation procedures, clearer governor oversight arrangements, strengthened support for staff following incidents, additional measures relating to parental aggression and banning procedures, telephone abuse guidance, and improved incident recording and risk management processes.	V2



Violence and Aggression Towards Staff Policy

September 2026

1. Introduction

This policy applies to violence, aggression, abuse or threats from ANY person – including pupils, parents/carers, visitors and members of the public. Florence Melly Community Primary School is committed to providing a safe, respectful and secure environment for all staff. Acts of violence or aggression will not be tolerated and will be addressed swiftly and appropriately.

This policy also reflects and aligns with the school's Parent/Carer Code of Conduct and the Local Authority guidance Disruptive or aggressive behaviour by parents and carers whilst on school premises: Guidance to school personnel and governing bodies. These documents outline expectations of parent/carer and visitor behaviour and the actions the school may take - such as issuing warnings or withdrawing access to the school site - when behaviour is aggressive, abusive or poses a risk to staff.

This policy has due regard to the following legislation and statutory guidance:

- Education Act 1996
- Health and Safety at Work etc. Act 1974
- The Management of Health and Safety at Work Regulations 1999
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- HSE: Preventing Workplace Harassment and Violence
- DfE: Controlling Access to School Premises
- DfE: School and College Security

This policy should be read alongside the following school policies:

- Behaviour and Relationships Policy
- Suspension and Exclusion Policy
- Parent/Carer Code of Conduct

2. Definition of Violence

Florence Melly Community Primary School adopts the Health and Safety Executive (HSE) definitions:

- Work-related violence: "Any incident in which a person is abused, threatened or assaulted in circumstances relating to their work." This includes verbal abuse, threats, physical attacks and violence towards a member of staff's property.
- Incident: "An unwanted, unplanned event that has the potential to cause harm or injury."

Violence and SEND - Understanding Behaviour as Communication

At Florence Melly Community Primary School, we recognise that for some children—particularly those with Special Educational Needs and Disabilities (SEND) - behaviours that appear violent, aggressive or challenging may not be intentional acts of harm, but instead a form of communication. Many pupils with SEND experience difficulties with emotional regulation, sensory processing, communication or social understanding, which may lead to behaviours that express distress, unmet needs or an attempt to cope with overwhelming situations. This is consistent with national SEND guidance, which emphasises that behaviour must be understood within the context of a child's underlying needs, communication differences and individual profile.

In line with the SEND Code of Practice, the school is committed to taking a child-centred and needs-led approach when responding to such incidents. The Code highlights the importance of:

- understanding the child's needs through careful assessment,
- involving parents and the child in decision-making,
- removing barriers to learning, and
- providing high-quality, individualised support.

Behaviours that arise from a child's SEND will therefore be considered on a case-by-case basis, taking into account:

- the child's individual needs, strengths and challenges,
- any known communication difficulties or sensory sensitivities,
- identified triggers,
- the child's emotional state at the time, and
- relevant information contained in their Individual Support Plan or EHCP (where applicable).

Where such incidents occur, the school will focus primarily on understanding the underlying need and ensuring appropriate support, reasonable adjustments and preventative strategies are in place. This may include adjustments to the environment, communication methods, routines, or expectations, as well as collaborative work with external specialists.

This approach does not remove the need to keep pupils and staff safe. Instead, it ensures that safety measures are balanced with compassion, understanding and effective SEND practice. Restrictive interventions will only ever be used when necessary to prevent immediate harm, and always in line with the Behaviour and Relationships Policy and relevant statutory guidance.

3. The Highest of Expectations

At Florence Melly Community Primary School, we have the highest of expectations regarding the behaviour of all stakeholders. We do not tolerate any form of violence, aggression, abuse or threatening behaviour towards staff. Where behaviour places staff or pupils at risk, decisive action - including warnings, restrictions or barring from the premises - will be taken.

Florence Melly Community Primary School operates a zero-tolerance approach to violence, aggression, harassment, intimidation, abuse and threats directed towards staff. The school will take all reasonably practicable measures to prevent exposure to work-related violence and will support staff who are subjected to abuse in connection with their work. Where appropriate, the school reserves the right to involve the police and pursue legal remedies against perpetrators.

