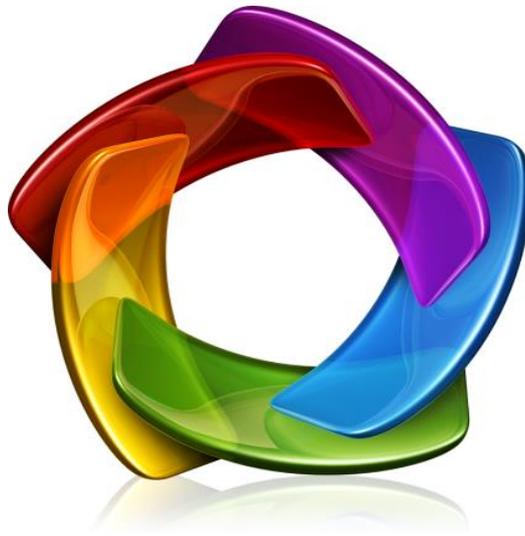


**Saffron Valley Collegiate**

# **Policy for Managing Violence and the Threat of Violence**



**Approved 30.01.19**

**Due for review: Spring 1 2020**

**This policy will be reviewed each academic year**

**Mission Statement**

The Saffron Valley Collegiate seeks to provide a personal educational experience that identifies and responds to the circumstances and needs of each individual child or young person. In doing so it enables them to progress academically and become successful learners, through the reengagement of the young person with education

**EQUALITIES STATEMENT:**

All who work at the Saffron Valley Collegiate are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all its forms.

These values are explicit to the ethos of the SVC and implicit in all policies and practices.

**This policy will be publicised on-line to staff, students and parents/carers each academic year.**

## Introduction

The Staff of the SVC are committed to providing a safe working and learning environment for students, staff and visitors to the PRU. **The principle upon which this protocol is based is that the personal safety of each individual in the PRU is of paramount importance.**

For the purposes of this policy a 'violent incident' is any incident where the level of actual or threatened violence is such that the staff involved consider that it poses a threat to their safety or the safety of others.

This protocol should be read in conjunction with the Croydon Council Serious Incident Procedure and the Behaviour for Learning Policy, which makes it clear that we always take into consideration the circumstances of every incident and deal with every young person on an individual, case by case basis. It also stresses the importance we place on building good relationships and we would want this protocol to be seen in the light of that policy.

All violent incidents will be responded to and dealt with according to the level of immediate risk or latent danger which the incident poses. For example, a violent incident which happens within SVC poses an immediate risk to those present, however young people may also be involved in violent incidents outside the PRU and a judgement may have to be made about whether this poses a latent risk to individuals within the PRU or to the safe and orderly running of the PRU.

The Headteacher will ensure they have personal oversight of any violent incident in which a member of staff has been targeted.

## Strategies for Reducing Risks and Promoting a Safe Environment

We work with students who have been excluded, or at risk of exclusion for a variety of reasons, including violence, and in some cases taking weapons to school. If the student is considered to be too high a risk to the staff and other students the student will not be placed in the PRU but an alternative provision will be found.

Our remit is to provide students with a fresh start and new opportunities and to achieve high standards of personal progression. However, it is acknowledged that working with potentially violent students poses risks. **We cannot eliminate these risks. This protocol is about how we assess and manage these risks.** There are a number of things which are fundamental to this process:

1. Staff who are skilled in managing conflict; this requires access to regular, appropriate training and an agreed behaviour policy which is consistently applied.
2. Clear strategies for managing violent incidents if and when they happen. Staff should immediately inform the Head of Provision (HOP) if they feel uncomfortable or unsafe dealing with a particular situation and they should withdraw from the situation. **Staff are not requested or required to place themselves at risk.** If the normal strategies for dealing with a disruptive or violent situation, (for example a fight between students) are not successful and the situation is escalating, then consideration should be given to calling

the police. The HOP or the most senior member of staff present should be informed before the police are called.

3. Good communication and information sharing among the staff team.
4. Working closely with parents and carers and maintaining good communication with them. Tutors play a vital role in this.
5. Working closely with other agencies and in particular the local police, including the Safer Schools team.
6. A reflective strategy for dealing with the aftermath of incidents.

## **Offensive Weapons**

An offensive weapon is anything which is being carried with the intention of using it either to attack someone else or defend oneself from attack. In law there is no such thing as a 'defensive' weapon and anyone carrying a knife without a legitimate reason is deemed to be carrying an offensive weapon. Offensive weapons are not only knives and include hammers, chisels and any similar object which the bearer has no good reason to be carrying.

Offensive weapons will not be tolerated in the PRU. If a student is found to be carrying an offensive weapon the police will be called and students will be given a fixed period exclusion while their future placement is considered.

**Having an offensive weapon or illegal drugs on school premises is an arrestable offence and it is our policy to always involve the police if a student is found in possession.**

We recognise our responsibility for working with students with challenging behaviour, including those who may be at the PRU because they were excluded for carrying knives or other weapons. However if we consider that the actions or attitude of a student represent a risk to the Health and Safety of other students and staff in the PRU then we will not allow that person to remain in the PRU.

