



Occupational Violence and Aggression in Schools Policy & Procedure

Policy last updated

20 July 2021


Scope

- Schools

Contact

OHS Advisory Service

There are additional contacts for this topic. Refer to the contacts heading at the bottom of the page

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Policy

This policy outlines the risk management methodology for preventing, managing and responding to health, safety and wellbeing risks posed by occupational violence and aggression in schools.

Summary

- The Occupational Health and Safety Act 2004 (Vic) <<https://www.legislation.vic.gov.au/in-force/acts/occupational-health-and-safety-act-2004>> requires the Department to provide or maintain systems of work and a working environment that are, so far as is reasonably practicable, safe and without risks to health — including in relation to occupational violence and aggression.
- WorkSafe defines this as 'when a person is abused, threatened or assaulted in a situation related to their work.' It can occur in person, over the phone or online, and be caused by the behaviour of other employees, clients or customers, or members of the public.



- The principal and/or their delegate have responsibilities under the Occupational Health and Safety Act 2004 (Vic) as the Department's representative and site manager of their school. Principals are responsible for identifying and managing the risks associated with occupational violence and aggression, with expert assistance and support from the Department's central and regional offices as required.
- Under the Occupational Health and Safety Act 2004 (Vic), employees must take reasonable care for their own health and safety and the safety of others who may be affected by their actions or omissions while at work.
- Central and regional offices provide a range of supports and services to assist principals and employees manage occupational health and safety risks, including access to the Occupational Health and Safety Advisory Service and local occupational health and safety regional officers, who can provide advice about how to manage risks related to occupational violence and aggression. Principals must follow the *Occupational Violence and Aggression Procedure* <<http://www2.education.vic.gov.au/pal/occupational-violence-and-aggression-schools/procedure>> sets out the practical step by step instructions for implementing this policy.

Details

As site manager, the principal or their delegate, in consultation with school employees and Health and Safety Representatives (HSR), must:

- enter 'occupational violence and aggression' as a hazard in the school *Occupational Health and Safety (OHS) Risk Register* <<https://www.education.vic.gov.au/hrweb/Documents/OHS/ohsriskregister.xlsx>>
- identify and record the workplace factor(s) that contribute to the occupational violence and aggression risk in the workplace
- assess the level of risk associated with workplace contributing factors, as per section 3.1 and 3.2 of the Occupational Violence and Aggression Procedure complete a risk assessment if the risk level in the OHS Risk Register is rated "High" or "Extreme", and
- document the risk assessment using the *Risk Assessment Template* <<https://www.education.vic.gov.au/hrweb/Documents/OHS/riskassessmenttemplate.docx>> or equivalent (see specific requirements for student behaviours of concern at section 3 of the procedure)
- record the current risk controls in the OHS Risk Register, and in any documented risk assessment
- eliminate or reduce the level of risk associated with work-related risk factors that may cause an OVA related injury, so far as is reasonably practicable, by considering the workplace factors

The principal and/or their delegate must:

- monitor and review the effectiveness of implemented risk controls on a regular and ongoing basis (for example, quarterly) in consultation with relevant parties (including the HSR). Additional reviews are required when:
 - an incident or near miss is reported that indicates the risks and controls need updating



- a new potential risk is identified (for example, through a report on *eduSafePlus* <<https://edusafeplus.educationapps.vic.gov.au/auth/login>> — login required)
- ensure all employees are provided with information, instruction and training about the risks and controls in place to manage occupational violence and aggression in the school
- ensure all hazards, incidents and injuries related to occupational violence and aggression are reported on *eduSafe Plus* per the *Reporting and Managing School Incidents (including emergencies) Policy* <<http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy>>

Definitions

Occupational violence and aggression

WorkSafe defines this as 'when a person is abused, threatened or assaulted in a situation related to their work.' It can occur in person, over the phone or online, and be caused by the behaviour of other employees, clients or customers, or members of the public.