This includes behaviour that occurs in person, by telephone, through email or letter, or via social media, in line with the Parent/Carer Code of Conduct. Defamatory, abusive or threatening online communication directed at staff or the school community will be treated as an incident of aggression and may result in formal action or referral to the police.

4. Roles and Responsibilities

The Governing Body:

- Understand and follow their duty of care to staff and pupils.
- Ensure staff are informed of potential risks of violent or aggressive behaviour.
- Maintain a continuous programme of risk assessments relating to violence.
- Ensure adequate training is available for staff (e.g., de-escalation, reasonable force).
- Oversee policy implementation and monitor its effectiveness.

The Headteacher:

- Undertake and annually review a work-related violence risk assessment in liaison with the SLT.
- Communicate assessment outcomes to all staff.
- Commission separate risk assessments for known high-risk individuals or situations.
- Monitor incidents and take appropriate follow-up action.
- Ensure all staff have read and understood this policy.

When responding to parental or visitor aggression, the Headteacher will consider all relevant factors, including:

- whether behaviour was verbal, physical, threatening or intimidating;
- evidence and witness statements;
- any previous history of similar behaviour;
- the likelihood of repeated behaviour;
- the impact on staff, pupils and the wider school community.

These considerations mirror those set out in the Parent/Carer Code of Conduct.

The Senior Leadership Team (SLT):

- Treat all reports of work-related violence seriously and respond promptly.
- Record incidents and support affected staff and pupils.
- Promote a supportive, vigilant culture among staff.

All Staff:

- Follow all procedures for preventing, managing and reporting incidents.
- Immediately report all instances of violence, aggression, threats or concerns.
- Undertake required training as directed by the Headteacher.
- Prioritise their own safety and assess risks before intervening.
- Never ignore or dismiss violence or abuse towards themselves or others.
- Cooperate with the police or external agencies when required.

5. Preventing Work-Related Violence

To reduce the likelihood of incidents, the school will:

Security Measures

- Use CCTV (in accordance with the Surveillance and CCTV Policy) to monitor the site and identify individuals involved in incidents.
- Involve the police where appropriate.

- Staff conducting meetings with parents/carers where there is a known history of aggression will undertake a dynamic risk assessment.
- High-risk meetings should be attended by more than one member of staff wherever reasonably practicable.
- Consideration should be given to room layout, access to exits and communication arrangements.

Behaviour and Searching Procedures

- Where necessary, carry out searches where pupils are suspected of possessing prohibited items, in line with the Searching, Screening and Confiscation section of our Behaviour and Relationships Policy.

Risk Assessment

- Conduct risk assessments where a pupil or visitor presents a foreseeable risk and brief staff on triggers and risk factors associated with specific pupils when appropriate.

Culture and Training

- Encourage staff to report early signs of aggression or threatening behaviour, and log these on CPOMS.
- Provide ongoing training on work-related violence and parental aggression.
- Ensure staff are familiar with relevant policies from induction onwards.

6. Responding to Incidents

When a staff member is abused, threatened or assaulted:

Immediate Response

- Alert a colleague or member of SLT for assistance and attempt de-escalation if safe.
- Contact the emergency services if necessary.
- Provide medical assistance where needed, following our First Aid Policy.

The Use of Restrictive Interventions

- Where necessary, staff may use restrictive interventions to prevent harm, following the guidance set out in our Behaviour and Relationships Policy and Restrictive Interventions (including Reasonable Force) Policy.

Staff may use a restrictive intervention only when:

- It is necessary to prevent harm to the pupil or others
- There is a clear, immediate risk of injury, harm or significant disruption
- Other de-escalation and preventative strategies have been attempted or judged unlikely to be effective in the circumstances

Aggressive or Abusive Behaviour by Parents/Carers

Where parents/carers display aggressive, abusive or threatening behaviour, the school will follow the procedures set out in the Parent/Carer Code of Conduct and the Local Authority guidance. Depending on the severity of the incident, the Headteacher may:

- invite the parent/carer to a meeting to discuss concerns;
- issue a formal written warning;

- withdraw permission for the parent/carer to enter the school site;
- contact the police;
- refer the matter for legal advice (e.g., harassment or defamation).

