VIOLENCE AT SCHOOL POLICY

Aim: To set out the policy for the management of violent behaviour within Trust schools or during school activities offsite.

ESSENTIAL MANAGEMENT POLICY FOR:

School Headteachers, SLT and all school staff

Date issued: 4 November 2025 by: C Lloyd HSM

NEW POLICY

Next review: November 2026

Revision History

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05/11/2025	1.0	First issue – distributed to all school HTs & staff via Gateway

1. Policy Statement

The Trust is committed to safeguarding the health, safety, and well-being of staff, students, and visitors to our school communities and whilst we have very positive and strong relationships with parents, carers and students. We need to be clear that violence, aggression, harassment, and unreasonable behaviour are unacceptable and will be addressed in line with school's legal duties and Trust policy.

2. Legal Framework

Health and Safety at Work Act 1974: Employers must manage workplace risks, including violence.

Management of Health and Safety at Work Regulations 1999: Requires risk assessments and control measures.

RIDDOR 2013: Serious incidents (e.g. >7-day absence or significant harm) must be reported to the HSE.

Education Acts 1996 & 2011: Schools may exclude individuals who behave in an abusive, threatening, or violent manner at school or while engaged in school activities offsite.

3. Challenging Serial, Repetitive and Unreasonable Complaints by Parents

3.1 Definition

Serial, repetitive and unreasonable behaviour, including:

- Making unfounded or repetitive complaints.
- Harassing staff through excessive communication.
- Demonstrating hostility or aggression during interactions.

3.2 Procedures for Addressing Complaints

All staff must adhere to the school's *formal complaints procedure* when responding to concerns, including those deemed unreasonable. This ensures consistency, transparency, and protection for both staff and the wider school community.

Initial Engagement

- Concerns must be addressed courteously but firmly, with clear expectations for constructive communication.
- Staff should provide written responses that clarify outcomes and outline the formal complaints process (see Appendix 1).

Escalation Protocols

- Formal warnings may be issued to parents whose behaviour negatively impacts staff well-being or disrupts school operations.

- Communication may be restricted to designated channels (e.g. official school email) or limited to specific personnel.

Sanctions for Persistent Misconduct

- Parents who continue to behave disruptively may be excluded from school premises under Section 547 of the Education Act 1996.

- In severe cases, the school may pursue legal remedies such as antiharassment orders or civil injunctions.

3.3 Supporting Staff

- Provide training on managing difficult conversations and de-escalation techniques.

- Encourage staff to report incidents promptly, ensuring documentation for potential escalation.

- Offer access to supervision and counselling services for affected staff.

4. Preventative Policies and Procedures

4.1 Development and Communication

- Policies addressing violence, behaviour management, serial, repetitive and unreasonable complaints will be communicated to staff, parents, and students.

4.2 Risk Assessments

- Conduct assessments addressing workplace violence risks, including lone working and contentious parent interactions either in school or at the parental home if such visits are undertaken.

- Share findings with staff and review assessments regularly or following incidents.

4.3 Reporting and Record-Keeping

- Incidents will be logged in the school's behaviour and health & safety reporting systems as applicable. See section 5 below.

- Behaviour reports will be analysed locally by school SLTs and any violent incidents reported via the health & safety reporting system in line with the Trust Accident/Incident reporting policy will be analysed by the Trust Health and Safety team to identify trends and make recommendations as appropriate.

4.4 Adequate Staffing and Safe Practices

- Schools should use all reasonable endeavours to maintain the appropriate staffing levels as defined in DFE guidance and the school's risk assessments,

especially during high-risk periods like breaks and at the end of the school day.

- Implement safe practices, such as two-person supervision where specified in school risk assessments or detailed in pupil's individual behaviour management plans.

- In response to the threat of knife related violence, schools should implement such preventative measures as are reasonably practicable, which may include any of the following:

  - Zero-tolerance policy on weapons
  - Clear communication of consequences for carrying weapons o Knife crime awareness sessions with pupils
  - Liaison with local police and Designated Ward Officers (DWOs)
  - Parental engagement and education
  - Mental health and pastoral support for at-risk pupils o Anonymous reporting systems (e.g., worry boxes, online forms) o Stop and search of the pupil, their possessions and their boarding accommodation if applicable (within DFE guidelines)
  - Use of screening devices to scan for a weapon

  For guidance on legal and ethical search procedures see:

  Searching, screening and confiscation in schools - GOV.UK

5. Responding to Violent Incidents

5.1 Immediate Action

- Ensure the safety of all parties by removing victims from harm.