Further information on types of occupational violence can be found at *Occupational violence and aggression: Safety basics*. <<https://www.worksafe.vic.gov.au/occupational-violence-and-aggression-safety-basics>>

Related resources

- *Behaviour — Students* <<http://www2.education.vic.gov.au/pal/behaviour-students/policy>>
- *Child Safe Standards* <<http://www2.education.vic.gov.au/pal/child-safe-standards/policy>>
- *Emergency and Critical Incident Planning* <<http://www2.education.vic.gov.au/pal/emergency-critical-incident-management-planning/policy>>
- *OHS Risk Management* <<http://www2.education.vic.gov.au/pal/occupational-health-and-safety-ohs-risk-management/policy>>
- *Principal Health and Wellbeing* <<http://www2.education.vic.gov.au/pal/principal-health-and-wellbeing/advice>>
- *Restraint and Seclusion* <<http://www2.education.vic.gov.au/pal/restraint-seclusion/policy>>
- *Workers Compensation* <<http://www2.education.vic.gov.au/pal/workers-compensation/policy>>
- *WorkSafe Victoria — Occupational Violence* <<https://www.worksafe.vic.gov.au/occupational-violence-and-aggression-safety-basics>>



- *Values — Department and VPS Values for School Employees* <<http://www2.education.vic.gov.au/pal/values-department-vps-school-employees/overview>>
- *VPSC — Leading the Way: Occupational Health and Safety* <<https://vpvc.vic.gov.au/resources/leading-the-way-ohs/>>

Contacts

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Procedure

Occupational Violence and Aggression Procedure

The Occupational Violence and Aggression Procedure must be followed, and sets out the practical step-by-step instructions for implementing the Occupational Violence and Aggression Policy.

It contains the following chapters:

- ◆ Occupational violence and aggression risk assessment
 - ◆ Risk controls
 - ◆ Risk controls — student behaviours of concern
 - ◆ Incident reporting
 - ◆ Legislation, codes of practice, standards and guidance
 - ◆ OVA risk controls, resources and supports
 - ◆ Protective Intervention Training Panel
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1 Occupational violence and aggression risk assessment

The Department's duty to maintain a safe working environment in schools is owed to all employees, including principals. The Victorian Government is committed to preventing and responding to occupational violence and aggression (OVA) across the public sector.

In schools, there are a wide range of potential scenarios involving behaviours that are violent, aggressive or otherwise pose a safety risk. These behaviours can have serious consequences for the health, safety and wellbeing of staff, students and other members of the school community.

1.1 Identify hazards

The principal and/or their delegate, in consultation with Health and Safety Representatives (HSR) and employees must enter 'occupational violence and aggression' in the 'Hazard Description' column of the school *Occupational Health and Safety (OHS) Risk Register*.
<<https://www.education.vic.gov.au/hrweb/Documents/OHS/ohsriskregister.xlsx>>

The principal and/or their delegate, in consultation with Health and Safety Representatives (HSR) and employees must complete a risk assessment if the risk level in the OHS Risk Register is rated 'High' or 'Extreme', and document the risk assessment using the *Risk Assessment Template*

<<https://www.education.vic.gov.au/hrweb/Documents/OHS/riskassessmenttemplate.docx>> or equivalent.

Schools can seek assistance from the OHS Advisory Service, including regional OHS officers, in identifying OVA hazards. The Employee Health Safety and Wellbeing Division can provide additional support in identifying hazards where there are complex, significant and ongoing risks to employee safety from violent or aggressive behaviour.

Potential scenarios presenting an OVA risk in schools include:

- two or more students are physically fighting, and a member of school staff is injured when attempting to intervene
- a student displays behaviour of concern that may, in certain situations, escalate to hitting or punching staff. Students may also pinch or hit because they have not yet learnt how to communicate their needs in a prosocial way. This behaviour may not be intended to harm, but can still result in physical and/or psychological injury
- a parent or carer is upset about an incident involving their child and make abusive or threatening calls and emails to school staff and education support staff
- parents, carers and other family members use abusive or threatening language on social media and in other online forums, such as e-petitions
- members of staff or of the school community physically assault, threaten or verbally abuse a staff member on school grounds

1.2 Identify the contributing workplace factors

The principal and/or their delegate, in consultation with the HSR and employees, are to identify and record the contributing workplace factor(s) that alone, or in combination, may contribute to the OVA risk in the workplace. Contributing factors may occur at the level of the school, the Department, or the broader community.

