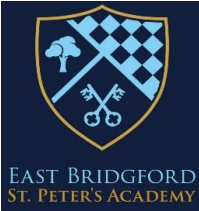


Violence & Aggression Risk Assessment Record

Operations/Work Activities covered by this assessment:	VIOLENCE AND AGGRESSION RISK ASSESSMENT					
Site Address/Location:	East Bridgford St Peter's CE Academy Kneeton Road East Bridgford. Notts NG13 8PG		Department/Service/Team:			
Assessment Date:	22/05/2025		Lead Assessor:		Richard Tomlinson – Head Teacher	
Authorised By:	Governor DAN JONES					
Review / date:	22/05/2026					
Who Might Be Affected	Employee <input checked="" type="checkbox"/>	Contractor <input checked="" type="checkbox"/>	Visitor <input checked="" type="checkbox"/>	Pupil <input checked="" type="checkbox"/>	Client <input checked="" type="checkbox"/>	Member of Public/Third Party <input checked="" type="checkbox"/>
Note: A person specific assessment must be carried out for young persons, pregnant employees, and nursing employees						

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
			High Medium Low
			Comments
<p>Risk of harm from violence and aggression from:</p> <ul style="list-style-type: none">• Pupils towards staff.• Pupils towards other pupils.• Parents / carers and other third parties towards staff / pupils	<p>Physical injury, ill-health, stress, and impact on mental health from violent, aggressive, or threatening behaviour. Potential for fatal consequences or severe injury.</p>	<p>Implement behaviour policies and processes to manage violent / aggressive behaviour. Policies / procedures communicated to all interested parties including staff, pupils, parents / carers etc.</p> <p>Identify if specialist behavioural assistance is required to assess and implement individual pupil behaviour plans. Eg Family SENDCO, CRB training</p> <p>Staff informed of violent individuals, triggers, behavioural assessments. This information must be communicated to all interested parties prior to any interventions.</p> <p>Implement code of conduct for staff. Code of conduct communicated to all staff and new starters as part of the induction process.</p> <p>Expectations of behaviour for parents / carers and other third parties outlined within behaviour policy.</p> <p>Awareness of safeguarding lead and safeguarding processes. Reports / disclosures / concerns raised where required and in line with safeguarding policy.</p> <p>Lone working to be avoided wherever possible. Staff made aware of increased risks when working in isolation, lone working, or outside normal school hours. Any lone working which cannot be avoided must be risk assessed and suitable controls implemented. Eg. parents' evenings, all at the same time where possible, additional person if required can sit in on a meeting</p> <p>Information, instruction, and training for staff on methods to diffuse violent or aggressive situations and how to deal with verbal abuse and threatening behaviour. Eg refer to code of conduct for parents / seek advice for SLT/Governors</p> <p>Coping with Risky Behaviours (CRB) training and any further support can be accessed by contacting the Physical Intervention Team by emailing physical.intervention@nottsgov.uk or by telephoning 0115 804 0809.</p> <p>Further information can also be found on the Schools Portal at https://www.nottinghamshire.gov.uk/schoolsportal/local-authority/physical-intervention</p>	<p>Low</p> <p>Behaviour policy in place, both aspire and St Peter's.</p> <p>Code of conduct for staff & parents in place</p>

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
			High Medium Low
	Incident resulting in damage to building and or equipment used by the school	<p>Be aware of the signs and symptoms that individuals display and could have a direct impact on heightening the potential situation:</p> <ul style="list-style-type: none"> • Invading personal space • Body language • Staring • Red face • Agitation • Nervousness • Raised voice / anger / shouting • Pointing / clenching fists • Threats • Pinching <p>Staff must report concerns and incidents of workplace violence or threatening behaviour to their line manager.</p> <p>Staff aware of how to summon assistance if required and reporting (if necessary) to the police.</p> <p>All accidents, incidents and near misses involving violence and aggression to be reported.</p> <p>Review and update risk assessments, individual pupil behaviour plans and policies following incidents where appropriate.</p> <p>Provide support for staff / pupils involved in incidents e.g. counselling / medical treatment.</p> <p>Seek advice from HR Business Partners for procedures relating to harassment and grievance.</p> <p>All external doors and school gates will be locked to prevent unauthorised access</p> <p>A designated cooling off/safe area where pupils/ staff can go if they feel overwhelmed or angry</p> <p>Implement restorative justice practices where pupils/staff involved in violent or aggressive incidents can engage in mediation sessions to repair relationships and understand the impact of their actions.</p> <p>All sharp implements are banned from being brought into school premises and all sharps implements used by the school are controlled by members of staff.</p> <p>Further guidance is available at:</p> <ul style="list-style-type: none"> • Keeping children safe in education - GOV.UK (www.gov.uk) 	Comments

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
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		<ul style="list-style-type: none"> • Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk) • Preventing bullying - GOV.UK (www.gov.uk) 	Comments
Work environment leading to increased risk of harm from violence and aggression.	Physical injury, ill-health, stress, and impact on mental health from violent, aggressive, or threatening behaviour. Potential for fatal	Minimise undergrowth or screening which may make staff vulnerable to surprise attack. Outside lighting to illuminate shaded / dark areas e.g. car parks. Staff to report any hazards / concerns with security or physical environment.	Low Report any concerning work environment to