- **Contact emergency services, including the police, if required. If a life is in danger call the Police immediately. See Appendix 2 below.**

- Initiate the lockdown/invacuation protocol if appropriate.

5.2 Support for Victims

- Offer comprehensive wellbeing support," including Mental Health First Aid, debriefing, counselling, and medical support as required.

- Provide victims with the time and assistance needed to report incidents.

5.3 Reporting – Pupil on Pupil Violence

- If a **minor injury** requiring first aid is sustained, staff will record on the Minor Accident/Incident form on the Gateway (**Green Button**) or such other platform as has been agreed with the Trust. In the description of the incident **do not** name the assailant as this may lead to an accidental breach of GDPR.

- In the event of a **serious injury** requiring treatment or further investigation at hospital, or if there are threats to kill or to use a deadly weapon, whether actual or implied staff must report on the AIR1 online form (**Red Button**). In the description of the incident **always** include the name of the assailant if

known as this platform does not generate auto notifications to parents and carers.

- All incidents of pupil-on-pupil violence must be recorded in the school's Behaviour Management Log. Where repeated incidents occur, or a single incident is deemed serious enough by the headteacher, appropriate sanctions will be applied in line with the school's behaviour policy. For pupils not permanently excluded as a result of these sanctions, a personal risk assessment and/or individual behaviour plan will be developed and reviewed regularly.

5.4 Reporting – Violent Assaults on Staff by Pupils or Members of the Public

- Report all physical assaults on staff and/or visitors regardless of the severity of the injury on the AIR1 online reporting form (**Red Button**). If the assailant is known please include their name in your report.

- Designated staff at the school will also record all such incidents perpetrated by pupils against staff or members of the public on their Behaviour Management Log.

- Flow charts are provided at Appendix 2 and 3 for information.

5.5 Reporting – Violent Assaults by Staff on Others in the Workplace

- Headteachers should refer all such incidents to the Trust HR department in the first instance as an investigation will need to be initiated in accordance with the Trust Disciplinary Policy.

- Any instance of violence perpetrated by a staff member upon a fellow staff, member or members of the public including pupils or visitors must be recorded on the AIR1 online form (**Red Button**). Please include the name of the assailant if known.

5.6 Investigation

- In the event of persistent breaches of the school code of conduct by pupils, the Headteacher or designate will conduct an internal investigation liaising with Trust Education Department colleagues as required to determine and implement appropriate actions to address the dysregulated behaviour.

- In the event that an incident or series of incidents are reported to the H&S department by school staff using the AIR1 online reporting tool, and if:

    o the incident resulted in the attendance of the emergency services Ambulance/Police/Fire Service o a RIDDOR reportable event has occurred or is suspected or o there is an ongoing threat of physical violence in the workplace Then the Health and Safety team will investigate to see what if any changes can be made to the work environment and whether any protective measures— either shared or individual can be implemented to complement the school's behaviour management strategies or to meet any bail conditions imposed by the police.

6. Workplace Environment Design

6.1 Enhancing Safety

- **Lighting**: Rolling H&S inspections to ascertain internal and external lighting provisions are fit for purpose and to provide good visibility during occupation.

- **Access Control**: Use of secure entry systems (e.g. key cards, coded entry pads, call buttons, locked inner doors) to restrict unauthorised visitors.

- **CCTV, Alarms and Lockdown protocol**: Install or upgrade CCTV in high-risk areas as determined through risk assessment and identify the method for quickly raising the alarm if a student or staff member requires urgent assistance. In the site Lockdown plan identify notification method to ensure the Lockdown procedures are initiated.

- **Equipment Safety**: Sharp bladed tools are kept in locked cabinets and an issue and collection protocol is in place. Individual behaviour plans may place restrictions on access to certain items on a case-by-case basis and require rooms to be checked to ensure breakables and unsafe items are removed or protected and all fixings are secure.

6.2 Creating a Positive Physical Environment

- **Design Layout**: Where possible, arrange spaces to reduce overcrowding, improve supervision and provide structured activity zones in playgrounds.

- **Calming Features**: Provide calming areas which may incorporate elements like colour schemes, temperature control, sound design and soft furnishings to create a welcoming and tension-reducing atmosphere.

6.3 Emergency Preparedness

- Clearly mark and maintain emergency exits.

- Place panic buttons, intercoms or otherwise provide vulnerable staff with the means to summon assistance (e.g. mobile phone, two-way radio, personal alarm) in high-risk areas/situations (determined via risk assessment) for rapid response by colleagues.

- All Trust schools have 'Lockdown,' 'Suspicious Packages' and 'Bomb Threat plans in place and will conduct annual drills to assess procedures in compliance with the provisions of the Terrorism (Protection of Premises) Act 2025 otherwise known as 'Martyn's Law'.