Consider the following questions/statements to assist with identifying workplace hazards and contributing factors:

1. Effective systems

- Workplace design: Consider how physical environments can be designed or adapted to reduce the risk of OVA. Are there appropriate entry and exit points for buildings/rooms? Is there appropriate security infrastructure in place? Are teaching spaces and playground areas assessed and fit for purpose? Are there objects or parts of infrastructure that could be used as a weapon and need to be removed?
- Resourcing and workflow management: Are there appropriate staffing ratios/supervision arrangements in place?
- Student behaviours of concern — management plans and supports: Are there any
- Individuals with known behaviours of concern that are likely to pose a safety risk to staff or other students? Do they have Behaviour Support and other individual management plans in place and have Department supports been engaged (i.e. Student Support Services (SSS) staff, a regional Senior Wellbeing and Engagement Officer, and/or a Regional Behaviour Coach)? Have they had specialist support such as a Board-Certified Behaviour Analyst? Has a functional behaviour assessment been completed by a trained specialist? Do they have behaviour support and other individual management plans in place and have Department supports been engaged?
- Incident management systems and planning: Does the school have an emergency and critical incident management plan? Does it include planning for when the school will access regional supports, or for when an OVA incident impacts on the ability of school staff to perform their duties?

2. Capability and culture

- Organisational culture and school climate: Is there a strong culture of inclusion, respect and safety for staff, students and the broader school community?
- Education and training: Do staff have the right training to understand, prevent and manage OVA related risks?
- Consultation and information sharing: Are staff proactively engaged in risk management planning, through HSRs or through other consultative forums such as health and safety committees? Have OVA risks been communicated to staff?

3. Supporting our people

- Incident response: Are appropriate procedures in place to respond to and report incidents? Do staff have sufficient time to complete eduSafe Plus reporting and access supports?
- Department support: Can staff readily access support and advice from their manager and the Department? Are there targeted supports in place for staff who are affected by OVA? Have staff been provided with the contact details for the *Employee Assistance Program* <<http://www2.education.vic.gov.au/pal/occupational-health-and-safety-management-system-ohsms/guidance/expert-supports>> (EAP)?

2. Risk controls

2.1 Development and selection of risk controls

Appropriate risk controls are critical to ensure staff are provided with the highest level of prevention of and protection from occupational violence and aggression. To discharge their responsibilities as site manager, the principal and/or their delegate, in consultation with the Health and Safety Representative (HSR) and employees, must eliminate or (if this is not possible) reduce the level of occupational violence and aggression (OVA) risk so far as is reasonably practicable, by considering the workplace factors in [section 1.2](#) <<http://www2.education.vic.gov.au/pal/occupational-violence-and-aggression-schools/procedure/1-occupational-violence-and-aggression>> of this Procedure.

General principles for the development and selection of risk controls include:

- Activities to control the risk should be school and work-group specific. Where Department resources or programs are drawn upon, they should be adapted to specific context of the school.
- Activities to control the risk should be targeted to at both school environment (physical and online) and community (teachers, students, parents/carers and others) factors identified via risk assessment.
- Risk-control plans should focus on prevention of incidents, but also cover prevention or reduction of health, safety and wellbeing impacts where incidents do occur.
- Risk-control plans should focus on organisational-level interventions but also include individual-level interventions.
- Employee induction, instruction and training should form part of a holistic approach to addressing occupational violence and aggression.

2.2 Record current risk controls

The principal and/or their delegate should consult the HSR and relevant employees and record the current risk controls in the *Occupational Health and Safety (OHS) Risk Register*. <<https://www.education.vic.gov.au/hrweb/Documents/OHS/ohsriskregister.xlsx>>

Where a risk assessment is to be completed, current risk controls should also be recorded in the *Risk Assessment Template* <<https://www.education.vic.gov.au/hrweb/Documents/OHS/riskassessmenttemplate.docx>> or equivalent.

2.3 Information, instruction and training

The principal and/or their delegate must ensure all employees are informed about the risk controls in place to manage occupational violence and aggression in the workplace. This can be achieved by:

- ensuring all employees complete an OHS induction prior to commencing work
- promoting and encouraging employees to report hazards (for example, psychosocial hazards), near misses and incidents on *eduSafe Plus*



<<https://edusafeplus.educationapps.vic.gov.au/auth/login>> (login required)

and by providing employees with:

- a copy of the school OHS Risk Register and completed risk assessments and the opportunity to raise questions and participate in consultative processes information about likely OVA hazards they may encounter in their work information from the
- Department about existing resources and strategies to reduce the risk of OVA related injuries
- information about the *Employee Assistance Program* <<http://www2.education.vic.gov.au/pal/occupational-health-and-safety-management-system-ohsms/guidance/expert-supports>> (EAP) and how to access it

24 Monitor, review and revise controls

Due to the complexity of workplace factors that can cause OVA related injury, it is important that OVA risks are managed on an ongoing basis, regularly reviewed, and revised when necessary. The principal or their delegate are required to monitor and review the effectiveness of implemented risk controls on a regular basis (for example, quarterly) in consultation with HSR and relevant employees.

Review of controls must be ongoing. However, additional reviews and revisions are required when:

- an incident or near miss is reported that indicates the risks and controls need updating
 - a new potential risk is identified (for example, through a report on *eduSafe Plus*)
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3. Risk controls – student behaviours of concern

3.1 Development and selection of risk controls

Because of the wide range of potential scenarios where student behaviour can become violent, aggressive or otherwise pose a safety risk, actions to prevent and respond to these behaviours must be tailored depending on a number of factors including:

- the level of risk of the behaviour to the safety of staff and students the context of the behaviour
- the individual needs of the student
- the capability and experience of school staff
- the circumstances of the school (for example, location, size, student population).

For all students, building a positive, safe and inclusive school environment is critical in assisting to prevent and manage the occurrence of behaviours that are violent, aggressive or otherwise pose a safety risk.

Where students present with known behaviours of concern, equipping school staff with the skills to work safely with students, and the capability to support students to be engaged in learning according to their skill and functional level, can help prevent situations where there is a significant risk to safety.

Where student behaviours of concern pose a safety risk that is rated 'High' or 'Extreme', a functional behaviour assessment is recommended and a Behaviour Support Plan is required. Where there is a significant, ongoing risk to staff safety, a Risk Management Plan for students with behaviours of concern must also be in place.

If there is/will be a *Behaviour Support Plan* <<http://www2.education.vic.gov.au/pal/behaviour-students/guidance/6-behaviour-support-plans>> or *Risk Management Plan – Student Behaviour* <<https://edugate.eduweb.vic.gov.au/edrms/website/PAL/risk-management-plan-template-student-behaviour.docx>> (login required) for a particular student, this/these plan/s document the risk assessment undertaken for the risk posed by the student's behaviours of concern and must be recorded on the *OHS Risk Register*. <<https://www.education.vic.gov.au/hrweb/Documents/OHS/ohsriskregister.xlsx>>

For further supports, including advice on what individualised plans may be required where a student presents with behaviours of concern, schools should contact:

- for support around students presenting with behaviours of concern – contact the Senior Wellbeing and Engagement Officers in your region
- for support on developing, implementing, reviewing and troubleshooting *Behaviour Support Plans – Student Support Services* <<https://www.eduweb.vic.gov.au/studentssupportservices/ADUserAccount.aspx/LogOn>> (login required)



- for support on significant risks to staff safety (including where a Behaviour Support Plan is in place but additional support is required) — *Employee Wellbeing Response Team* <<https://edugate.eduweb.vic.gov.au/sites/i/layouts/15/WopiFrame2.aspx?sourcedoc=/sites/i/Shared%20Documents/FACTSHEETEmployeeWellbeingResponseTeam.pdf&action=default>>

Student Support Services and the Employee Wellbeing Response Team work closely together to ensure that Behaviour Support Plans and Risk Management Plans are implemented appropriately and effectively.

Section 6 contains further guidance on risk controls for student behaviours of concern.

3.2 Record current risk controls

Where a school has individualised plans in place for students with behaviours of concern, the principal and/or delegate should record the existence of these plans in the school OHS Risk Register. They do not need to indicate the names or number of students for whom plans are in place.

3.3 Information, instruction and training

The principal and/or their delegate must ensure that in addition to induction and general staff training, staff likely to be affected by student behaviours of concern must be briefed on/trained in the individual plans for students with behaviours of concern. A copy of any plan/s must be readily available to staff.

3.4 Monitor, review and revise controls

The principal and/or their delegate must ensure that in addition to regular reviews of controls, any incident involving a student with behaviours of concern requires a review and, if necessary, revision of the Behaviour Support Plan and any other individual plans in place. If student behaviour continues to pose a significant safety risk, the principal and/or delegate must escalate the case to an available Regional Behaviour Coach via the SSS Branch Manager and the Employee Wellbeing Response Team contact.



4 Incident reporting

The principal or their delegate must ensure all hazards, incidents and injuries are reported on *eduSafe Plus* <<https://edusafeplus.educationapps.vic.gov.au/auth/login>> (login required) per the *Reporting and Managing School Incidents (including emergencies) Policy* <<http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy>>



5 Legislation, codes of practice, standards and guidance

- *Occupational Health and Safety Act 2004 (Vic)* <<https://www.legislation.vic.gov.au/in-force/acts/occupational-health-and-safety-act-2004>>
- *Occupational Health and Safety Regulations 2017 (Vic)* <<https://www.legislation.vic.gov.au/in-force/statutory-rules/occupational-health-and-safety-regulations-2017>>

Other relevant obligations on school staff

School staff have a duty of care towards students and as such must take reasonable steps to prevent reasonably foreseeable harm. For further information, refer to the Department's policy on *Duty of Care* <<http://www2.education.vic.gov.au/pal/duty-of-care/policy>> .

Other relevant obligations on the Department

When supporting schools to prevent and manage the health, safety and wellbeing impacts of occupational violence and aggression, the Department will consider other relevant rights and obligations, including:

- the rights to liberty and security of person under the Charter of Human Rights and Responsibilities Act 2006 (Vic) may need to be considered and balanced against the right to non-discriminatory treatment based on a protected attribute (for example, disability). Rights are not absolute and can be reasonably limited, for example to protect a person's safety
 - relevant rights under equal opportunity and anti-discrimination laws, in particular relating to students with a disability or other additional needs. *Students with Disability* <<http://www2.education.vic.gov.au/pal/students-disability/policy>> policies and guidelines provide further information rights of students to enrol at their designated neighbourhood government school under the *Education and Training Reform Act 2006 (Vic)*
 - <<https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006>>
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6 OVA risk controls, resources and supports

For further information/support: *OHS Advisory Service*

Effective systems

Workplace design

Examples of risk controls

- physical environments are designed or adapted in a way that reduces the risk of OVA
- appropriate number and location of clearly identifiable entry and exit points in classrooms
- appropriate security infrastructure is installed
- identification and removal or management of objects that could be used as a weapon
- teaching spaces and playground areas assessed and fit for purpose

Resources and supports

- The Victorian School Building Authority *Building Quality Standards Handbook*
- *The Security Unit*
- *Emergency and Critical Incident Management Planning*
- *Employee Health Safety and Wellbeing*
- The individual needs of students should be considered in the set up of teaching spaces and playground areas to effectively support safe engagement.

Resourcing and workflow management

Examples of risk controls

- there are appropriate staffing ratios and supervision arrangements in place
- there are appropriate resources to allow staff to undertake OVA related planning, management and reporting tasks

Resources and supports

Employee Wellbeing Response Team

Behaviours of concern – management plans and supports

Examples of risk controls

Individualised management plans and supports are implemented where individuals present with known behaviours of concern that pose a safety risk. Individual plans may include:

- A *Behaviour Support Plan (BSP)* <<http://www2.education.vic.gov.au/pal/behaviour-students/guidance>> is required for all students with known behaviours of concern. It is a document designed to assist schools to provide additional support and guidance to identified students. BSPs are function based and include preventative strategies to reduce triggers leading to challenging student behaviours and is reviewed regularly to ensure students and staff are receiving the best support. If a student has particularly challenging behaviour, it may be useful to engage a board-certified behaviour analyst to conduct a formal functional behaviour assessment to inform the student's BSP.
- *Risk Management Plan – student behaviour* <<https://edugate.eduweb.vic.gov.au/edrms/website/PAL/risk-management-plan-template-student-behaviour.docx>> (login required) assists the principal and school staff, with the support of the Employee Wellbeing Response Team, to define the range of actions that have been identified to ensure staff can safely provide teaching and support to a student whose behaviours may pose a risk to the health, safety and wellbeing of staff, students and others at the school. If the student has a Behaviour Support Plan (BSP), the Risk Management Plan for student behaviour will support and reference the BSP and should be reviewed whenever the BSP is reviewed or updated.

Resources and supports

- Student Support Services (SSS) including psychologists, speech pathologists and social workers assist children and young people facing a range of barriers to learning to achieve their educational and developmental potential
- When behaviours of concern are ongoing and difficult for school staff to manage, schools are encouraged to lodge a request through the Student Online Case System (SOCS) for support from SSS.
- Should a student with behaviours of concern be unresponsive to support offered by the SSS, the case should be escalated to the Regional Behaviour Coach via the SSS
- Branch Manager. The student case could be considered for support by a trained specialist such as a Board-certified Behaviour Analyst. Employee Wellbeing Response Team
- *Restraint and seclusion policies and resources* <<http://www2.education.vic.gov.au/node/906>> assist schools to reduce and eliminate the use of restraint and seclusion. This includes guidance on preventing the occurrence of behaviours that pose a safety risk and how to use ethical, effective and evidence based responses to such behaviour.



Incident management systems

Examples of risk controls

- the school has an emergency and critical incident management plan
- as part of their critical incident planning, the school has undertaken leadership contingency planning for what staff will do when the principal is temporarily unable to perform duties following an OVA incident

Capability and culture

Organisational culture/school climate

Examples of risk controls

- school values and expectations are clearly communicated to the school community, and the school community understands that aggressive and inappropriate behaviours towards school staff will not be tolerated
- schools are committed to creating a positive, inclusive and supportive school climate
- parents, carers and family are actively involved in their child's learning, in the school community and at school events

Resources and supports

- *Respect for School Staff policy template* <<https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?Cid=18>> (login required) and *Creating Respectful School Communities* in preventing and managing aggressive and challenging behaviour

Communication with school staff

- Parent Engagement Policy
- Key student wellbeing interventions and supports including:
 - universal interventions to help schools create a positive, inclusive and supportive school climate (such as school-wide positive behaviour support)
 - targeted interventions providing essential additional support for cohorts of students who have specific needs or vulnerabilities
 - individual interventions for students requiring intensive tailored support, such as Functional Behaviour Assessments and Behaviour Support Plans (refer also to Individual risk assessment and case management, below).

Education and training

Examples of risk controls

Staff have the right training to understand, prevent and manage OVA related risks.

This may include:

- *Managing Challenging Behaviours Online Course* <<https://www.education.vic.gov.au/school/teachers/profdev/Pages/managebehaviours.aspx>> : This learning suite is designed to support teachers to meet the diverse needs of their students and limit the incidence and impact of complex behaviours in the classroom. The courses provides teachers with:
 - a theoretical understanding of the causes and triggers of complex and challenging behaviours
 - research-validated classroom and whole-school strategies that focus on preventative practices
 - skills and knowledge to maintain safe, orderly and inclusive environments for meaningful learning.
- Protective Intervention Training covers strategies for the prevention, de-escalation and management of behaviours of concern and strategies for reflection, analysis and debriefing following the behaviour. Program content may be tailored to a school's local context in consultation with the provider. Schools may access quality assured, centrally funded training through the Department's *Protective Intervention Training Panel* <<http://www2.education.vic.gov.au/pal/occupational-violence-and-aggression-schools/procedure/7-protective-intervention-training-panel>> .

Resources and supports

- *Managing Challenging Behaviours Online Course* <<https://www.education.vic.gov.au/school/teachers/profdev/Pages/managebehaviours.aspx>>
- *Prevent-Teach-Reinforce Online Course* <<https://detbehavioursupport.vic.edu.au/?redirect=0>> — helps schools develop appropriate behaviour support plans for students
- *Protective Intervention Training Panel* <<http://www2.education.vic.gov.au/pal/occupational-violence-and-aggression-schools/procedure/7-protective-intervention-training-panel>>
- *Employee Wellbeing Response Team* <https://edugate.eduweb.vic.gov.au/sites/i/_layouts/15/WopiFrame.aspx?sourcedoc=/sites/i/Shared%20Documents/FACTSHEETEmployeeWellbeingResponseTeam.pdf&action=default>
- *Restraint and Seclusion Policy* <<http://www2.education.vic.gov.au/pal/restraint-seclusion/policy>>
- *Sensory Room Policy* <<http://www2.education.vic.gov.au/pal/sensory-rooms/policy>>



Consultation and information sharing

Examples of risk controls

- staff are proactively engaged in risk management planning, through Health and Safety Representatives or through other consultative forums such as health and safety committees
- up to date information on OVA risks is regularly shared with staff, including through staff debriefings after OVA incidents.

Resources and supports

- OHS Regional Support Officers <<http://www2.education.vic.gov.au/pal/occupational-health-and-safety-management-system-ohsms/guidance/useful-contacts-schools>>
- OHS Consultation and Communication Policy <<http://www2.education.vic.gov.au/pal/occupational-health-and-safety-ohs-consultation-and-communication/policy>>

Supporting our people

Incident response

Examples of risk controls

Appropriate procedures and supports are in place to respond to and manage the health, safety and wellbeing impacts of OVA incidents.

Resources and supports

- *eduSafe Plus* <<https://edusafeplus.educationapps.vic.gov.au/auth/login>> (login required) — all incidents, injuries and hazards relating to violence and aggression in schools must be reported on *eduSafe Plus* for appropriate action



- *post incident support resource*
- *Employee Assistance Program (EAP)* <<http://www2.education.vic.gov.au/pal/occupational-health-and-safety-management-system-ohsms/guidance/expert-supports>> is a free, short-term, and strictly confidential counselling service that is available to employees 24 hours a day, 7 days a week. This service is also available to school council employees, CRTs and immediate family members of Department staff

Department supports

Examples of risk controls

Central and regional supports are known to school staff, accessible when they need them and effective in supporting schools to prevent, remove, manage and reduce OVA related risk.

Resources and supports

- Legal Division provides advice to principals on powers to respond to parent behaviour such as issuing trespass warning notices and implementing communication protocols
- a guide on *managing conflict* <[https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx#/app/content/3041/support and service \(schools\)%252Fstudent safety and support%252Fdisengaged and at-risk students%252Fconflict resolution in schools](https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx#/app/content/3041/support%20and%20service%20(schools)%252Fstudent%20safety%20and%20support%252Fdisengaged%20and%20at-risk%20students%252Fconflict%20resolution%20in%20schools)> (login required) in schools is available for principals and school staff
- *Parent complaints policies and resources* <<http://www2.education.vic.gov.au/node/71>> assist schools in managing parent complaints, including seeking support from the region, through the Department's central complaints team, and, where necessary, the *Independent Office for School Dispute Resolution* <<https://www.schoolresolution.vic.gov.au/Pages/default.aspx>>
- *Complex Matters Support* <[https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx#/app/content/3023/support and service \(schools\)%252Fhuman resources%252Fprincipal health and wellbeing%252Fcomplex matters support team](https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx#/app/content/3023/support%20and%20service%20(schools)%252Fhuman%20resources%252Fprincipal%20health%20and%20wellbeing%252Fcomplex%20matters%20support%20team)> (login required) helps schools respond to issues that involve frequent or complex contact with parents or advocates, and need coordinated support from across the Department to be effectively managed
- *Managing Trauma* <<https://edugate.eduweb.vic.gov.au/sites/i/layouts/15/WopiFrame2.aspx?sourcedoc=/sites/i/Shared%20Documents/Managing%20Trauma.pdf&action=default>> (login required) supports schools to manage the impacts of traumatic events on staff and students. While not all behaviours that are aggressive or violent will constitute an emergency, major events involving violence and aggression, such as a violent intruder on school grounds or a significant fight between students, may require an emergency response and planning to manage trauma following an incident



