

OCCUPATIONAL VIOLENCE MANAGEMENT PLAN

July 2017



PURPOSE

The purpose of the Occupational Violence Management Plan (OVMP) is to give practical effect to the *ACT Public Sector Managing Occupational Violence Policy 2012* and *ACT Education Directorate Managing Occupational Violence Policy* which provides a framework for the management of occupational violence risks across ACT Education Directorate workplaces.

The policy sets out the commitment of the ACT Education Directorate to ensure the risk of occupational violence to staff in workplaces is eliminated so far as is reasonably practicable, to minimise the impact of any exposure and to provide rapid response and appropriate support following any incident.

Occupational violence is a complex issue with implications for the learning environment and the wider school community. Achieving a safe and supportive school environment¹ where students are engaged and connected and that achieves the mutual goal of student and staff wellbeing underpins this OVMP. The OVMP however explicitly addresses the staff protection dimension of school safety.

The Directorate acknowledges that work health and safety obligations must be met in the context of ensuring that student's human rights are respected and that reasonable adjustments are made for students with a disability. In this OVMP the specific occupational violence risks to be managed and the strategies and interventions designed to eliminate or minimise those risks are outlined.

BACKGROUND

The greater exposure to occupational violence of human service professions such as education has been documented in recent years. The results of surveys in the ACT and elsewhere in Australia has shown an increasing frequency of occupational violence incidents.

The prevalence of violence against staff such as teachers, principals and learning assistants as shown in surveys², incident reports and feedback from staff is considered to underestimate the level of exposure as these surveys have also shown a lack of awareness of reporting obligations and, in some areas, a culture of acceptance of occupational violence.

¹ See Safe and Supportive Schools Policy, ACT Education Directorate

² E.g. 2016 Australian Principal Occupational Health, Safety and Wellbeing Survey, which questioned more than 4000 school principals and assistant principals nationwide. It found 41 per cent had experienced threats of violence and 36 per cent had experienced bullying.

The immediate and longer term impact of the physical and psychological consequences of violence to staff require a concerted response. The ACT Education Directorate policy has been developed in this context and the OVMP outlines the way this challenge is to be met.

SCOPE

The OVMP addresses occupational violence which is defined as 'any action, incident or behaviour that departs from reasonable conduct in which a person is assaulted, threatened, harmed, injured in the course of, or as a direct result of, his or her work.

Occupational violence may include personal intimidation, verbal abuse, physical assault, sexual harassment, threatening behaviour, abuse through technology (text, emails, and phone calls, social media, online forums), making vexatious complaints, and making derogatory, slanderous or threatening statements to or about another person.

This OVMP applies to all ACT Education Directorate Workplaces, any person considered to be a staff member or 'worker' for the ACT Education Directorate pursuant to section 7 of the *Work Health and Safety Act 2011 (ACT)* (WHS Act) and others. The workplace can include settings such as school excursions, areas beyond the work location and activities outside of school hours.

Occupational violence is not limited to incidents which occur within a workplace but also those that are a result of work. The actions and behaviours of students, visitors, parents and others (as defined) in so far as they create an occupational violence risk are pertinent to the scope of the OVMP.

RIGHTS AND RESPONSIBILITIES

Staff working in ACT Education Directorates have a right to a safe and healthy workplace. The Directorate has a general duty of care to staff and others under the WHS Act. Staff also have a duty to exercise reasonable care and skill under the *Public Sector Management Act 1994 (ACT)*.

The ACT Education Directorate has a legal responsibility under the WHS Act to provide a workplace for staff that is safe and healthy. The WHS Act requires the Directorate to eliminate risk to worker health and safety so far as is reasonably practicable and, if this is not possible, then to minimise the risk so far as is reasonably practicable.

The policy outlines the respective responsibilities for managing the risks of occupational violence which can be briefly summarized as follows:

Director - General ACT Education Directorate

- Risk management of occupational violence across the system to afford the highest level of protection that is reasonably practicable
- Identifying, resourcing and facilitating relevant training for Directorate staff
- Coordinating responses to occupational violence incidents with system wide implications

- Monitoring system wide data on incidents, injuries and health related to occupational violence
- Providing resources, support and assistance as required to workplaces experiencing occupational violence impacts.