7. Training and Awareness

7.1 Staff Training

- Staff to receive training in recognising warning signs of violence, de-escalation techniques, and information and instruction regarding incident reporting on Behaviour Management and H&S Reporting systems.

7.2 Specialised Training

- Provide additional training for managing contentious parental interactions and handling complaints as required. E.g. Conflict management and resolution training.

7.3 Accredited Providers

- Ensure all training is delivered by nationally recognised external providers to maintain high standards with the exception of 'incident reporting' which can be delivered locally by colleagues on a 'show tell' basis.

8. Oversight and Continuous Improvement

8.1 Health and Safety Oversight

- As the responsible person for Health and Safety at the school, Headteachers oversee day to day behaviour management, violence prevention, risk management, and policy compliance in accordance with the policies, procedures and guidance provided by the Trust.

- The Trust Education, Health and Safety, Safeguarding, SEND and Human Resources leaders manage the strategic direction and review of relevant Trust policies and risk management provisions following discussions and input from Headteachers and staff representatives and offer additional guidance and support where it is needed.

8.2 Regular Reviews

- Policies, risk assessments, and training programs should be reviewed annually or after incidents or a significant material change to ensure relevance and effectiveness.

9. Related Policies

- School Complaints Procedure
- Trust Accident Incident Reporting Policy
- Trust Disciplinary Policy
- School Behaviour Management Policy/Code of Conduct
- Trust Lone Working Policy
- Dignity at Work protocols

10. DFE Guidance

- [Schools' response to knife crime in schools](#)
- [Searching, screening and confiscation in schools - GOV.UK](#)
- [Keeping children safe in education - GOV.UK](#)

These model letter templates are provided as a guide. Headteachers may choose to adapt the wording or format to suit their preferred tone or communication style.

Appendix 1

Model Letter 1 – First Warning Letter

(To be sent recorded delivery)

Dear [Parent's Name],

This letter is to inform you that the school considers your actions on [date] to be unreasonable and unacceptable. Specifically, [describe actions—e.g. repeated use of offensive language in emails, verbally abusive phone calls]. Such behaviour can cause disruption and distress to [children/students], staff, and other parents/carers and is not acceptable in our school environment or in dealings with school staff.

We acknowledge that you have raised some concerns, and we recommend addressing these through the School's Complaints Procedure, which is the most effective way of resolving such matters.

Please note that the school's policy for Dealing with Serial, Repetitive and Unreasonable Complaints outlines the standards of behaviour expected of all people when engaging with the school. These include:

- Treating others with courtesy and respect.

- Resolving complaints using the school's formal complaints procedure.

- Not pursuing unsubstantiated or unrealistic complaints.

- Avoiding obsessive, repetitive, or harassing behaviours.

- Not insisting on pursuing a complaint when the outcome is not satisfactory to the complainant.

The Policy also sets out the steps we may take if these standards are breached. These include:

- Making special arrangements for communications or meetings with the school.

- Considering a ban from school premises.

- Considering legal action if the behaviour persists.

We ask that you allow the school time to resolve these issues through the correct procedures, and we assure you that we will take all necessary steps to move this process forward as quickly as possible.

Yours sincerely,
[Your Name]
[Your Position]

Model Letter 2 – Final Warning/Arrangements for Contact

(To be sent recorded delivery)

Dear [Parent's Name],

You will recall that I wrote to you on [date], informing you that your behaviour was considered unreasonable. I am writing again to inform you that, in light of your actions on [date], when you [describe actions], it has been decided that the School's Policy for Dealing with Serial, Repetitive and Unreasonable Complaints will now apply from the date of this letter.

For the foreseeable future, the following arrangements will apply to your future contact with the school:

[Select one option]

A

- All routine communication, including requests for meetings, should be made in writing and addressed to [name or role] at the school address.

- An appointment will be confirmed in writing as soon as possible.

- A third party from the school will be present during meetings.

- Formal notes may be made during the meeting for the benefit of all parties.

B

- All routine communication, including requests for meetings, should be made in writing and addressed to [name or role] at the school address.

- An appointment will be confirmed in writing as soon as possible.

- A third party will be present.

- Formal notes may be made during the meeting for the benefit of all parties.

In the event of an emergency involving [Name of Pupil], you should contact the school in the usual way. Additionally, while these arrangements are in place, normal access to information (e.g., on parents' evenings) will be provided via a summary written report.

These arrangements take effect immediately. If you would like to make a representation about this letter, including any expressions of regret or assurances about future conduct, please write to me at the school within 10 working days. Following receipt of your comments, we will review the situation and, if necessary, outline the next steps for your case.

I hope that we can resolve the difficulties we are experiencing as quickly as possible.

Yours sincerely,
[Your Name]
[Your Position]

Appendix 2

When to call the Police

ASSAULTS | **Definition:** It is an act which intentionally or recklessly causes violence to another | **Child** CENTRED POLICING

What has happened?

Are there any injuries? — **YES** → Seek medical help

NO → Is it an assault? — **YES** → Is there a significant injury i.e. broken limb? — **YES** → Call the police. Do not investigate further.

Is there a significant injury i.e. broken limb? — **NO** → Minor injury ie. bruising/scrape

Who is involved?

If adult(s) or student(s) from another school call the police to deal. Do not investigate further

If it is a student

Is there a history of previous incidents between those involved?

What are the victim/parent's wishes? Do they want the police involved? — **YES** →

Are there aggravating factors? — **NO** → School to deal. Phone parents

Was a weapon involved? → Call the Police. Do not investigate further.

Is there a significant age gap? Is there a hate element? Is the assault gang related? → Consider reporting to the police. Do not investigate further.

Are there any safeguarding concerns? → Refer to Working Together to Safeguard Children

Record decisions and the reasons for decisions

WEAPONS | **Definition:** An offensive weapon is any article which is made, intended or adapted to cause injury. It is an offence to possess an offensive weapon or bladed or sharply pointed article on primary school or secondary school premises. | **Child** CENTRED POLICING

A person on school/college premises in possession of a weapon uses or threatens to use it

Call the police on 999

If any risk to a member of school/college staff call 999

In exceptional circumstances school/college to deal. Record decision and actions taken

Are they harming themselves or any other vulnerabilities?

Refer to Working Together to Safeguard Children

Information that a student is in possession of an offensive weapon.

Where has the information come from? What are the circumstances?

Speak to informant. Gather as much information as possible and record.

Away from peers, ask the student to give you the weapon.

They give you the weapon.

What are the circumstances?

Call the police. Do not investigate further.

Are there aggravating factors?

Is this part of an offending behaviour pattern? Are they involved in a gang? Are they a victim of bullying?

They deny having a weapon or refuse to give it to you.

Advise the student you have information to suggest they have a weapon. Tell them you have the power to search them.

School/college have power to search, using force, as is reasonable given the circumstances. Refer to 'Searching, screening and confiscation guidance'

WEAPON FOUND

WEAPON NOT FOUND

If any risk to a member of school/college staff call 999

Call the police. Do not investigate further

Is there information to suggest the weapon may have been hidden on or off school/college site?

School/college to manage. Inform parents.

Record decisions and the reasons for decisions

November 2025

APPENDIX 3

APPENDIX 3 – 'PUPIL ON STAFF' VIOLENCE

REPORTING OF PHYSICAL ASSAULTS OR THREATENING BEHAVIOUR

The Trust as a responsible employer takes threatening behaviour and physical assaults on our staff very seriously.

The following flowchart captures the process for reporting such events internally as described in the trust accident and incident reporting policy and what other action/s should be taken in response to the incident.

INCIDENT OCCURS — IF A LIFE IS IN DANGER CALL 999

PHYSICAL ASSAULT — THREATENING BEHAVIOUR

REPORT TO LINE MANAGER OR HEADTEACHER — REPORT TO LINE MANAGER OR HEADTEACHER

AIR1 REPORT RAISED BY PERSON ASSAULTED

WELFARE SUPPORT SIGNPOSTED

SAFETY CONCERN — NO / YES

FULL H&S INVESTIGATION — YES / NO

STUDENT DISCIPLINARY PROCESS

H&S ACTIONS ISSUED TO RELEVENT STAKE-HOLDERS

HEAD TO INITIATE/REVIEW BEHAVIOUR MGT PLAN & RA

AIR1 REPORT RAISED BY PERSON AFFECTED

ACTIONS IMPLEMENTED OR REFERRED TO TRUST HR, EDUCATION/SEND LEADS IF FURTHER ASSISTANCE REQUIRED

- Action for the staff member affected
- Action for Line Manager/Headteacher
- Action for H&S Team

AIR1 Report form located on the Gateway landing page

In circumstances where a person in possession of a weapon uses or threatens to use it, all staff are empowered to call the emergency services by dialing 999. Refer to "When to call the Police" guidance on the Gateway.
The AIR1 report must be submitted within 48 working hours of the incident, by either the person affected (if able to do so), their line manager or another designated staff member.

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