- *Employee Wellbeing Response Team* <https://edugate.eduweb.vic.gov.au/sites/i/_layouts/15/WopiFrame.aspx?sourcedoc=/sites/i/Shared%20Documents/FACTSHEETEmployeeWellbeingResponseTeam.pdf&action=default> (login required) connects schools with training, supports and services they need for complex employee safety and wellbeing issues

7 Protective Intervention Training Panel

7.1 About protective intervention training

Protective intervention training helps school staff to:

- prevent and manage behaviours of concern while reducing the need for physical interventions
- de-escalate situations involving aggressive or violent behaviour
- ensure the health and safety of students and staff at all times.

Protective intervention training does not provide training in restraint or physical interventions and should not be relied upon to manage challenging student behaviour overall.

The Department has established a panel of protective intervention training providers. The panel is quality assured and centrally funded.

Currently, the panel includes the following providers:

- *Therapeutic Engagement Support Services* <<https://tessainc.org.au/>>
- *Team Teach* <<https://www.team-teach.com.au/>>

We are expecting other providers to join the panel over time.

7.2 How to access training for your school

There are 2 options for accessing protective intervention training at your school:

- ◆. Submit an *Expression of Interest form* to receive funding from the Department to cover the costs of training from the centrally funded panel of providers.
 - For assistance in filling out the form, your school can contact the central OHS Advisory Service at safety@education.vic.gov.au <<mailto:safety@education.vic.gov.au>> or call [1300 074 715](tel:1300074715).
 - Your school will be notified of the outcome of the EOI and will be contacted to confirm a booking.

- ◆ Directly procure training from a training provider of your choice.
 - Your school does not need to use the panel providers to procure protective intervention training. Schools can directly procure training in line with the *Procurement — Schools Policy* <<http://www2.education.vic.gov.au/pal/procurement-in-schools/policy>> .
 - However your school must cover the costs of this training and make sure the training provider used complies with Department policies and guidelines, including the *Restraint and Seclusion Policy and Guidance* <<http://www2.education.vic.gov.au/pal/restraint-seclusion/policy>> .

Resources

Templates relevant to this policy and procedure

- *OHS Risk Register (Excel)* <<https://www.education.vic.gov.au/hrweb/Documents/OHS/ohsriskregister.xlsx>> — to identify, record and manage OHS risks, including occupational violence and aggression risks related to student behaviours of concern. Schools may already have their own OHS Risk Register to refer to.
- *Risk Assessment Template (Word)* <<https://www.education.vic.gov.au/hrweb/Documents/OHS/riskassessmenttemplate.docx>> — to monitor and control identified hazards using risk management methods.
- *Risk Management Plan — student behaviour* <<https://edugate.eduweb.vic.gov.au/edrms/website/PAL/risk-management-plan-template-student-behaviour.docx>> (login required) — to assist the principal and school staff to define the range of actions that have been identified to ensure staff can safely provide teaching and support to a student whose behaviours may pose a risk to the health, safety and wellbeing of staff, students and others at the school.

Flowcharts and checklists

- *Occupational Violence and Aggression in Schools — OHS Risk Management Flowchart (PDF)* <<https://content.sdp.education.vic.gov.au/sites/default/files/2020-07/Occupational-Violence-OHS-flowchart.pdf>> — assists the principal, the school's Health and Safety Representatives, school staff and the Department to identify their roles and responsibilities through a defined procedure in managing the risks, incidents and emergencies of occupational violence and aggression in school settings. This flowchart progresses through the actions with pathways of support and advice.
- *Occupational Violence and Aggression in Schools — OHS Risk Management Flowchart (Word)* <<https://www.education.vic.gov.au/hrweb/Documents/OHS/OVAFlowchart-AccessibleVersion.docx>> (accessible version)
- *Occupational Violence and Aggression in Schools Post Incident Checklist (PDF)* <<https://www.education.vic.gov.au/PAL/ova-post-incident-checklist.pdf>> — designed to support the wellbeing impacts of school staff, including principals, assistant principals, teachers, education support staff and others, when they are responding to an incident involving behaviours that are violent, aggressive or otherwise pose a safety risk.