Directorate Executive, Directors School Improvement

- Identify hazards and respond to work health and safety concerns raised by Principals, including conducting risk assessments
- Ensure that risk management processes are in accordance with Directorate policy and procedure with controls implemented at the highest level of protection that is reasonably practicable
- Ensure that a process for monitoring effectiveness of local registers, prevention measures and post-incident response is implemented
- Local workplaces are provided with support and resources to assist them to exercise their role in a way that eliminates or minimises occupational violence risk
- Communicate and consult on occupational violence issues at a system level.

Managers and School Leaders

- Applying risk management strategies to the circumstances of the workplace
- Modelling behaviours consistent with reducing occupational violence risk
- Communicating and consulting at a local level on occupational violence issues
- Encouraging the reporting of incidents and acting to prevent a reoccurrence within the bounds of local level resources and capability
- Providing or facilitating occupational violence incident support .

Employees

- Complying with Directorate and ACTPS policy and procedures on occupational violence
- Reporting occupational violence incidents in accordance with policy
- Applying training provided for managing occupational violence risks
- Ensuring their actions do not create an occupational violence risk to themselves or to others.

In the sections that follow the respective roles and responsibilities at different levels in the Directorate are specified in more detail.

RISK MANAGEMENT AND OCCUPATIONAL VIOLENCE

Risk management is a process to help manage workplace health and safety (WHS) and comply with the law. The objective of the WHS risk management process is to provide the highest level of protection at work so far as is reasonably practicable. Some guiding principles for managing occupational violence risks include:

- The risk management process requires communication and consultation between the employer, managers and staff and their Health and Safety Representatives
- Identification of hazards (see use of term below) is the essential starting point for managing risks
- Occupational violence hazards and the ways risks associated with them can be eliminated or reduced are not defined in regulations like many other hazards (e.g. manual handling, chemicals) and what is the “state of knowledge” (what is known about risks and how to manage them) needs to be established

- Where ready-made solutions are not available or circumstances are different, risk management is a way of working out what is reasonably practicable
- For risk controls to be effective they need to be regularly checked and improved where necessary. This quality assurance process is undertaken by the developer/s of the Risk Assessment, with monitoring and support provided by Directorate Managers, Executive and Health Safety and Wellbeing (HSW) team in line with the level of risk
- Basic records of risk management activity such as a risk register allow workplaces to monitor their performance.

IDENTIFICATION OF RISK FACTORS

In this OVMP the starting point is the identification of risk factors.

The term risk factor rather than hazard is used as hazard typically relates to a single source of harm whereas occupational violence is a multi-factorial issue in which the interaction between individuals, settings and activities is often the source of risk³.

The Directorate has used the following sources of information to identify common risk factors found in workplaces:

Current industry information and research

- National and State WHS regulators information about occupational violence risk factors in educational settings
- Industry association and union information about occupational violence risk factors in educational settings
- Academic research into occupational violence risk factors in educational settings.

Employee feedback

- Feedback from employees through network meetings, Health and Safety Representatives or through other consultative forums such as Health and Safety committees in identifying how tasks and overall jobs may involve occupational violence risk factors
- Results of surveys about the nature of risks as experienced by staff and managers.

Analysis of records and data

- Records of injuries or incidents and the results of any investigations resulting from occupational violence risk
- Occupational violence related claims data and any other health surveillance data.

As part of this OVMP the Directorate has the responsibility of monitoring these data sources and addressing emerging trends in occupational violence risk. This is important as any one workplace is unlikely to be able to detect statistically credible changes in risk levels.

On the basis of current information the Directorate has identified the following occupational violence risk factors. These are classified into Individual, Organisational and Setting risk factors.

³ The term risk factor does not imply a cause-effect relationship as in some crime research but rather the relational and sometimes cumulative interaction of factors to escalate risk

Individual risk factors: relate to previous and current behaviours, the availability and sharing of information about individuals or even the risk arising from the lack of any information about a person.

Organisational risk factors: relate to the nature of services provided and the policies and procedures relevant to those services or tasks and the extent to which they may trigger an aggressive response.

Setting risks: relate to the ability to control the environment in which activity takes place and the extent to which the visibility, security and vulnerability of the setting may expose staff to risks.

These three dimensions highlight the interrelated nature of occupational violence risks in both assessing risks and identifying suitable countermeasures.

An overview of the risk management process is shown before the attachments to the OVMP.