## **Risk Assessment**

An individual risk assessment is carried out for all new referrals based on the information we have prior to admission. This risk assessment is updated regularly.

## **Screening, Searching and Confiscation**

### **We aim to ensure SVC is a safe place to learn**

- All students within the 'behaviour provisions' are screened using a hand-held metal detector on arrival to the provision. Students will be asked to turn out their pockets and/or bag which may be subject to a metal detector search.
- All students may be routinely screened using a hand-held metal detector on arrival to other provisions and then belongings may be searched, including turning out pockets and bags.

- The screening can be conducted by any member of staff. There will always be two members of staff present when a search takes place, one member of staff will be the same gender as the student.
- If a student refuses to be screened they will be refused entry.
- If a student fails to comply and is refused entry, this will not be exclusion but be treated as unauthorised absence until the student complies.
- The HOP and any authorised staff will search students and their possessions, with or without their consent, where they suspect the student has prohibited items such as knives or other weapons, illegal drugs or stolen items.
- If a student refuses to be searched parents/carers will be contacted to collect their child. If staff strongly suspect that the student is carrying a weapon or illegal drugs the police may be called to carry out the search.
- Parents and carers will be informed immediately if any prohibited items are found following screening or a search, e.g. drugs paraphernalia.
- Any weapons or illegal drugs found during screening or a search will be passed to the police.

Ref: DfE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies, February 2014

## Appendix 1

<p><b>SVC</b></p> <p><b>Assessment of Risk Posed by a Child/Young Person</b></p>	
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Name:	
Date of Birth:	
Date of Assessment	

### RISK ASSESSMENT

History of Risk to Self or Others from Young Person	
Risk of substance misuse	Y / N
Risk of alcohol misuse	Y / N
Risk of eating difficulties (such as avoidance of food, allergies)	Y / N
Risk of self-neglect	Y / N
Risk of sexualised behaviour	Y / N
Risk of being vulnerable to coercion	Y / N
Risk of suicide attempts/suicidal ideation	Y / N
Risk of self-harming behaviour	Y / N
Risk of violence in school	Y / N
Risk of physicality in school (towards staff or other students)	Y / N
Risk of physicality on activities (towards staff, students or the public)	Y / N
Risk of absconding from school	Y / N
Risk of absconding when on activities	Y / N
Risk of threatening/intimidating behaviours in school	Y / N
Risk of threatening/intimidating behaviours when on activities	Y / N
Using objects to inflict harm to other (incl. weapons)	Y / N
Risk of verbal abuse (toward staff, students or the public)	Y / N
Risk of racist behaviour	Y / N
Risk of homophobic behaviour	Y / N
Risk of involvement in gangs	Y / N
Risk of involvement in criminal activity	Y / N
Risk of experiencing anxiety	Y / N
Risk of experiencing low mood/depression	Y / N
Risk of experiencing dissociative states	Y / N
Risk of other mental health problems (please specify) _____	Y / N
Any other risk to self/others	Y / N
Risk of being bullied/victimised	Y / N

History of Risk to the Young Person From Other People	
Risk of physical abuse	Y / N
Risk of neglect	Y / N
Risk of sexual abuse/being sexually exploited	Y / N
Risk of emotional abuse	Y / N
Risk of being bullied	Y / N
Parental substance misuse	Y / N
Parental mental health difficulties	Y / N

If the answer is yes to any of the following questions please give details to whom, in what circumstances, any police involvement?

Hazard/Behaviour	Triggers, description, strategies, etc.

Does the child/young person current have ongoing?

	Yes	No	Whom/description
Criminal court proceedings			
Care proceeding			
Educational Psychology Assessment			
CAMHs Assessment			
Medical conditions			

Please give details of any medication/medical Conditions

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**Management of Risk**

Rating	Level of Risk
0	No known risk: <ul style="list-style-type: none"> <li>The student shows many signs of keeping themselves, others and resources safe.</li> </ul>
1	Minimal risk: <ul style="list-style-type: none"> <li>The student shows some low-level disrespectful behaviour, mostly verbal.</li> </ul>
2	Medium risk: <ul style="list-style-type: none"> <li>There is evidence of the student threatening physical action or danger to self or others.</li> <li>There is some history of previous incidents.</li> </ul>
3	Substantial risk: <ul style="list-style-type: none"> <li>Disrespectful behaviour which could include refusal to co-operate, rudeness, throw equipment, inappropriate language/behaviour.</li> </ul>
4	Increased risk: <ul style="list-style-type: none"> <li>Increased risk of dangerous behaviour as above.</li> <li>May be taught at an alternative building and may be placed on a reduced timetable and/or received a high level of support and monitoring.</li> </ul>
5	High risk: <ul style="list-style-type: none"> <li>Potential of actual significant danger to self, other or equipment.</li> <li>Student will not be taught at the PRU.</li> <li>Reduced education provision elsewhere to be considered with or without additional support.</li> </ul>

Risk Management Plans must be reviewed every 12 months or after any significant incident, which ever is the sooner.

Completed by:

Date: