

**Prevention and Management of Occupational Violence Procedure**

**ACT Education Directorate**

Insert Directorate

## Document Information

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This procedure must be read in conjunction with the ACT Education Directorate’s [Work Health Safety and Wellbeing Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/safety/work-health-safety-and-wellbeing-policy/work-health-safety-and-wellbeing-policy), the Managing Psychosocial Health and Safety Procedure and the ACT Public Service’s [[Work Health and Safety Managing Occupational Violence Policy.](https://actgovernment.sharepoint.com/sites/Intranet-WHS/WHSMS/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FIntranet%2DWHS%2FWHSMS%2FShared%20Documents%2FACTPS%20Work%20Health%20and%20Safety%20Managing%20Occupational%20Violence%20Policy%2Epdf&parent=%2Fsites%2FIntranet%2DWHS%2FWHSMS%2FShared%20Documents)](https://www.cmtedd.act.gov.au/__data/assets/pdf_file/0005/2799068/ACTPS-Work-Health-and-Safety-Managing-Occupational-Violence-Policy.pdf)

### Overview

* 1. All workers have the right to be safe at work. The Education Directorate (the Directorate) has a duty of care under the [*Work Health and Safety Act 2011*](https://www.legislation.gov.au/C2011A00137/latest/text) (the WHS Act), [*Work Health and the Safety Regulation 2011*](https://www.legislation.act.gov.au/sl/2011-36) to ensure, as far as reasonably practicable, the health and safety of workers including providing a safe work environment.
  2. The purpose of this procedure is to ensure the Directorate implements systems to protect the work health and safety of its workers by preventing and managing exposure to occupational violence as a result of their work.
  3. Occupational violence, also known as workplace violence, is any incident where a staff member is abused, threatened, or assaulted in circumstances arising from their work, by someone other than another staff member. It covers a wide range of behaviours that can be a risk to the health and safety of staff. It can be one unexpected incident or a series of repeated incidents. The most common form of occupational violence is aggression and verbal abuse.
  4. Occupational violence may not always begin in a critical or extreme situation; it sometimes follows a pattern of escalating behaviour – from agitation, expressed anger or frustration, and intimidating body language to verbal abuse and threats, physical threats, sexual harassment or assault of any kind.
  5. Occupational violence is not limited to incidents that occur in the workplace. It can also include violence that occurs away from the workplace but is a result of the work.
  6. Staff on staff or student on student violence (i.e. verbal aggression, bullying and harassment) is not covered by this procedure. Staff on staff violence is addressed in the [ACT Government Respect, Equity and Diversity Framework](https://www.cmtedd.act.gov.au/__data/assets/pdf_file/0007/205576/redframework2.pdf) and the *[Public Sector Management Act 1994](https://www.legislation.act.gov.au/a/1994-37/).* Student on Student Violence is addressed in the [Safe and Supportive Schools Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/safety/safe-and-supportive-schools-policy2/safe-and-supportive-schools-policy) and the [Suspension, Transfer or Exclusion of a Student Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/student-administration/student-management/suspension,-exclusion-and-transfer-of-students-in-act-public-schools-policy/Suspension-Transfer-or-Exclusion-of-a-Student-ACT-Public-Schools-Policy).
  7. This procedure constitutes the Directorate’s Occupational Violence Management Plan.

### Rationale

* 1. Occupational violence is unacceptable. The Directorate takes a risk management approach to work health and safety and is committed to managing the risks associated with occupational violence and providing support to staff who are impacted by it.
  2. This procedure sets out the Directorate’s commitment to:

1. preventing occupational violence
2. identifying hazards and eliminating risks related to occupational violence so far as is reasonably practicable
3. minimising staff exposure to occupational violence
4. reporting, responding to and supporting staff when occupational violence occurs; and
5. continuously reviewing and evaluating responses to occupational violence enabling the analysis of incident trends at a local and system level.
   1. The Directorate acknowledges its obligations under the WHS legislation, ensuring these are met in alignment with human rights and anti-discrimination laws. In a school setting, a safe workplace enables staff to provide high quality teaching and learning and the ability to respond to individual student need.
   2. Roles and responsibilities under the WHS legislation are complex. Refer to Annexe A Staff responsibilities in relation to occupational violence**.**

##### Procedures

### System level occupational violence risk management approach

* 1. Prevention is the most effective form of risk management, and the Directorate prioritises the management of risk related to occupational violence by eliminating or minimising hazards where possible and implementing effective controls to manage any remaining risk.
  2. The Directorate’s [Risk Management Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/school-administration-and-management/work-health-and-safety/risk-management-policy/risk-management-policy) requires managers and supervisors to assess hazards and risks including occupational violence in the workplace, undertake dynamic risk assessments, and document risks in a workplace risk register.
  3. Risk assessments may need to be developed in relation to a specific scenario/event or a person’s behaviour. An Occupational Violence Risk Assessment (OVRA) aims to identify the most effective control/s to mitigate the risk (refer to [Section 5](#_Occupational_Violence_Risk)).
  4. The Directorate implements systems to ensure staff are involved in decision making processes about identification and management of occupational violence. This ensures staff are aware of the risks and control measures and their input is considered as part of the risk assessment process.
  5. In addition to this procedure a suite of training and information has been developed to ensure staff are aware of the hazards relating to occupational violence and the risk mitigation strategies to keep them safe.
  6. The Directorate monitors and analyses system wide data on emerging risks, risk management effectiveness, analysis of performance measures, any developments in best practice for risk mitigation and controls and feedback from workers and Health and Safety Representatives (HSRs) to inform the adequacy of this procedure and related policies.

Refer to [Annexe B Directorate occupational violence](#_Annex_B_-) prevention strategies for further information on prevention strategies implemented by the Directorate at a system level.

### Workplace level occupational violence risk management

* 1. Managers and supervisors are required to:

1. foster a safety-first culture prioritising the prevention and management of occupational violence
2. implement reasonably practicable controls to ensure workplace safety, considering factors such as the likelihood and severity of harm
3. ensure policies and procedures listed at Annexe C Directorate Safety related/occupational violence prevention policies are implemented with integrity to prevent and reduce the risk of harm arising from occupational violence. Staff must be inducted and trained on these policies
4. identify effective occupational violence risk control measures, ensuring they are appropriate to the level of risk. In a school setting this may relate to:

* the context and triggers for behaviour that constitutes occupational violence including any environmental or situational factors, and
* the context of the school (i.e. location, size and student cohort).

1. In addition to 4.1d, when determining occupational violence risk controls for a student’s behaviour, the following factors must also be considered:

* the individual student characteristics and needs, and
* the capability, experience, and training of school staff in managing complex and challenging behaviours.
  1. Appropriateness and suitability of a control must consider other legislation that may impact the operationalisation of controls, such as the [*Education Act 2004*](https://www.legislation.act.gov.au/a/2004-17/)*,* [*Senior Practitioner Act 2018*](https://www.legislation.act.gov.au/a/2018-27)*,* and anti-discrimination legislation.
  2. Where an OVRA exists, controls must be implemented, monitored and reviewed in accordance with the Directorate’s [Risk Management Framework](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/school-administration-and-management/work-health-and-safety/risk-management-policy/risk-management-policy).
  3. School principals are responsible for determining the development of appropriate plans. This includes ensuring they are in place, and relevant staff are actively involved in their development process and are informed and updated of any changes. While schools may have processes that establish when and who within the school will develop support plans related to student behaviour (i.e. Individual Learning Plans (ILPS), Positive Behaviour Support Plans (PBSPs) and transition plans), an OVRA must always be overseen by the school principal.
  4. Managers and supervisors must regularly review how they implement this procedure and related policies. This must be done in consultation with staff and where there are any of the following:

1. increases in violent behaviours or behaviours of concern, even if they have not resulted in any harm to staff;
2. significant changes to the workplace;
3. significant changes in education delivery;
4. significant changes to the number or experience of staff; and
5. feedback from staff or HSRs that indicates the need for review.

Refer to the following useful resources: [Annexe D Applying the hierarchy of controls to the risk of occupational violence](#_Annex_G_-) for examples of controls according to a general hierarchy of efficacy; [How to manage work health and safety risks Code of Practice](https://legislation.act.gov.au/ni/2020-547/) for taking a risk management approach; and the [Safe Work Australia Interpretive Guideline – the meaning of ‘reasonably practicable’](https://www.safeworkaustralia.gov.au/doc/interpretive-guideline-model-work-health-and-safety-act-meaning-reasonably-practicable) for determining what is reasonably practicable.

### Occupational Violence Risk Assessment (OVRA)

* 1. An OVRA is a structured analysis of risk associated with a specific scenario/event or person’s behaviour. An OVRA can be developed in relation to risks emerging due to escalating student or parent behaviour or due to an occupational violence incident that has occurred.
  2. All incidents of occupational violence must be reported using the *ACTPS* [*Safety Portal*](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx). All incidents are triaged by staff in the Education Support Office (ESO) to determine an appropriate response. If an OVRA is required, it will be developed by an ESO-based case manager in collaboration with the school and in consultation with relevant and impacted staff, including the HSR.
  3. The OVRA must be shared with staff with consideration given to any privacy obligations and/or concerns. This should include staff such as casual and front office staff as relevant.
  4. Where the OVRA process identifies a control as appropriate and suitable in the circumstances to reduce risk of harm, the control must be implemented.
  5. Consultation must take place with relevant teams to determine the appropriateness and suitability of a control in relation to other legislation such as the [*Education Act 2004*](https://www.legislation.act.gov.au/a/2004-17/), [*Senior Practitioner Act 2018*](https://www.legislation.act.gov.au/a/2018-27), [*Disability Discrimination Act 1992*](https://www.legislation.gov.au/C2004A04426/latest/text) and the [*Human Rights Act 2004*](https://www.legislation.act.gov.au/a/2004-5/).
  6. OVRAs should be used to inform the school/workplace risk register, where required.

### Occupational Violence Risk Assessment and Positive Behaviour Support Plan (PBSP) intersection

* 1. For all students, building a positive, safe and inclusive school environment is critical in assisting to prevent and manage the occurrence of behaviours of concern. When students present with challenging behaviours, it is critical that staff are supported to develop the necessary skills to engage safely and effectively with students in ways that match their functional capacity and support their learning. This approach reduces the risk of occupational violence.
  2. The development or review of a PBSP should be undertaken concurrently with the process of developing or reviewing an OVRA. Strategies to address a student’s behaviour of concern that are restrictive must only be documented within a PBSP.
  3. An OVRA must be used for all other controls and will refer to the PBSP that exists for the student and brings additional strategies, in the form of controls, that staff must adopt.

### Consultation on occupational violence risk management

* 1. All potentially affected workers and their representatives must be consulted on occupational violence matters when managers and supervisors are:

1. identifying hazards and assessing risks to health and safety arising from the work;
2. making decisions about ways to eliminate or minimise those risks;
3. proposing changes that may affect the health and safety of staff; and
4. making decisions about how to consult with staff and how to resolve or monitor WHS issues.
   1. Refer to the definition section and the [Work Health and Safety Consultation, Cooperation and Coordination Code of Practice](https://www.safeworkaustralia.gov.au/sites/default/files/2022-09/model%20Code%20of%20Practice%20-%20WHS%20consultation%2C%20cooperation%20and%20coordination%20-%20February%202022%20UD_0.PDF) for further information.

### Reporting occupational violence incidents and hazards

* 1. Occupational violence incidents must be managed and reported in accordance with the ACT Public Service’s [[Reporting of Work Health and Safety Incidents Policy](https://www.cmtedd.act.gov.au/__data/assets/pdf_file/0005/489083/RWAI-FINAL_accessible_20160622.pdf)](https://www.cmtedd.act.gov.au/__data/assets/pdf_file/0011/2137880/WHS-2022-05-ACTPS-Reporting-of-Work-Health-and-Safety-Incidents-Policy.pdf) and the Directorate’s [Incident and Emergency Management Policy](https://actedu.sharepoint.com/sites/Intranet-Education/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FIntranet%2DEducation%2FShared%20Documents%2FIncident%20Management%20Flow%20Chart%2Epdf&parent=%2Fsites%2FIntranet%2DEducation%2FShared%20Documents).
  2. Staff must report occupational violence incidents and hazardous situations through the ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx) (and if students are involved, into the Student Administration System (SAS)). This includes:

1. incidents that cause physical or psychological harm or there was potential for harm; and/or
2. hazards (when something has not caused any harm, but it could have or might in the future).
   1. Managers and supervisors must ensure staff are supported to report incidents in the ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx) (i.e. through the provision of time during work hours and access to appropriate ICT).
   2. Where a relevant or impacted staff member is unable to make a report, the manager or supervisor can do so on another individual’s behalf.

Refer to refer to Directorate’s [Incident Management and Reporting Policy and Procedure](https://www.education.act.gov.au/__data/assets/word_doc/0010/2793160/ACT-Public-School-Incident-Management-and-Reporting-Procedure.docx).

### Responding to incidents of occupational violence

* 1. When an incident of occupational violence occurs, staff must take reasonable steps to ensure the immediate safety and first aid of all involved. In a school context, this should involve using information about the student or visitor to safely de-escalate. Where a support plan or an OVRA is in place, controls identified in these plans should be implemented.
  2. The [Suspension, Transfer or Exclusion of a Student Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/student-administration/student-management/suspension,-exclusion-and-transfer-of-students-in-act-public-schools-policy/Suspension-Transfer-or-Exclusion-of-a-Student-ACT-Public-Schools-Policy) and related guides such as the [Directing Unwelcome Visitors from Schools Guide](https://www.education.act.gov.au/__data/assets/pdf_file/0003/2016336/Directing-Unwelcome-Visitors-from-Schools-Guide-March-2025.pdf) and [Managing Escalating Parent Behaviour Guide](https://actedu.sharepoint.com/:b:/r/sites/Intranet-Education/Shared%20Documents/Managing%20Escalating%20Parent%20Behaviour%20Guide.pdf?csf=1&web=1&e=LS0JXp) (internal access) can be useful strategies to reestablish a safe environment.
  3. Managers and supervisors must ensure:

1. first aid or other medical attention needs are met, and staff are reminded of their access to the Employee Assistance Program at any time;
2. impacted staff are supported in a way that suits them, as far as is reasonably practicable. This may involve the offer of a check-in. If this is not possible or suitable, another check-in mechanism may be used (refer to [Section 10](#_Supporting_staff_following));
3. the incident notification requirements are met within the required timeframes (refer to Directorate’s [Incident Management and Reporting Procedure](https://www.education.act.gov.au/__data/assets/word_doc/0010/2793160/ACT-Public-School-Incident-Management-and-Reporting-Procedure.docx)), this includes ensuring the relevant and impacted staff are reminded of their duty to report incidents and hazards and supported to make reports in SAS (if a student is involved) and in the [ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx)](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx); and
4. a review of incidents and existing controls is conducted, and a treatment plan is developed to support the implementation of suitable risk management activities is undertaken in response to the investigation.

Refer to [Annexe E - Occupational Violence incident management guide for managers and supervisors](#_Annex_F_–) for more information. For more information on First Aid management refer to the [First Aid Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/health/first-aid/First-Aid-Policy).

### Reviewing incidents of occupational violence

Local level incident review

* 1. Managers and supervisors must review any incident or hazardous situation. that:

1. requires escalation or further action; and/or
2. indicates that a worker is at risk of harm, takes time off work or shows early signs of psychological harm.
   1. Managers and supervisors do not need to wait for the incident to be reported in the [ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx)](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx) to start incident review.
   2. Incident reviews should be conducted using a [root cause analysis.](https://actedu.sharepoint.com/:w:/r/sites/Intranet-Education/_layouts/15/Doc.aspx?sourcedoc=%7BB689523B-0BA9-4498-9B44-00706BD3AC54%7D&file=Root%20Cause%20Analysis.DOCX&action=default&mobileredirect=true) This is a method of determining the cause of an incident with the goal of enabling informed decisions on how an issue can be remedied, without individual blame, and to prevent recurrence.
   3. Incident reviews must be carried out as soon as possible after an incident by the manager or supervisor to allow accurate collection of information and evidence.
   4. The purpose of a review is to examine the cause of an incident objectively, the reasons why the incident occurred and what can be done to reduce future risk levels. Incidents typically have multiple causes, and the focus must be on conditions that may create the potential for occupational violence and the efficacy of existing controls.
   5. If the results of an incident review show that changes are required, a corrective action or risk treatment plan must be developed, documented and implemented.
   6. Consultation with relevant and impacted staff and the HSR must occur.

Refer to [Risk management advice and guidance ConnectEd page](https://actedu.sharepoint.com/sites/Intranet-Education/SitePages/Risk-management-advice-and-guidance.aspx) more information on root cause analysis.

Formal internal investigation processes

* 1. Serious incidents may require a formal or higher-level investigation process.
  2. Under these circumstances, a formal investigation of an occupational violence incident must:

1. be conducted in accordance with the [ACTPS values and behaviours and Code of Conduct](https://www.cmtedd.act.gov.au/__data/assets/pdf_file/0018/2004921/ACTPS-Code-of-Conduct-2022.pdf) and the Directorate’s [Incident and Emergency Management Policy and procedures](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/accidents-and-incidents/incident-and-emergency-management-policy/incident-and-emergency-management-policy#:~:text=This%20policy%20outlines%20how%20the%20Directorate%20will%20manage,disrupt%20continuity%20of%20business%20and%20learning%20and%2For%20pos)
2. be conducted by a manager or supervisor who have direct knowledge of the work area and work processes or be referred to ESO by the principal/manager for investigation by ESO with coordination from School Operations
3. involve impacted staff members and take their concerns and knowledge into consideration
4. involve the HSR (where the workplace has elected one)
5. engage areas of the Directorate that have the subject-matter expertise (i.e. the Agency Security Adviser if the incident is deemed a security incident)
6. update the school/workplace risk register by re-assessing risk once the new or updated controls are implemented
7. share the outcomes of the investigation and any recommendations with relevant and impacted staff and HSRs
   1. When investigating the cause of an incident, managers and supervisors must take into consideration other associated psychosocial risks in the workplace and their capacity to interact and impact on staff ability to implement risk controls appropriately.
   2. The outcome of investigations should recommend all potential remedial or corrective actions to prevent similar incidents, for example:
8. evaluation of existing controls
9. consideration of new controls and updating risk registers
10. implementing additional or higher-level safety controls
11. providing staff with de-escalation training
12. communicating with all staff on lessons learned

Formal external investigation

* 1. Some incidents may trigger an emergency response from ESO, including the establishment of an Incident Management Team (IMT).
  2. ACT Policing or WorkSafe ACT may determine an investigation is required.

For more information refer to the Directorate’s [Incident and Emergency Management Policy and Procedures.](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/accidents-and-incidents/incident-and-emergency-management-policy/incident-and-emergency-management-policy)

### Supporting staff following an incident

* 1. Managers and supervisors must ensure that impacted staff are provided with an operational debrief (see 10.3) and offer of wellbeing support (refer to 10.5).
  2. Appropriate work and workplace support will be assessed on a case-by-case basis and may include:

1. medical assistance/first aid
2. access to leave arrangements
3. workplace/work duties adjustments
4. [Employee Assistance Program](https://actedu.sharepoint.com/sites/Intranet-Education/SitePages/Employee-Assistance-Program.aspx) (EAP) targeted supports
5. [Victims Services Scheme.](http://www.victimsupport.act.gov.au)
   1. An operational debrief must occur shortly after an incident – typically the same day. This should be a short meeting with relevant and impacted staff in which:
6. staff are reminded of their duty to complete and submit reports through the [ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx)](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx) about the incident
7. staff are asked what supports they need to complete the report (i.e. time during the workday, a quiet or safe space, access to ICT, or other adjustments)
8. staff can contribute to a short initial risk assessment (i.e. is the incident likely to happen again in the short term, and if so, how can this risk be controlled)
9. staff are made aware of supports such as accessing leave, workers compensation, adjustments to their work, and EAP
10. If an incident review or formal investigation is needed, staff are made aware of how they can contribute
    1. The operational debrief is conducted to ensure everyone is safe and can access the support they need. It is not about assigning blame and aims to improve existing risk controls and support staff to use and implement the identified controls effectively following the operational debrief.
    2. Wellbeing support is treated as a separate process from an operational debrief. To provide wellbeing support, a manager or supervisor should:
11. ‘check in’ with affected staff in a way that suits them
12. listen and affirm the staff member’s experience
13. ask how the workplace can make the staff member feel safe, where reasonably practicable
14. offer support to the staff member to access leave, EAP, workers compensation where appropriate
    1. Occupational violence incidents, particular those of a more serious nature, may also indirectly impact others, especially the managers and supervisors who are supporting the staff directly impacted. It is important those managers and supervisors seek support from their managers as required, including to accessing any supports available to staff.

### Training and awareness

* 1. Managers and supervisors must ensure their staff are prepared with the knowledge and skills to effectively identify, prevent, and respond to occupational violence. The Directorate supports this through the provision of information and training.
  2. Training is an important occupational violence prevention strategy. When assessing risk, managers and supervisors should consider staff capability and skills and identify any training needs.
  3. Training should be accessed at relevant times throughout the year and opportunities should be discussed at least annually through Performance and Development Plans (PDP) or prior to commencement in a role that involves hazards related to occupational violence i.e. managing complex and challenging behaviour.
  4. Staff are required to complete the mandatory occupational violence training provided by the Directorate.
  5. Staff must raise concerns with their manager or supervisor if they believe they require any additional WHS or occupational violence training to exercise their duties. This should be done as soon as the need is identified, or as part of the PDP process.
  6. If any OV risk control requires training for it to be effective. Controls are not fully implemented, until training has been completed. Other controls must be identified and implemented until training can be completed.
  7. Training categories related to occupational violence are identified below:

1. **mandatory occupational violence training** (online) for all staff (to be refreshed every two years and as soon as possible or within 90 days of commencement in the Directorate)
2. **mandatory Work Health and Safety training** (online) for all staff (to be refreshed every two years or as soon as possible or within 90 days of commencement in the Directorate)
3. additional training to address a specific risk
4. additional training to address other staff need and professional development
   1. Managers and supervisors should complete the **Occupational Violence Training for Managers** (online) in addition to the Occupational Violence Training (mandatory).

Mandatory occupational violence training for all staff

* 1. The Directorate ensures training is available and accessible to staff in an online module format.
  2. Occupational violence online training is mandatory for all staff and must be refreshed every two years. This includes casual and relief staff such as teachers and Learning Support Assistants.
  3. It is the responsibility of staff to complete their assigned mandatory occupational violence training and refresh this training within the designated timeframe.
  4. Supervisors must ensure staff under their supervision complete the occupational violence mandatory training as soon as possible after commencement in their role or within 90 days of commencement.
  5. Supervisors must ensure they provide adequate time and access to ICT/tools for staff to complete their mandatory training.
  6. Completing mandatory training means that staff should have a general understanding of the following:

1. how the Directorate manages the risk of occupational violence and how this applies to their workplace
2. how to identify occupational violence
3. how to access and when to use hazard and incident reporting
4. how to conduct dynamic risk assessments
5. how to seek help related to managing the risk of occupational violence

Additional training to address specific risk

* 1. The Directorate offers training options available to staff to address specific risks. These include:

1. Occupational Violence Induction Training (face to face)
2. Psychosocial Safety Training
3. Universal Student De-escalation
4. Essential Skills
5. Understanding and supporting Behaviours
6. Introduction to Inclusive Practice
7. Sensory Processing
8. Trauma Informed Practice
   1. Relevant staff, identified as directly involved in supporting students with known complex or challenging behaviours, must receive appropriate induction and training prior to commencing in their role. This must include information on how to enact controls identified in an OVRA and other relevant support plans.
   2. Relevant staff likely to be exposed to occupational violence through direct engagement with a parent or visitor, must receive appropriate induction and training. This includes information on how to enact controls identified in relevant OVRA, safety or communication plans.
   3. New educators will receive occupational violence training as part of their induction when commencing with the Directorate.
   4. Staff should refer to [*Annexe F Occupational Violence Training Catalogue*](#_Annex_C_–) which provides a list of the training provided by the Directorate that is directly linked to prevention and management of OV.

Additional training to address staff need and professional development

* 1. Individual staff may require further training to support effective occupational violence prevention or response and the supervisor, manager, school principal or other ESO teams may identify suitable additional training not on the occupational violence training catalogue.
  2. ESO teams may monitor mandatory training completion rate data and identify any correlations between low completion rates and reported occupational violence. Targeted support is provided to schools to make training available where the data indicates need.

### Review

* 1. This procedure will be formally reviewed every five years, unless required earlier due to legislation or policy changes and staff will be consulted during the review process.

### Contact

* 1. For support contact Complex Behaviour Support and Work Health and Safety Branchon email [EBM.CBSWHS@act.gov.au](mailto:EBM.CBSWHS@act.gov.au).

### Feedback

* 1. Any feedback about this procedure should be raised with the policy owner. Refer to contact information above.

### References

* 1. **Definitions**

| Term | Definition |
| --- | --- |
| **Behaviours of concern** | A behaviour of concern is defined as a behavioural response that creates a risk to the safety or wellbeing of the person or those around them. |
| **Check-in** | A check-in involves a supportive discussion between the manager/supervisor and the impacted worker following a workplace incident. The primary purpose is to assess and support the impacted worker ensuring they are provided support or adjustments they need. |
| **Consultation** | To meet the requirements of the WHS Act, consultation must involve:   1. Sharing relevant information about health and safety with workers; 2. Giving staff a reasonable opportunity to express their views, raise issues and contribute to decision-making; 3. Taking the views of workers into account; and 4. Advising relevant workers of the outcomes of consultation in a timely manner.   If the relevant staff have elected an HSR, the HSR must be involved in the consultation. |
| **Control** | A measure that maintains or modifies risk in business as usual to reduce the likelihood and/or consequences e.g. process, policy, practice or action. |
| **Duty holder** | Any person who owns a work health and safety duty under the WHS Act including a person conducting a business or undertaking, an officer or a worker.  A person can have more than one duty, and more than one person can have the same duty at the same time. |
| **Education Support Office (ESO)** | Refers to the education support services of the Directorate that do not reside in ACT public schools (e.g. system level/corporate support). |
| **Hazard** | The source or driver of potential harm or a situation with a potential to cause a loss. It is a situation or thing that has the potential to harm a person. Hazards at work may include noisy machinery, a moving forklift, chemicals, electricity, working at heights, a repetitive job, bullying and violence at the workplace. |
| **Hazardous situation** | A situation, action or event where there is a potential for harm or damage due to the presence of a hazard in the workplace. Specifically, circumstances where a person or property could be exposed to risks that could lead to harm if the situation is not controlled or mitigated.  Occupational violence incidents create a hazardous environment that can lead to physical or psychological harm. Examples include escalation of student or parent behaviours. |
| **Harm** | Any situation, event or action that results in the loss of or damage to a person's right, property, or physical or mental well-being. This includes injury or illness, physical or psychological damage. |
| **Health and Safety Representative (HSR)** | A worker who has been elected by their work group to represent them on health and safety matters. |
| **Incident** | An incident is an event that results in or is likely to result in harm and it includes hazardous situations. |
| **Impacted staff** | A staff member who has been directly or indirectly harmed by an occupational violence incident. |
| **Manager or supervisor** | In this procedure, the term means all workers in the ACT Education Directorate worksites that have a duty under the WHS Act to the safety and wellbeing of workers.  That will include Principals and ESO executives unless otherwise specified.  In some settings, it will include a classroom teacher where they have people management responsibilities.  A manager is usually the person who has responsibility for planning, organising, and leading a work unit or group activity. Principals and Executive Branch Managers are managers in the context of this procedure. Other staff depending on their roles may also be managers under this procedure.  A supervisor is usually the person has direct supervisory responsibility for one or more employees in a business unit or group activity. |
| **Must** | A policy/procedure requirement that is essential and must be complied with. |
| **Near miss** | A hazardous situation, an event, situation or incident that has the potential to cause harm but does not actually result in any harm. It is essentially a close call where something went wrong, but no adverse outcome occurred. Near misses highlight areas where safety procedures or practices may need improvement to prevent future incidents that could result in harm. |
| **Occupational Violence (OV)** | Occupational violence, also known as workplace violence, is any incident where a staff member is abused, threatened, or assaulted in circumstances arising from their work by someone other than another staff member. It covers a wide range of behaviours that can be a risk to the health and safety of staff. It can be one unexpected incident or a series of repeated incidents. |
| **Occupational Violence Risk Assessment (OVRA)** | An OVRA is a structured analysis of risk associated with a specific scenario/event or person’s behaviour. They can be developed in relation to risks emerging due to escalating student or parent behaviour. It identifies the most effective controls in a documented and consistent manner.  Risk assessments, in the context of safety, refer to the identification of potential hazards in the workplace as well as the likelihood that they will occur. By extension, OVRA’s look at the direct impacts on the risks to people as well as the complexities of the hazards or risks and includes the pathways for the implementation of measures to reduce or mitigate those hazards. |
| **Positive Behaviour for Learning** | Positive Behaviours for Learning (PBL) is a multitiered behavioural framework that supports positive outcomes for all students in their social, emotional and academic development. The focus is on building whole school proactive systems and practices to reduce the need for reactive interventions. |
| **Reasonably practicable** | It is that which is, or was at a particular time, reasonably able to be done to ensure health and safety, taking into account and weighing up all relevant matters including:   * 1. the likelihood of the hazard or the risk concerned occurring   2. the degree of harm that might result from the hazard or the risk   3. what the person concerned knows, or ought reasonably to know, about the hazard or risk, and ways of eliminating or minimising the risk (d) the availability and suitability of ways to eliminate or minimise the risk, and   4. after assessing the extent of the risk and the available ways of eliminating or minimising the risk, the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk |
| **Relevant staff** | Staff who may reasonably be at risk. For example, it is not sufficient to only consult with a classroom teacher about ways to eliminate or minimise risks of harm caused by occupational violence. All other staff who regularly work in the same classroom or with the student(s). |
| **Restrictive practice** | Means a practice that is used to restrict the rights or freedom of movement of a person for the primary purpose of protecting the person or others from harm; and includes the following:   * chemical restraint * environmental restraint * mechanical restraint * physical restraint * seclusion   It does not include reasonable action taken to monitor and protect a child from harm; or a practice prescribed by regulation not to be a restrictive practice.  For more information, refer to the [*Senior Practitioner Act 2018*](https://www.legislation.act.gov.au/a/2018-27) or contact the Restrictive Practice Team. |
| **Risk** | Risk is defined as the effect (whether positive or negative) of uncertainty on objectives as per the Risk Management Policy i.e. the possibility harm (death, injury or illness) might occur when exposed to a hazard. |
| **Risk assessment** | The overall process of risk identification, risk analysis and risk evaluation. |
| **Risk management** | The ‘coordinated activities to direct and control an organisation’s risk’. Its purpose is the ‘creation and protection of value’ (AS ISO Standard 31000:2018 Risk management – Guidelines and Risk Management Policy). i.e. a process set out in the WHS Regulations to eliminate health and safety risks so far as is reasonably practicable, or if this is not reasonably practicable, minimise the risks so far as is reasonably practicable. It includes identifying hazards, assessing and implementing control measures, and reviewing and maintaining the control measures to ensure their ongoing effectiveness. |
| **Risk register** | A location for documenting risks after they have been analysed through a risk assessment process; outlines the context, controls and actions required to reduce the risk to an acceptable level. |
| **Root cause analysis** | A root cause analysis uses *the 5-Why method* to help staff understand why an issue occurred. Once a root cause is determined, conclusions lead to implementing changes or identifying corrective actions and creates an opportunity to achieve a safer workplace and improve safe systems of work. The 5-Why method is effective in determining the underlying cause of an incident by following these steps:   1. Define what went wrong and the negative results of the incident 2. Collect enough data or information by asking 5 why questions 3. Identify the root cause of the incident 4. Draw a conclusion   Implement necessary changes (including the next steps, corrective actions or recommendations identified during the process). |
| **Should** | A recommended course of action. If this course of action is not taken, then the action that is taken should be at least as effective as the recommended action. |
| **Staff, staff member** | Any person employed by the Education Directorate. This includes all employees such as relief, contract and casual staff. |
| **Trauma informed support** | Support by the supervisor to the impacted staff member that is based on an understanding of the ways trauma affect people’s lives and that focus on the staff psychological safety and that allows them to rebuild a sense of control and empowerment. |
| **Worker** | As per WHS legislation, a worker is a person who carries out work for a small business or undertaking, including work as an employee or:   1. contractor 2. subcontractor 3. self-employed person 4. outworker 5. apprentice or trainee 6. work experience student 7. employee of a labour hire company placed with a ‘host employer’ 8. volunteers.   For school sites, this also includes students. |
| **Workplace** | Any ACT Education Directorate workplace i.e. ACT public schools and the Education Support Office (ESO). It also includes areas beyond the work location and places where school activities are taking place (such as school excursions), and work-related activities outside school hours. |

* 1. **Legislation**
* [*Education Act 2004 (ACT)*](https://www.legislation.act.gov.au/a/2004-17/)
* [*Disability Discrimination Act 1992 (Cth)*](https://www.legislation.gov.au/C2004A04426/2018-04-12/text)
* [*Disability Standards for Education 2005 (Cth)*](https://www.legislation.gov.au/F2005L00767/asmade/text)
* [*Discrimination Act 2004 (ACT)*](https://www.legislation.act.gov.au/a/1991-81/default.asp)
* [*Human Rights 2004 (ACT)*](https://www.legislation.act.gov.au/a/2004-5/)
* [*Public Sector Management Act 1994 (ACT)*](https://www.legislation.act.gov.au/a/1994-37/)
* [*Senior Practitioner Act 2018*](https://www.legislation.act.gov.au/a/2018-27)
* [*Work Health and Safety Act 2011 (ACT)*](https://www.legislation.gov.au/C2011A00137/latest/text)
  1. **Related Policies and Documents**
* [ACT Public Service Code of Conduct](https://www.cmtedd.act.gov.au/__data/assets/pdf_file/0018/2004921/ACTPS-Code-of-Conduct-2022.pdf)
* [ACT Public Service Occupational Violence Management Policy](https://actgovernment.sharepoint.com/sites/Intranet-WHS/WHSMS/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FIntranet%2DWHS%2FWHSMS%2FShared%20Documents%2FACTPS%20Work%20Health%20and%20Safety%20Managing%20Occupational%20Violence%20Policy%2Epdf&parent=%2Fsites%2FIntranet%2DWHS%2FWHSMS%2FShared%20Documents)
* [ACT Public Service Reporting of Work Health and Safety Incidents Policy](https://www.cmtedd.act.gov.au/__data/assets/pdf_file/0011/2137880/WHS-2022-05-ACTPS-Reporting-of-Work-Health-and-Safety-Incidents-Policy.pdf)
* [Code of Conduct for Teachers, School Leaders and Principals](https://www.act.gov.au/__data/assets/pdf_file/0008/2821886/Code-of-Conduct-for-Teachers,-School-Leaders-and-Principals.pdf)
* [Code of Conduct for School Based Staff](https://www.act.gov.au/open/code-of-conduct-for-school-based-staff)
* [First Aid Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/health/first-aid/First-Aid-Policy)
* Managing Psychosocial Safety at Work Procedures (in development)
* [Model Code of Practice: Managing Psychosocial Hazards at Work](https://www.safeworkaustralia.gov.au/doc/model-code-practice-managing-psychosocial-hazards-work)
* [Risk Management Framework and Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/school-administration-and-management/work-health-and-safety/risk-management-policy/risk-management-policy)
* [Incident and Emergency Management Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/accidents-and-incidents/incident-and-emergency-management-policy/incident-and-emergency-management-policy#:~:text=This%20policy%20outlines%20how%20the%20Directorate%20will%20manage,disrupt%20continuity%20of%20business%20and%20learning%20and%2For%20pos) and [ACT Public School Incident Management and Reporting Procedure](https://www.education.act.gov.au/__data/assets/word_doc/0010/2793160/ACT-Public-School-Incident-Management-and-Reporting-Procedure.docx)
* [Safe and Supportive Schools Policy](https://www.education.act.gov.au/support-for-our-students/feeling-safe-at-school/safe_supportive_schools)
* [Suspension, Transfer or Exclusion of a Student Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/student-administration/student-management/suspension,-exclusion-and-transfer-of-students-in-act-public-schools-policy/Suspension-Transfer-or-Exclusion-of-a-Student-ACT-Public-Schools-Policy)
* [Work Health Safety and Wellbeing Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/safety/work-health-safety-and-wellbeing-policy/work-health-safety-and-wellbeing-policy)
  1. **Supporting Materials**
* [Annexe A - Staff responsibilities in relation to occupational violence](#_Annexe_A_-)
* [Annexe B - Directorate occupational violence prevention strategies](#AnnexB)
* [Annexe C - Directorate safety/occupational violence prevention policies](#_Annexe_C_-)
* [Annexe D - Applying the hierarchy of controls to the risk of occupational violence](#_Annexe_D_-)
* [Annexe E – Occupational violence incident management guide for managers and supervisors](#_Annexe_F_–)
* [Annexe F – Occupational violence training catalogue](#_Annex_G_–)

#### Annexe A - Staff responsibilities in relation to occupational violence

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| --- | --- |
| **Role** | **Responsibilities** |
| School principals (schools) and Executive Branch Managers (ESO)\* | * Lead the safety culture by encouraging staff to report all hazards and occupational violence incidents in the incident reporting tool (the ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx) and SAS) * Identify and manage risks associated with occupational violence through a risk management approach in accordance with the Directorate’s Risk Management Framework and policy. * Identify, assess and document occupational violence risks in the school/workplace risk register. * Ensure that all impacted staff are kept informed and updated about the plans and any changes to them. * Where an OVRA is developed, it is shared with relevant and impacted staff and where a control is identified as appropriate and suitable, it must be implemented. * Ensure post incident processes are documented in the OVRA are designed to ensure that safety is re-established before any other steps are taken. * Ensure impacted staff to are able to receive first aid and take time as respite following significant incidents or injuries. * Consider available programs and services to support student behaviours as a preventative measure to OV. This includes tailored Social and Emotional Learning (SEL), Targeted Student Support, and Allied Health supports (i.e. school psychologists, occupational therapists, social workers and speech pathologists) * Determine the development of appropriate plans, ensuring they are in place and relevant staff are actively involved in the development process and are informed and updated of any changes. i.e. Positive Behaviour Support Plans, transition plans, and Individual Learning Plans (ILP). * Consider staff capability and skills and important occupational violence prevention strategy, and any training opportunities should be identified as part of staff PDP process. |
| ESO executives (DG, DGG, EGMs and EBMs)**\*** | * Lead safety culture by encouraging staff to report all hazards and occupational violence incidents in the incident reporting tool (the ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx) and SAS). * Oversee the development and delivery of systems and processes that considers the risk of occupational violence at Directorate-level and the controls available in the education context and the funding required to implement those controls effectively. * Oversee the delivery of services to schools/ESO teams that will assist them in preventing or minimising the risk of physical or psychosocial harm to staff and/or to manage incidents when they occur. * Regularly review the effective implementation of this procedure and related policies in consultation with staff where there are any increases in violent behaviours or behaviours of concern; significant changes to the workplace, in education delivery; to the number or experience of staff; and where feedback from staff or HSRs indicates the need for a review. * Monitor and analyse system wide data on emerging risks, risk management effectiveness, analysis of performance measures, any developments in best practice for risk mitigation and controls and feedback from workers and HSRs to inform the adequacy of this procedure and related policies. |
| Managers and supervisors\* | * Ensure the immediate safety and first aid of all involved in an incident and remind staff of access to EAP and provide support to staff in a way that suits them. * Foster a safety-first culture prioritising the prevention and management of occupational violence; * Ensure policies and procedures listed at Annexe C Directorate safety /occupational violence prevention policies are implemented with integrity and staff are inducted and trained on these policies. * . * Assess hazards and manage risks in relation to occupational violence through dynamic risk assessments. * Document risks in accordance with the Directorate’s Risk Management Policy (including documentation of risk registers). * Ensure staff are supported to report incidents in the ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx) (i.e. through the provision of time during work hours and access to appropriate ICT). Report on behalf of relevant or impacted staff who are unable to make a report. * Ensure incident notification requirements are met within the required timeframes by reminding staff of their duty to report incidents and hazards and report in the [ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx)](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx) and in SAS (if a student is involved). * Ensure a review of the incident is carried out as soon as possible (refer to section 9). This should include a review of existing controls where an OVRA or other risk assessment already exists. * Ensure a treatment plan is developed to support the implementation of suitable risk management activities in response to an occupational violence incident. * Ensure impacted staff are provided with an operational debrief (refer to section 10.3) and offer of wellbeing support (refer to section 10.5). * Ensure all impacted staff are kept informed and updated about safety plans and any changes to may apply to them. * Support any formal investigations by the Directorate, ACT Policing or WorkSafe ACT. * Regularly review the effective implementation this procedure and related policies in consultation with staff where there are any increases in violent behaviours or behaviours of concern; significant changes to the workplace, in education delivery; to the number or experience of staff; and where feedback from staff or HSRs indicates the need for a review. |
| Staff | * Follow the safety policy, procedures, processes and plans including OVRAs and PBSPs(where applicable) to keep themselves and others safe in the workplace. * Report all incidents or hazardous situations of occupational violence in the incident reporting system (ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx)) and the School Administration System (SAS)(where appropriate). * Engage in the development and implementation of any plans required to keep staff and/or students safe including OVRAs, Positive Behaviour Support Plans and student transition plans, if the staff member is impacted by occupational violence or at risk of being impacted by occupational violence. * Complete the mandatory occupational training and any other training as directed. * Raise concerns with their manager or supervisor if they believe they require WHS or occupational violence training to exercise their assigned duties. This must be done as soon as the need is identified, or as part of the PDP process. |
| Others  (includes students, parents, subcontractors, volunteers and visitors) | * Engage with staff in a manner that upholds a safe and respectful environment for all and contribute to a culture of safety. * Take reasonable care for their own safety and take reasonable care not to adversely affect the safety of others. * Report safety hazards and incidents * Follow instructions given by staff to keep them safe. |
| \*At times, the responsibilities listed above will fall under the same responsibilities as the manager and supervisor and/or staff i.e. as a manager you are responsible for as a manager and as a staff member. | |

#### Annexe B - Directorate occupational violence prevention strategies

The Directorate eliminates and minimises the risk of injury posed from occupational violence by first aiming to prevent violence from occurring. Actions taken to achieve this are listed below.

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| --- | --- |
| **OV prevention measure** | **Description** |
| **Dedicated support teams** | Allocating resources to ESO to provide expertise in complex case management, incident management, staff health and safety including early intervention and staff wellbeing and promoting positive student behaviour and engagement. |
| **Training and skill development** | Provisioning training to ensure staff have the skills and capability to deliver high quality teaching and pedagogy practices that address student needs, behaviour management, and reflective practices.  Provisioning and routinely updating relevant training to ensure staff and managers possess the knowledge and skills to prevent, respond and manage occupational violence incidents effectively, as well as to support staff returning to work following harm related to OV. |
| **Information, and supervision** | Providing information and supervision to safeguard staff against the risks posed by OV, ensuring a proactive approach to prevention and response. |
| **Policy and procedure reviews** | Establishing and regularly reviewing occupational violence related policy, procedures and resources (e.g. guides, factsheets and communication tools). |
| **WHS incident reporting tool** | Implementing and managing a system wide approach to incident and hazard reporting, ensuring staff have access to a safety reporting tool, and ensuring timely and proportionate responses to hazards and associated risks reported. |
| **Data monitoring and analysis** | Monitoring and analysing system-wide occupational violence data on risks, incidents, injuries, staff absences, workers compensation claims and other relevant information, and ensuring relevant decision-makers can access and understand this information. |
| **Integrated risk management approach** | Implementing an integrated risk management approach for occupational violence that aligns with the Directorate’s [Risk Management Framework and Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/school-administration-and-management/work-health-and-safety/risk-management-policy/risk-management-policy#:~:text=The%20Directorate%E2%80%99s%20approach%20to%20risk%20management%20is%20consistent,supported%20to%20thrive%20in%20their%20education%20and%20work.). This includes managing strategic risks posed by occupational violence through well-defined governance structures, accountability and consultative processes.  Providing risk assessment tools and supporting schools and workplaces in assessing and managing risks at a local level. |
| **WHS staff consultation** | Actively consulting with staff throughout the risk management process including identifying hazards, assessing risks, decisions on eliminating or minimising risks, proposing changes that may impact staff health and safety, and determining the most effective ways to consult and monitor ongoing risks. |
| **Consulting with other relevant duty holders** | Engaging with other relevant duty holders (e.g. contractors, external experts and stakeholders) to identify and address risks that may affect staff. |
| **Access to legal advice** | Ensuring schools and ESO teams have access to legal advice where necessary, ensuring compliance with WHS laws and enabling informed decision-making. |
| **Appropriate resources for risk mitigation** | Allocating the necessary resources to implement effective risk mitigation controls, including those identified in risk assessments to manage occupational violence and ensure safety and wellbeing of staff. |
| **WHS consultative forums** | Supporting the establishment and operation of a range of WHS consultative forums including the WHS Consultative Committee, HSR network meetings, Principal Advisory Group meeting and Business Manager Front Door meetings to foster ongoing dialogue and collaboration on safety issues. |
| **Safe systems of work** | Providing and maintaining safe systems of work including regular reviews of work design to eliminate and mitigate risk of occupational violence. |
| **Effective complaints and feedback mechanisms** | Providing effective complaints and feedback mechanisms to address issues promptly and minimise the likelihood of conflict. |
| **Infrastructure and environmental controls** | Providing resourcing for infrastructure improvements and equipment that help reduce occupational violence risk through targeted environmental controls, ensuring the physical environment contributes to staff safety. These controls need to be considered in light of the [*Senior Practitioner Act 2018*](https://www.legislation.act.gov.au/a/2018-27). |
| **Managing relationships with ACT Policing** | Proactively managing relationships with ACT Policing, including implementing collaborative communication strategies that ensure timely responses to safety concerns related to OV. |
| **Access to tailored support services** | Providing access to tailored Social and Emotional Learning (SEL) programs, Targeted Student Support services, school psychologists, Allied Health and social workers to support the learning needs of students. |

#### Annexe C - Directorate safety and occupational violence prevention policies

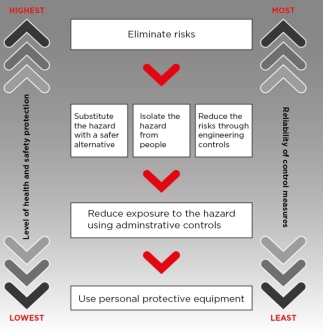
To reduce the risk of harm arising from occupational violence, managers and supervisors must implement the below policies and programs and ensure staff are inducted and trained in them.

|  |  |
| --- | --- |
| **Policy** | **Description** |
| **Work Health Safety and Wellbeing Policy** | Outlines the requirements in relation to WHS legislation and regulation and provides guidance on the requirement to develop, implement and monitor WHS and wellbeing policies and programs. Managers and supervisors are responsible for promoting and supporting WHS in the workplace. They should lead by example, modelling positive, inclusive and respectful behaviours while ensuring clear communication and effective consultation. |
| **Work Health Safety Training and Induction Policy** | Outlines the safety training and induction requirements. The Directorate is obligated to provide all workers with workplace health and safety training, instruction and information that is necessary to protect all persons from risks to their health and safety arising from work carried out for the Directorate. This takes the form of an induction process covering off WHS, as well as ongoing training, instruction and information provided to workers throughout their employment. In addition to induction, all workers will be provided with access to information, training, and instruction necessary to perform their work in a safe manner. This will be made available on an ongoing basis. The Directorate will ensure that workers are provided with information, training, and support, to understand their health and safety obligations and be competent in performing tasks associated with their roles in a safe manner that reduces the risk of harm to themselves or others. |
| **Risk Management Framework and Policy** | Outlines the responsibilities of managers and supervisors to identify and manage risks, including those associated with occupational violence through a risk management approach. Effective risk management is integral to everything that we do ranging from keeping students safe from harm, formulating policies and procedures and measuring learning outcomes to business and school planning, project management and administrative processes. Directorate staff must implement risk management according to relevant legislative requirements and appropriate risk management standards as detailed in the Risk Management Procedure, Risk Management Framework – Guide for the Education Support Office and Schools and associated support material. Risk assessments and risk controls, operate between Education Support Office (ESO) and schools through the provision of support, advice and guidance and to address risk management practices. |
| **Managing Psychosocial Health and Safety at Work Procedures** | Outlines the responsibilities of managers and supervisors to consider psychosocial risk factors such as work design (how the work or service is organised to prevent occupational violence) and environment design (how the physical design of the service environment can help prevent occupational violence). |
| [**Safe and Supportive Schools Policy**](https://www.education.act.gov.au/support-for-our-students/feeling-safe-at-school/safe_supportive_schools) | Outlines that responsibility of principals to implement the Safe and Supportive Schools Policy, focusing on the prevention of bullying, harassment, and discrimination (including racism) while promoting gender equality, respectful relationships, cultural integrity, inclusion for students with disability, and adoption of trauma informed practices. Effective student behaviour management strategies which include interventions at a targeted, selected and universal level (multi-tiered systems of support) can also prevent occupational violence. |
| **Behaviour framework in alignment with the Safe and Supportive Schools Policy** | Outlines the responsibilities of principals being responsible for adopting a whole school, multi-tiered behavioural framework (e.g. Positive Behaviour for Learning approach (PBL)) to establish clear, proactive systems and expectations of behaviour that are communicated to students, staff, and school communities. This framework aims to reduce the need for reactive interventions and foster positive social, emotional, and academic outcomes for students. |

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| In the ESO context this responsibility to implement the above-mentioned policies is often at Executive Branch Manager level and in a school, at School principal level. |