*The ACT Education Directorate's inventory of common risk factors is shown in **Attachment A**.
At the workplace level, there should be a review of current school based risk registers and workplace consultation to identify the presence of any of these common risk factors. Any other risks specific to the workplace should be further examined through a risk assessment process.*

RISK ASSESSMENT

Risk assessment is a method of understanding the nature and the level of risks in order to provide the highest level of protection for staff as is reasonably practicable. Effective risk controls or precautions must be directed at the source of risk shown by a risk assessment.

In this OVMP there are two elements of risk assessment.

- A. Planned risk assessment:** the conventional process undertaken in anticipation of any workplace risks. This assumes the time and wherewithal to identify risks, assess them and apply prevention measures.

In this process to work out how to control risks as far as is reasonably practicable it is essential to understand the nature of risk and the circumstances that create risks.

The inventory of generic risk factors identified above (Attachment A) need to be assessed to establish the **likelihood** of the risk concerned eventuating, and **the degree of harm** that would result if the risk eventuated. These two factors are the relevant factors for determining the level of a risk.

In this OVMP the following questions should be used to help make an estimate of likelihood:

- How often does the risk occur? - the more often the risk occurs, the greater the likelihood that it will result in harm.
- How many people might be exposed? – the greater the number of people that could be exposed to the risk at any one time the greater the likelihood that the risk will result in harm.
- How long people might be exposed to the risk? – the longer that someone is exposed to a risk the greater the likelihood that harm may result.

- How could operating conditions increase the risk? – the operating conditions in a workplace might become riskier depending on seasonal, environmental and market circumstances.
- How effective are current controls in reducing risk? – in most cases the risks being assessed will already be subject to some prevention measures. The likelihood of harm resulting will depend on the adequacy and effectiveness of current measures.

What harm could result from identified risk factors, how many people might be affected and how widespread could the effects be?

In this OVMP the following questions can help make an estimate of the **degree of harm** that could result from exposure to a risk:

- Is there available information on consequences? – Check to see if there is information that on the basis of research shows the likely consequences. Are the consequences serious injuries, illness or death or are they less serious such as minor first aid injuries?
- What factors could influence the severity of an injury? – For example, the type of physical violence used, the proximity of assistance and nature of threats being made could have consequences for the severity of injury. Severity may mean immediate consequences (e.g. injury from an assault) or longer term consequences (e.g. illness resulting from long term exposure to threats and intimidation).
- How many people could be injured? – if something goes wrong is one person affected or are many people affected? What is the nature of the likely injuries?
- Are there circumstances that could magnify the severity of an injury or incident? – using information about the nature of risks and the effectiveness of controls can indicate injury consequences when not one, but a number of things go wrong.

The Individual, Organisational and Settings approach highlights that risk assessment in relation to occupational violence needs to understand the combination of risk factors in estimating likelihood and potential consequences.

The OVMP requires the Directorate and workplaces to assess any risk factors identified and to record their status in a risk register.

*The ACT Education Directorate’s generic risk assessment for occupational violence is shown in **Attachment B**. Risks are assessed into low, medium, high and extreme categories and describe the circumstances that create the risk in the individual, organisational and setting levels*.*

*At the workplace level the generic risk assessment should be used to establish the profile of the particular workplace. Additional and specific risks to the workplace should be included. Existing assessments in school based risk registers should be reviewed against this generic risk assessment (**Attachment B**).*

**See further guidance on use in attachment.*

B. Dynamic Risk Assessment

Dynamic risk assessment is a continuous process of identifying hazards, assessing risks, taking action to eliminate or reduce risk, monitoring and reviewing, while carrying out associated tasks. Dynamic risk assessment applies to the situation immediately prior to and during workplace interactions with students, parents or others which have potential for occupational violence.

Typical operational assessments include:

- Scanning the area to assess visibility, proximity to other staff and exits
- Identifying common triggers for imminent violence

Dynamic risk assessment relies on high level communication and assessment skills and as such is based on both supervised experience and relevant training. The approach is consistent with the Team Teach method. An effective process of planned risk assessment should reduce the reliance on dynamic assessments and immediate individual responses. Secondly, with good planned assessment the capacity of staff to know how to respond (e.g. use of Team Teach strategies) will be improved and more reliable.

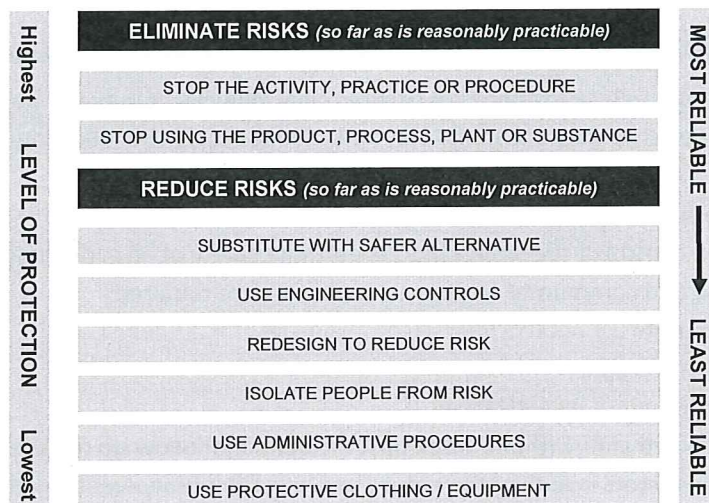
In Attachment C a list of common risk factors relevant to the likelihood of imminent violence identified by the ACT Education Directorate are outlined. As these factors leave little time for assessment, the most important thing is to respond with standard operating procedures. A list of recommended immediate responses is outlined in the risk control section.

The OVMP requires relevant staff with frontline duties to be trained in dynamic risk assessment and for a record of such training to be kept.

RISK CONTROLS

The **planned risk assessment** process will identify a number of options for controlling the risk. These options may involve engineering changes, safe work procedures or the use of personal protective equipment. Options that provide the “highest level of protection” so far as is reasonably practicable should be selected. What is meant by the highest level of protection is best described by the concept of the hierarchy of control. The hierarchy is illustrated in the diagram below.

THE HIERARCHY OF CONTROL



The principle behind the hierarchy of control is that risk controls that are dependent on individual behaviour are less reliable than risk controls that engineer or design out risks. In most cases a combination of measures will be required as risks are usually related to several factors or a sequence of events. This is particularly the case in human service settings such as schools.

The generic risk controls shown in Attachment D are unlikely to be 'standalone' measures and in many cases should be considered in both short and longer term timeframes. For example, 'elimination' may be achieved by an initial suspension but over the longer-term measures to minimize the reoccurrence of violent behavior through individual behavior plans and suitable environmental safety measures will be required. Liaison with NSET and the Health, Safety and Wellbeing team may be required to help manage complex cases.

Dynamic risk assessment as already mentioned is a continuous on the spot process. Controls in response to the risk factors are outlined in Attachment D and typically include:

- Use techniques to assist the person whose behaviour poses a risk to de-escalate
- Keeping a safe distance
- Maintaining an exit strategy – ensure you are nearest to the door/escape route
- Avoiding being isolated and alerting others that you may need assistance
- Ensuring that any instructions or requests are made in a clear manner
- Setting and enforcing reasonable boundaries
- Maintaining a respectful approach.

*The ACT Education Directorate's inventory of common risk controls is outlined in **Attachment D**. It sets out across the individual, organisational and setting dimensions measures that either eliminate, reduce at source or minimise risks. The measures that afford the highest level of protection should be applied if reasonably practicable before lower level controls that minimize risks are considered.*

At the workplace level these common risk controls should be reviewed for their relevance to the risks already described in the risk register.

POST INCIDENT RESPONSE

IMMEDIATE MANAGEMENT RESPONSE TO AN OCCUPATIONAL VIOLENCE INCIDENT

While control measures may reduce instances of occupational violence, it may not be possible to eliminate all circumstances where violence may occur. If a violent incident occurs the following priorities should be addressed:

- Emergency procedures activated
- Containment and control of the situation to ensure the safety of all concerned
- Medical attention and community services i.e. police where required
- Psychological support
- Submitting a Riskman report
- Reporting and subsequent investigation
- Check in with affected staff within 1 week post incident and follow up required action.

Responses will depend on factors including the nature and severity of the event, whether it is a student, parent/other, visitor or intruder exhibiting the behaviours, and the skills and experience of the Directorate's staff involved. Responses are situation dependent and may include calling for backup, security or police assistance. Circumstances in which police assistance may be sought include a situation where the level of immediate risk requires it or where it is suspected that a criminal offence has been committed.

Response strategies are outlined in the Directorate *Occupational Violence Response Guide*.

If the incident is a critical incident⁴ the *Critical non-Critical Incident Reporting Policy* should be followed. Immediately following an occupational violence incident a number of responses may be required:

- Immediate first aid for staff member (and other affected person)
- Medical assistance for staff member (and other affected person)
- Informal debriefing by peers
- Formal debrief as required/requested
- Consultation on how future risks will be eliminated or minimised.

Apart from immediate first aid or medical attention employees harmed physically or psychologically by violence may need support. Research and experience has shown that the immediate care and concern of managers and colleagues is much appreciated and may limit or prevent any serious long-term effects. The support framework needs to be flexible to respond to the needs of the particular situation and should recognise that an incident is not only traumatic for the victim but can also affect close colleagues.

Where practicable the workplace should hold a short focused meeting with all workers directly affected by the incident, as close as practicable to the time of the incident. It should be led by the workplace manager for the unit where the incident occurred (or other suitable person, depending on circumstances), and include the following questions:

- What happened?
- When, why and how did it happen?
- What immediate action is required to ensure safety?
- What is/was the impact on you?
- What support do you need?
- How can we prevent it from happening again? This may require one or more additional meetings.

Onsite debriefing is mandated for all critical incidents. Debriefing may also be required for other incidents. Professional Debrief provided by the Employee Assistance Program provider must be arranged by management in the event of a critical incident, this should be made available onsite within two hours to provide support and assistance to the worker.

Responsibilities at Directorate and workplace level for post incident response are outlined in 'Policies and Procedures Relevant to Occupational Violence.'

REPORTING AND INVESTIGATING INCIDENTS

Incident reporting is important not only to ensure that appropriate risk management steps are taken, but also to ensure that students and parents who require additional support and assistance are identified. Comprehensive reporting provides an accountability trail for the protection of staff and a record of the pattern of events requiring action.

The ACT Public Service, [Responding to Workplace Accidents/Incidents Policy](#) should be followed.

⁴ Critical incident is defined as an incident that causes death or serious injury, or is not considered to be routine activity or action, or requires an exceptional or significant response, or causes a high level of adverse media attention or business disruption; or, a situation that has the potential to cause any incidents of that nature.

From a risk management point of view the reasons for investigating incidents are to:

- Prevent similar incidents recurring in the future
- Identify any new hazards
- Identify and choose suitable controls or strategies.

The following principles should be applied in undertaking any investigation of occupational violence:

- The purpose of the investigation is to examine the causes and results of any incident objectively. No assumptions should be made and any judgement should be based on information that is known to be full and accurate
- The purpose of an investigation is establish the reasons for the incident to prevent a recurrence not to assign blame
- Incidents typically have multiple causes and the focus should be on conditions that may create the potential for occupational violence.

If the results of any investigation show that changes need to be made corrective action must be taken.

All incidents must be investigated by the workplace manager with review of existing controls undertaken and suitable management action implemented. The local Health and Safety representative may assist with this process. Serious incidents may also require external investigation by external parties such as WorkSafe ACT.

Responsibilities at Directorate and workplace level for reporting and investigation are outlined in 'Policies and Procedures Relevant to Occupational Violence.'

LONGER TERM RESPONSE AND SUPPORT SERVICES

Managers must ensure that workers exposed to occupational violence are provided with appropriate support. Some options include the Employee Assistance Program and the Victims Services Scheme.

The Employee Assistance Program (EAP) is an early intervention program operating in the Directorate. Critical Incident Debriefing, group and individual counselling is available for workers who may be adversely affected by exposure to occupational violence. Further information on the current EAP provider can be obtained on the Directorate's Index.

The Victims Services Scheme is an ACT Government Service for victims of crime provided in partnership by ACT Community Health and the Victims of Crime Assistance League [VOCAL (ACT) Inc]. The Victims Services Scheme provides assistance to help victims recover from the harm they have suffered. The assistance includes:

- counselling
- physiotherapy
- massage therapy
- services from psychologists and social workers.

All victims are entitled to two hours of service and victims of violent crime are entitled to another six hours. Further service can also be recommended by their case coordinator.

Support may be accessed by calling the Victims of Crime Helpline on 1800 8222 72, or go to the Victim Support website for more information <http://www.victimsupport.act.gov.au/>.

In addition to support services longer term responses include:

- Monitoring and reviewing the effectiveness of controls for the prevention of violence to determine if changes are required
- Managing the return to work of staff who have taken leave after an incident
- Monitoring staff involved with the incident for any delayed reactions to the incident.

Responsibilities at Directorate and workplace level for accessing support services are outlined in 'Policies and Procedures Relevant to Occupational Violence.'

MONITORING AND REVIEW

The OVMP will be annually scanned and formally reviewed every three years as part of the policy review process, unless required earlier due to legislation or policy changes.

The review by the ACT Education Directorate should focus on:

- Emerging risk factors for occupational violence and relevance of the OVMP to any new factors
- Effectiveness of the OVMP across the Directorate
- Achievement of any performance measures set by the planning process
- Feedback from workplaces about risk exposure and the adequacy of current measures.

At workplace level there should be regular review of the effectiveness of the planned approach to risk assessment as well as specific responses to incidents. Review should be done in consultation with employees and may be appropriate where:

- There are significant changes in violent behaviours or an increase in behaviours of concern although they may not have resulted in any injury to staff
- Change to the education setting which may disrupt routines or needs to be handled sensitively
- Changes in learning strategies that may change classroom dynamics
- Changes to the number or experience of staff in particular settings
- Feedback from staff and Health and Safety Representatives that current strategies are not working.

The Directorate is responsible for system wide monitoring and review while workplaces should maintain a regular review process related to the above factors.

POLICIES AND PROCEDURES RELEVANT TO OCCUPATIONAL VIOLENCE

Management of occupational violence is covered by several existing policies and procedures.

ACTPS policy

- [ACT Public Sector Managing Occupational Violence Policy 2012](#)
- [ACT Public Sector Accident/ Incident Reporting and Investigation Policy 2012](#)

Education Directorate policies/procedures

- [Critical and Non-critical Incident Reporting Policy](#)
- [Safe and Supportive Schools Policy](#)
- [Suspension, Exclusion and Transfer in ACT Public Schools Policy](#)
- [Volunteers and Visitors Policy](#)
- [Volunteers and Visitors Code of Conduct](#)
- [Unwelcome Visitors Handbook](#)

Education Directorate Safety Management System

- [Occupational Violence](#)
- [Accident Incident Reporting, Investigation and Riskman](#)

LEGISLATIVE REFERENCES

- [ACT Work Health and Safety Act 2011](#)
- [ACT Worker Safety Regulation 2011](#)
- [ACT Public Sector Management Act 1994](#)
- [Education Act 2004](#)
- [Human Rights Act 2004](#)
- [Crimes Act 1900](#)
- [Crimes Regulation 2001](#)

CONTACT

For support contact **People and Performance Branch** on 02 6205 9202 or email: etdhealthandwellbeing@act.gov.au.

COMPLAINTS

Any concerns about the application of this OVMP or the OVMP itself, should be raised with the Directorate's Liaison Unit on (02) 6205 5429 or online at http://www.education.act.gov.au/contact_us. See also the *Complaints Policy* on the Directorate's website.

ATTACHMENT A: COMMON OCCUPATIONAL VIOLENCE RISK FACTORS

PEOPLE	SYSTEMS	INFORMATION	PLACE
--------	---------	-------------	-------

- | PEOPLE | SYSTEMS | INFORMATION | PLACE |
|--|---|--|--|
| <ul style="list-style-type: none"> • Student pattern of disengagement • Parent with history of violence (e.g. criminal behaviour) or aggressive behaviour at the workplace • Student with history of violence (e.g. criminal behaviour) or aggressive behaviour at the workplace • Student with history of behaviours of concern • Others (e.g. ex-student) with history of violence (e.g. criminal behaviour) or aggressive behaviour at the workplace • Members of the public with history of violence (e.g. criminal behaviour) or aggressive behaviour at the workplace • Students/Parents/others with current drug use leading to escalated state and potentially violent behaviours • Staff are not adequately trained to meet the needs of the cohort • Students placed in settings that do not meet their needs | <ul style="list-style-type: none"> • Failure of behaviour management plans to protect staff from violence • Unclear and inconsistent application of behaviour standards for student/parents/others • Unclear procedures for handling complaints/concerns • Lack of monitoring of staff risk exposure when managing challenging behaviours • Perceptions by parents/students of lack of fairness in process for resolving violence issues • Handling cash or valuables • Holding Students/Parents/Others to account for their behaviour | <ul style="list-style-type: none"> • Lack of sharing of information about individual occupational violence risks e.g. Plans • Poor quality intake information • Advising of poor performance • Poor liaison with local police and community services | <ul style="list-style-type: none"> • Locations in isolated, remote or vulnerable areas • Working outside normal hours in isolated location • Lack of 'safe' meeting rooms (e.g. proximity to colleagues, external visibility, adequate lighting, suitable access/exit doors, electronic emergency alert systems) • Lack of reliable emergency communication • Violence prone zones within a workplace identified in risk register • Violence prone times in a workplace identified in risk register • Violence prone activities identified in risk register • Inadequate environmental safety measures such as lighting • Ineffective measures to separate public and work areas and prevent unauthorised entry |

ATTACHMENT B: OCCUPATIONAL VIOLENCE GENERIC RISK ASSESSMENT

Source of Risk	Low	Medium	High	Extreme
People	<ul style="list-style-type: none"> • Low level disruptive and disengaged student behaviours • Low frequency verbal abuse from parent/student/other • Effective management strategies and positive behaviour support plans for any student/s with complex needs and challenging behaviours • Low severity physical violence resulting in injuries or ailments which may/may not require First Aid • Psychological effects that are managed by internal processes and school support. 	<ul style="list-style-type: none"> • Medium level disruptive and disengaged student behaviours • Low frequency and low severity physical violence • Regular, repeated verbal abuse from student/parent/other • Psychological effects that are managed by EAP 	<ul style="list-style-type: none"> • High level disruptive and disengaged student behaviours • Repeated and high-level verbal abuse from student/parent/other • Evidence of current drug use by individuals that could lead to violent or altered behaviours • Failure of positive behaviour support plans or Protective Action Plan to protect staff from violence • Injuries requiring immediate medical treatment and ongoing or multiple medical treatment cases • Psychological effects that are managed by ongoing support from mental health professionals. 	<ul style="list-style-type: none"> • Evidence of the presence of weapons • High severity physical violence resulting in serious injury causing hospitalisation • Long term effects requiring significant psychiatric care.
Process	<ul style="list-style-type: none"> • Display and communication of occupational violence policy and procedures • Clear and consistently applied procedures for student/parent/ other behaviour standards • Clear and consistent processes for advising of poor performance and disciplinary standards • Good liaison and clear protocols with local police and community services • Relief, casual, learning assistants and volunteers briefed on behaviour management plans • Regular and effective staff consultation on occupational violence 	<ul style="list-style-type: none"> • Occasional staff consultation on occupational violence • Relief, casual, learning assistants and volunteers occasionally briefed on behaviour management strategies/plans • Minor incidents arising from inconsistent application of behaviour standards • Minor incidents arising from unclear processes for handling complaints and disciplinary matters • Cash handling minimised by electronic banking and using relevant security measures • Adequate liaison with local police and community services • Frequent reviews of the adequacy of behaviour management plans because of staff concerns 	<ul style="list-style-type: none"> • Reactive, incident based consultation • Relief, casual, learning assistants and volunteers not briefed on behaviour management strategies/plans • Major incidents arising from inconsistent application of positive behaviour support plans • Major incidents arising from unclear processes for handling complaints and disciplinary matters • High levels of cash handling in areas with easy access • Little or no information exchange with local police and community services 	<ul style="list-style-type: none"> • Processes for hazards identification and risk assessment do not exist or are not followed
Information	<ul style="list-style-type: none"> • Regular and effective staff consultation on occupational violence 	<ul style="list-style-type: none"> • Lack of information about students outside normal school hours 		
Place	<ul style="list-style-type: none"> • High external visibility levels at the workplace • Reliable communication, security and emergency systems • Meeting rooms with close proximity to colleagues • Effective barriers to separate public and work areas • Classroom environment well matched with student need. 	<ul style="list-style-type: none"> • Poor environmental security (e.g. lighting, access, exits) • Designated “safe” rooms but lacking external visibility and communication/security measures • Only administrative barrier to separate work and public areas (e.g. signage) • Classroom environment adequate for student need 	<ul style="list-style-type: none"> • Poor external visibility at the workplace • No reliable emergency communication possible • No barriers between work and public areas • Working alone out of hours • Workplace in remote, isolated location • Classroom environment poorly matched with student need 	<ul style="list-style-type: none"> • No “safe” areas or rooms

ATTACHMENT C: COMMON DYNAMIC RISK FACTORS FOR OCCUPATIONAL VIOLENCE

PEOPLE	INFORMATION	PROCESS	PLACE
<ul style="list-style-type: none"> Indicators of imminent violence e.g. cues such as person has rapid breathing, clenched fists or teeth, flaring of nostrils, flushing, loud talking or chanting, restless and repetitive movements, pacing, or violent gestures, such as pointing 	<ul style="list-style-type: none"> Lack of briefing of any emergency protocols Lack of briefing on any behavioural triggers for the person set out in the relevant Behaviour Plan/s Protective Action Plan/ Positive Handling Plan 	<ul style="list-style-type: none"> Lack of training in relevant de-escalation/functional assessment and management practices Lack of activation of emergency or support communications process 	<ul style="list-style-type: none"> Lack of knowledge of exits Lack of knowledge of nearest safe place Not located close to immediate exit
<ul style="list-style-type: none"> Evidence of heightened level of anxiety 	<ul style="list-style-type: none"> Located to block person's exit 	<ul style="list-style-type: none"> Located to block person's exit 	<ul style="list-style-type: none"> Located to block person's exit
<ul style="list-style-type: none"> Refusal to cooperate 	<ul style="list-style-type: none"> Lack of handover briefing on student status to relevant staff 	<ul style="list-style-type: none"> No scan for potential weapons 	<ul style="list-style-type: none"> No scan for potential weapons
<ul style="list-style-type: none"> Rapid mood swings 		<ul style="list-style-type: none"> Not aware of location of nearest co-worker 	<ul style="list-style-type: none"> Not aware of location of nearest co-worker
<ul style="list-style-type: none"> Threats of violence 		<ul style="list-style-type: none"> Emergency communications system failure 	<ul style="list-style-type: none"> Emergency communications system failure
<ul style="list-style-type: none"> Lack of training/resources necessary to manage complex behaviours 			

ATTACHMENT D: COMMON DYNAMIC RISK CONTROLS FOR OCCUPATIONAL VIOLENCE

LEVEL OF PROTECTION					
HIGHEST	Eliminate or reduce risks at source	PEOPLE	INFORMATION	PROCESS	PLACE
	<ul style="list-style-type: none"> Triggers for and warning signs of escalating violent behaviours of particular/individual students are well understood by relevant staff Withdrawal from situation or service Isolation to calm situation 	<ul style="list-style-type: none"> Exchange of information about occupational violence risks, strategies for behaviour management including plans to all those potentially at risk (e.g. relief staff, volunteers) Clear standards for student and parental behaviour 	<ul style="list-style-type: none"> Intake processes to identify and minimise risks Use of additional or expert staff to address risks such as NSET or HSW team WHS issues considered in positive behaviour support plans for students Transparent and fair disciplinary processes Clear protocols with local police and community services Protective Action Plan 	<ul style="list-style-type: none"> Availability of safe spaces Adequate and reliable security, alarms and communications Suitable internal and external lighting Clear visibility and lines of sight internally and externally Suitable access and exit arrangements including barriers to work areas 	MOST RELIABLE
	<ul style="list-style-type: none"> Use of defusing strategies and techniques to calm an violent/angry student, parent, or other Positive school community engagement Key Performance Indicators for Safety Social, Emotional Learning and Cyber safety programs for students Build staff and leadership capability for OV risk management Support for staff wellbeing/management capacity 	<ul style="list-style-type: none"> Consultation and communication about occupational violence issues on a regular basis Quality reporting and data analysis Clear guidelines for post-incident action 	<ul style="list-style-type: none"> Training in prevention and intervention strategies for managing violent/potentially violent behaviour of a student, parent or other is provided to staff e.g. de-escalation, difficult conversations, complex problems Training on emergency management Additional support from leadership team/colleagues; including mentoring/coaching Application of existing Safe and Supportive Schools measures Differentiated learning Case management approach using appropriate internal and external support services 	<ul style="list-style-type: none"> Proximity to colleagues if needed Reliable emergency communication systems Personal alarms or contact protocols if working in isolated location or working alone Signage on controlled spaces or restricted areas Use of group meetings for case management Room set up to maximise staff safety 	LEAST RELIABLE
	<ul style="list-style-type: none"> Availability of debriefing, support, counselling, respite and other services following an incident 	<ul style="list-style-type: none"> Existing incident response and emergency plans cover occupational violence incidents Reporting and investigation of incidents 	<ul style="list-style-type: none"> Application of existing protocols for discipline, and any subsequent, suspension and transition measures or use of alternative learning programs/environments 	<ul style="list-style-type: none"> Capacity to restrict access or lock down 	LEAST RELIABLE
	Response and Recovery				LOWEST