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			High Medium Low
	consequences or severe injury.	<p>Classrooms assessed to ensure safe working environment.</p> <p>Safe spaces / reflection areas identified to descale and calm pupils. Soft furnishings and minimal objects available in these areas.</p> <p>Hazardous substances, tools, and equipment stored securely and only accessible to authorised / supervised personnel.</p> <p>Consideration of pupil / class behaviour and hazardous activities e.g. practical activities in science, design, and technology etc.</p> <p>Controlled pedestrian and vehicle access to limit unauthorised access to site and a secure reception.</p>	<p>HT/site manager. Where reasonable adjustments can be made they will be considered</p>
Risk of harm from violence and aggression within reception or interview rooms.	Physical injury, ill-health, stress, and impact on mental health from violent, aggressive, or threatening behaviour. Potential for fatal consequences or severe injury.	<p>The potential for acts of violence can be reduced by how visitors are treated, and how the room or building is designed and laid out.</p> <p>Controlled access to limit unauthorised access to site. Signing in process available and documented.</p> <p>Receive visitors in all locations courteously and ensure people waiting are informed of any delays.</p> <p>Reception areas should:</p> <ul style="list-style-type: none"> • Be secure • In an observable location • Have good lighting • Be well signposted • Free from loose objects that could be used as weapons or thrown • Have a calm inviting atmosphere • Visitors be visible to reception staff prior to entry e.g. windows or cameras. • Where appropriate / possible have two members of staff present • Have a means of contacting additional support and raising emergency alarm. <p>Visitors and contractors are clearly identified e.g. lanyards, and appropriate supervision is provided.</p> <p>Procedures in place for dealing with aggressive third parties visiting site.</p>	Low

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		<p>Interview rooms suitably laid out, staff double up so that no staff member is alone, vision panels present and method of raising alarm in emergency situations.</p> <p>Consider seating arrangements and ensure staff are located closest to the door.</p> <p>Be aware of the signs and symptoms that people display and could have a direct impact on heightening the potential situation:</p> <ul style="list-style-type: none"> • Invading personal space • Staring • Red face • Agitation • Nervousness • Raised voice / anger • Pointing / clenching fists • Threats • Foul and abusive language <p>Staff to remain alert and aware of:</p> <ul style="list-style-type: none"> • Positioning within room e.g. sit closest to the exit. • Aware of all entrances and exits • Positioning of items (including personal belongings) which could be used as a weapon. • Aware of body language and other cues which could indicate an escalating situation. • Aware of their own body language. • Utilising physical security measures e.g. panic alarms. • Try not to walk in front of third parties – follow instead. • Individuals under the influence of drugs or alcohol. 	Comments
Risk of harm from violence and aggression whilst working off-site, remotely or in the community.	Physical injury, ill-health, stress, and impact on mental health from violent, aggressive, or threatening behaviour. Potential for fatal consequences or severe injury.	<p>Arrange meetings to be held at school during the working day, but in some situations home visits may be necessary or unavoidable.</p> <p>Lone working to be avoided wherever possible. Staff made aware of increased risks when working in isolation, lone working, or outside normal school hours. Any lone working which cannot be avoided must be risk assessed and suitable controls implemented.</p> <p>Staff to be made aware of any previous history about pupils or third-party users – considering information from partner agencies if necessary.</p> <p>If working off-site, remotely or within the community, consider:</p>	<p>Low</p> <p>Eg. If home visit is required, go with an additional person</p>

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
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		<ul style="list-style-type: none"> • Phone signal and how this will impact communication arrangements • Travel to and from the location • Lack of familiarity with premises or third parties • Evacuation arrangements • Personal safety • Other unknown individuals present • Animals • Emergency arrangements <p>Park close to the visiting location, in a well-lit area and facing the direction of travel. Reverse into spaces wherever possible.</p> <p>Walking / out and about – keep to well-lit areas, busy streets, and try to face oncoming traffic. Consider the use of personal alarms.</p> <p>If carrying equipment use bags that do not advertise what they are carrying e.g. laptop bag. Consider carrying mobile phone and keys separately.</p> <p>Avoid wearing ID badge when travelling.</p> <p>Staff to remove themselves from any situation where they feel their personal safety is compromised.</p> <p>Implement a system of emergency words / phrases to use in emergency situations without highlighting concern to perpetrator(s).</p> <p>If there is a known problem with animals at an address / location request to remove or secure animals both before and / or on arrival. Individual must not put themselves at risk and abandon the visit if necessary.</p> <p>Vary the time of day, day of week etc. for visits to avoid becoming a target.</p> <p>Staff to remain alert and aware of:</p> <ul style="list-style-type: none"> • Positioning within room e.g. sit closest to the exit. • Aware of all entrances and exits • Positioning of items (including personal belongings) which could be used as a weapon. • Aware of body language and other cues which could indicate an escalating situation. • Aware of their own body language. • Utilising physical security measures e.g. panic alarms. 	Comments