Decisions to withdraw access to the site will be made by a committee of governors after a fair procedure, and parents/carers will be informed in writing with an opportunity to make representations.

Serious Breaches

- In serious emergencies, the school will follow the Invacuation, Lockdown and Evacuation procedures.

CCTV

- Relevant CCTV footage will be retained for potential police investigations, in line with the school's policy.

Social Media Abuse

In line with the Parent/Carer Code of Conduct, abusive, defamatory or threatening comments about staff or the school posted on social media will be treated as work-related aggression.

The school will:

- retain evidence such as screenshots;
- request removal of harmful content;
- inform the police if posts meet the threshold for criminal communication or harassment;
- address concerns with parents/carers and take action where necessary.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. At Florence Melly Community Primary School, we take concerns very seriously and will make every effort to resolve the matter as quickly as possible. Social media is not the platform to be raising concerns.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, please contact the Headteacher who will deal with the concern or refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, we will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, our school will attempt to resolve the issue internally, through the stages outlined within our complaints procedure.

Aggressive, Abusive or Threatening Telephone Call

Where staff receive aggressive, abusive or threatening telephone calls:

- Staff should remain calm and professional.
- Staff should clearly advise the caller that abusive language or threatening behaviour is unacceptable.
- Staff may terminate the call if the behaviour continues.

- A written record of the conversation must be made as soon as possible.
- The incident must be reported to the Headteacher or SLT and recorded on CPOMS.

The school will not expect staff to remain on calls where abuse, threats or intimidation continue after a warning has been given.

Reporting to the Police

In line with national union guidance, the school will report all physical assaults against staff to the police, unless the victim objects. Where an incident may constitute a hate crime (e.g. racially aggravated, homophobic or sexual assault), the school will report the matter to the police unless the victim explicitly requests otherwise. Threats, harassment or online abuse may also be reported where they meet criminal thresholds.

7. Support for Staff Following Incidents

The health, safety and emotional well-being of our staff is paramount when responding to any incident of violence or aggression. We recognise that such experiences can be distressing and may have a lasting impact, and therefore the school is fully committed to providing immediate and ongoing support. Following serious incidents of violence towards them, staff may be offered (non-exhaustive):

- a debriefing session with their line manager or the Headteacher to reflect on the event and discuss any concerns;
- where appropriate, staff may also be given time away from duties to recover or reasonable adjustments to their duties;
- where further support is needed, the school will arrange access to specialist counselling and, in cases of serious incidents, will provide legal guidance to ensure staff feel protected and informed;
- supervision with the SLT and/or a clinical psychologist.
- referral to Occupational Health or other employee wellbeing services where appropriate.

To build future confidence and strengthen staff resilience, additional training will be provided where appropriate.

We also recognise that incidents can affect others within the school community, and therefore pupils impacted either as victims or witnesses will be given appropriate support to help them process their experiences.

8. Record Keeping and Reporting

All incidents of violence, aggression, intimidation, threats, harassment and verbal abuse must be reported, regardless of perceived severity. Incidents must be reported to the Headteacher or SLT and will be recorded on CPOMS and in a Work-Related Violence Log. Records will include:

- Date, time and location.
- Description of the incident.
- Those involved and any witnesses (including witness statements).
- Severity and outcomes.
- Relevant contextual factors.

The Headteacher and SLT will annually review incidents to identify lessons learned and to improve procedures. Under RIDDOR, the HSE and LCC will be notified of death, specified injuries, or absence from normal work for seven or more days caused by work-related violence.

Following serious incidents, an appropriate investigation will be undertaken by the Headteacher or designated senior leader to:

- establish facts;
- identify contributory factors;
- determine whether additional control measures are required;
- consider whether external agencies should be involved;
- identify lessons learned.

9. Banning Individuals From the Premises

Where an individual's behaviour endangers staff or pupils, the school may withdraw permission for that person to enter school premises. This process follows the Parent/Carer Code of Conduct and Local Authority guidance.

A ban may be issued:

- following a formal warning;
- following repeated incidents;
- immediately, without prior steps, in serious cases of aggression or violence.