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
			High Medium Low
		<ul style="list-style-type: none"> Try not to walk in front of third parties – follow instead. Individuals under the influence of drugs or alcohol. 	Comments
Individual at increased risk of harm from violence and aggression whilst lone working.	Physical injury, ill-health, stress, and impact on mental health from violent, aggressive, or threatening behaviour. Potential for fatal consequences or severe injury.	<p>Lone working to be avoided wherever possible.</p> <p>Staff made aware of increased risks when working in isolation, lone working, or outside normal school hours. Any lone working which cannot be avoided must be risk assessed and suitable controls implemented.</p> <p>Supervise staff who work alone on a regular basis and enable regular communication arrangements.</p> <p>Implement appropriate methods of communication to summon help for lone workers.</p> <p>Avoid duties where staff are required to work alone where there is a foreseeable risk.</p> <p>Visit information must be recorded with the school / headteacher, i.e. length (time), participants, telephone numbers, what to do in an emergency, etc.</p> <p>Specific risk assessment to be completed for home visits.</p> <p>Do not make visits alone where there is a known history of violence, or if there is no / or limited information about the persons being visited.</p> <p>Two persons to attend if there is any reason to suspect / known risk of previous issues or violence.</p> <p>If delayed, notify school / headteacher. The school should also try to contact the member of staff if no contact has been made after the allocated time for the appointment.</p> <p>Procedures for emergency communication in place both lone worker aware of who to contact in an emergency and employees aware of escalation procedure to follow.</p> <p>Sit closest to the door and the exit route away from the premise.</p> <p>Have emergency “code words” to alert others of any dangers during the visit (this should be a phrase or word that can be spoken without alerting the perpetrator of any potential actions).</p> <p>Further advice can be found at the Suzy Lamplugh Trust:</p>	Low

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			High Medium Low
		https://www.suzylamplugh.org/Pages/Category/personal-safety-advice Remember when visiting private houses <ul style="list-style-type: none"> • If the situation doesn't "feel" right, then it probably is not • If any doubt, make an excuse and leave • Pass any concerns to your manager and other colleagues as soon as possible Use the acronym P L A N as is provides a good basis for any visits: <ul style="list-style-type: none"> • P – Plan to meet first time visitors in a public place or in a properly laid out meeting room, if possible, arrange meeting where possible during daylight hours / school day, will you be returning after dark, contact details (telephone numbers), car details / registration numbers etc. • L – Let a buddy or manager know where you'll be and phone after to let someone know you are safe. • A – Always make contingency plans for situations that you believe may be difficult. • N – Never assume it won't happen to you, look confident. 	Comments
Online threats to safety of staff, pupils, or property damage e.g. via social media.	Physical injury, ill-health, stress, and impact on mental health from violent, aggressive, or threatening behaviour. Potential for fatal consequences or severe injury. Fire / explosion risk which may cause severe physical injury, burns, smoke inhalation, property damage and potentially fatality.	Implement a social media policy / Code of conduct which outlines the responsibilities for school and personal accounts including safeguarding, professional conduct, and abuse. Awareness of safeguarding lead and safeguarding processes. Reports / disclosures / concerns raised where required and in line with safeguarding policy. Implement code of conduct for staff. Code of conduct communicated to all staff and new starters as part of the induction process. Eg. Induction handbook including Health & safety updated annually Expectations of behaviour for pupils, parents / carers and other third parties outlined within behaviour policy. Emergency plan outlines arrangements for dealing with threats to safety e.g. personal attack, threatening behaviour, and bomb threats. Eg Emergency plan in place Report threats to the police. Follow any local arrangements and seek advice regarding communications, HR, PR etc. Offer support e.g. counselling and maintain good communication with any individuals targeted by abusive / threatening behaviour.	Low

Hazards Considered	How might they be Harmed	Current Control/Mitigation Measures:	Risk
			High Medium Low
			Comments
Inadequate plans / arrangement and poor management of emergency situations.	Physical injury, ill-health with potentially fatal consequences if involved in an emergency.	<p>School emergency / critical incident plan is in place which covers a variety of situations.</p> <p>School emergency / critical incident plan is communicated to interested parties and tested with staff / pupils where appropriate e.g. fire evacuation, lockdown procedure.</p> <p>Appointed and trained first aiders.</p> <p>Staff aware off emergency procedures and action to be taken whilst waiting for the first aider and method of contacting first aiders and emergency services. Notices displayed identifying contact details of first aiders.</p> <p>First aid kits are kept fully stocked and a checked regularly by a responsible person.</p> <p>Emergency contact information available and kept up to date. Note vehicle details as part of emergency contact information e.g. registration number, make, model and colour.</p> <p>Staff aware of their responsibility to notify of any changes to contact information, including home address, telephone number and emergency contact.</p> <p>Any accidents, incidents or near misses are recorded and investigations completed where appropriate. Communicate any identified risks / issues / concerns to others. Where appropriate report incidents to police.</p>	Low
Additional Notes			