Where a parent/carers is prohibited from attending the school site, reasonable alternative arrangements will be considered for:

- pupil drop-off and collection;
- attendance at meetings;
- communication with teaching staff;
- access to essential school information;
- attendance at educational events where appropriate and safe.

Decisions to impose a ban will be made by a committee of governors following a fair process. Parents/carers will receive written notification, the reasons for the ban, and information on how to make representations.

School premises are private property and access is granted through express or implied permission. Where permission has been withdrawn, any unauthorised entry may be treated as trespass and the police may be contacted to assist in removing individuals from the site.

The duration of any ban will be proportionate and reviewed regularly. Police may be contacted if a banned individual enters the school site.

10. Monitoring and Review

This policy will be reviewed annually by the Headteacher and Governing Body, or earlier if necessary. Updates will be communicated promptly to all staff and relevant stakeholders.

The Headteacher will provide anonymised reports to governors regarding:

- the number of incidents;
- trends and patterns;
- actions taken;
- outcomes of investigations;
- effectiveness of control measures.

Where incidents involve parents/carers or visitors, records will also include copies of letters issued, meeting notes, witness statements and any evidence such as screenshots of online abuse. These records support any decisions regarding warnings, legal action or barring individuals from the premises.

Appendix 1 - Work-Related Violence and Aggression Risk-Assessment Template

Section 1: General Information

Location/Area Assessed:	
Assessor Name:	
Job Title:	
Date of Assessment:	
Review Date:	

Section 2: Description of Activity/Context

Provide a clear description of the situation or activity being assessed (e.g., working with a pupil with known behavioural risks, dismissal meetings, school reception interactions).

Section 3: Person(s) at Risk (tick as appropriate)

Staff	Pupils	Parents/Carers	Visitors/Third Parties	Contractors	Other (please specify)

Section 4: Hazard Identification and Risk Rating

Potential Hazard	Description of Risk	Risk Rating
Physical assault	e.g., hitting, pushing, kicking	
Verbal abuse	e.g., shouting, swearing, intimidation	
Threats	e.g., verbal threats, written threats, online abuse	
Harassment	e.g., repeated unwanted contact, discriminatory abuse	
Property damage	e.g., throwing objects, damaging staff belongings	
Trigger factors	e.g., known pupil triggers, emotionally charged situations	
Environmental factors	e.g., isolated spaces, lack of exit routes	

Section 5: Existing Control Measures (tick as appropriate)

Staff trained in de-escalation	Behaviour plans and pupil risk-reduction plans	Supervision arrangements	CCTV monitoring	Clear reporting procedures	Safe room layout/escape routes	Parental code of conduct	Adequate staffing levels
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Other (please specify)							

Section 6: Additional Controls Required (tick as appropriate)

Identify what further measures are required to reduce risk to an acceptable level.

Additional staff training	Adjusted supervision or staffing ratios	Restricting or managing parent access	Changes to environment (e.g., furniture layout)	Conditions on parental attendance	Assigning additional adults during high-risk times	Updating personalised behaviour plans
Other (please specify)						

Section 7: Emergency Procedures

Detail what must happen if an incident escalates, including:

- Immediate safeguarding steps
- SLT involvement
- Contacting police
- Invacuation / lockdown procedures
- Securing the area
- First aid support

Section 8: Monitoring and Review Arrangements

Explain how ongoing risks will be monitored (e.g., weekly meetings, behaviour logs, staff briefings).

Section 9: Sign-Off

Assessor Signature:	
Date:	
Headteacher / SLT Reviewer Signature:	
Date:	

Appendix B - Violence and Aggression Incident Record

Violence and Aggression Incident Record Form	
Date and Time of Incident:	
Location:	
Victim:	
Perpetrator:	
Witness(es):	
Description of Incident:	
Outcome:	
Further Actions:	
Police Reference (if applicable):	
Completed By:	
Signed:	
Date:	

Appendix C - Process for Implementing a Ban (please see our Parent/Carer Code of Conduct for further information).

The flowchart below summarises the procedure of withdrawing permission for a parent or carer to enter school premises.