#### Annexe D - Applying the hierarchy of controls to the risk of occupational violence

* The ways of controlling risks are ranked from the highest level of protection and reliability to the lowest as shown in *Figure 1* below. This ranking is known as the hierarchy of control measures.
* The hierarchy of control measures can be applied in relation to any risk. The WHS Regulations make it mandatory to work through this hierarchy when managing risks.
* ***All controls*** must ***be considered in the context of other legislation such as the*** [***Senior Practitioner Act 2018***](https://www.legislation.act.gov.au/a/2018-27) ***and the*** [***Discrimination Act 2004***](https://www.legislation.act.gov.au/a/1991-81/default.asp)***.***
* You must always aim to eliminate the risk, which is the most effective control. If this is not reasonably practicable, you must minimise the risk by working through the other alternatives in the hierarchy.
* The lower levels in the hierarchy are less effective because controls that change the hazard or minimise exposure to the hazard can only minimise the risk. You cannot eliminate the risk without eliminating the hazard.
* Administrative controls and personal protective equipment (PPE) are the least effective at minimising risk because they do not control the hazard at the source and rely on human behaviour and supervision. These control measures should only be used:
* to supplement higher level control measures (as a back-up)
* as a short-term interim measure until a more effective way of controlling the risk can be used, or
* when there are no other practical control measures available (as a last resort).



* *Figure 1 The hierarchy of control measures*

**Hierarchy of control measures in occupational violence context in schools and suggested control measures**

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| **1** | **Elimination (Most effective)**   * Eliminating complex or challenging behaviour through the effective meeting of each student’s needs * Removing dangerous objects/materials that may be used to cause harm. * Securing access points to prevent unauthorised entry | | | |
| **2** | **Substitution**  Modifying activities or environments to reduce risk:   * Using teaching approaches that minimise risk that students may become heightened * Creating sensory spaces or calming areas as alternatives to standard classrooms * Providing alternative programs or settings for students requiring intensive support * Moving high-risk activities to more suitable spaces | **Isolation**  Creating physical separation where needed:   * Designing classrooms with clear sight lines and multiple exits * Creating spaces for regulation * Installing physical barriers in high-risk areas where appropriate (such as transparent screens at school reception desks) * Ensuring staff have access to secure areas if needed * Having designated safe rooms/places for staff and other students to retreat | **Engineering Controls**  Modifying the physical environment:   * Installing communication and alarm systems * Ensuring adequate lighting and visibility * Using safety glass in windows and fixtures * Designing classroom layouts to prevent entrapment * Creating environments that minimise sensory overload * Using furniture arrangements that allow safe distances between people |
| **3** | **Administrative Controls**  Policies and procedures such as:   * Plans to reduce risk posed by occupational violence for individual students and parents (typically an OVRA) * Risk assessment processes * Clear emergency response procedures * Staff training in conflict resolution and de-escalation techniques * Adequate staffing ratios and supervision * Information sharing protocols between staff * Regular case coordination meetings * Incident reporting and investigation systems * Post-incident support processes * Staff rotation for high-demand roles | | | |
| **4** | **Personal Protective Equipment (Least effective)**   * Protective equipment for specific activities | | | |

*Please note – All controls need to be considered in the context of other legislation such as the* [*Senior Practitioner Act 2018*](https://www.legislation.act.gov.au/a/2018-27) *and the* [*Discrimination Act 2004*](https://www.legislation.act.gov.au/a/1991-81/default.asp)*.*

#### Annexe E – Occupational violence incident management guide for managers and supervisors

In order to fulfil responsibilities under the *Work Health and Safety Act 2011*, the ACTPS Managing Occupational Violence Policy, and this procedure, Managers and supervisors must take the following steps following an occupational violence incident.

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| **Activity** | **How** | **Where to seek support** |
| **Activate emergency procedures (where appropriate)** | Each school is required to have a site-specific Emergency Management Plan (EMP) and Emergency Response Procedures (ERP) to prepare for, respond to and recover from emergency situations. The ERP outlines key roles and responsibilities and advice in case of an emergency, including whose responsibility it is to call police to request assistance in particular scenarios. | Contact the School principal or the Deputy principal  Contact ACT Policing on 131 444 to seek their attendance or report an incident or call 000 for life threatening incidents to allow for rapid response. For more information refer to the [ACT Police Assistance Guidelines](https://actedu.sharepoint.com/sites/Intranet-Education/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FIntranet%2DEducation%2FShared%20Documents%2FSeeking%20ACT%20Policing%20Assistance%20Guidelines%2Epdf&parent=%2Fsites%2FIntranet%2DEducation%2FShared%20Documents) (internal access only). |
| **Contain and control of the situation to ensure the safety of all concerned** | Take the appropriate steps to, when safe to do so, de-escalate the situation using conflict management techniques and following the OVRA controls, in the case there is one. Where appropriate seek help from more staff. | Contact the School principal or the Deputy principal |
| **Ensure all affected persons are provided with first aid or relevant medical assistance** | If required, arrange first aid or medical treatment. Call an ambulance if urgent medical care is required. | Alert the First Aid Office and the school principal or manager for the workplace.  Call the ACT Ambulance Services on 000 |
| **Restrict access to the area and preserve the scene of the incident where safe to do so (where appropriate)** | Where applicable – i.e. where it is a notifiable workplace incident, the manager/supervisor should secure the area and make it safe to prevent a further incident. If safe to do so, preserve the scene and any evidence. | Contact School Operations on 02 6205 3313 or eduincidents@act.gov.au. |
| **Ensure notifiable workplace incidents are reported immediately to the ESO** | For notifiable workplace incident, you should complete a [School Incident Report Form](https://acteducation.atlassian.net/servicedesk/customer/portal/25/group/48/create/132) or contact School Operations as soon as becoming aware of the incident (or as soon as practicable). This step does not replace the need for the incident to be reported on the ACTPS Safety Portal and/or in SAS.  School Operations will then notify the WHS team who will correspond with WorkSafe ACT on behalf of the school/workplace.  Refer to the [Incident Management and Reporting page](https://actedu.sharepoint.com/sites/Intranet-Education/SitePages/Incident-Management-and-Reporting.aspx) (internal access) for further information. | Contact School Operations on 02 6205 3313 or eduincidents@act.gov.au. |
| **Allow immediate relief from work duties for staff affected by occupational violence incidents and who feel that they cannot continue to work** | If the worker requires time off work, provide information about personal leave or making an application for workers’ compensation.  All work incident reports lodged in the ACTPS [Safety Portal](https://safetyportal.act.gov.au/report_incident) incident reporting system are reviewed by ESO to assesses the physical and/or psychological impact of the incident and applies a triage matrix to guide the post-incident support response. | Contact the Early Intervention and Wellbeing team on (02) 6207 8667 or [eiaw@act.gov.au](mailto:eiaw@act.gov.au). |
| **Conduct an Operational Debrief** | An ‘operational debrief’ must occur shortly after an incident – typically the same day. The purpose of the operational debrief is to make sure that everyone is safe and can access the support they need. Impacted staff should be made aware of their leave entitlements (see above).  This should be a short meeting with relevant and impacted staff in which staff are encouraged to make reports through the ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx) about the incident; allows staff to contribute to a short initial risk assessment (i.e. is the incident likely to happen again in the short term, and if so, how can this risk be controlled).  If an investigation is needed, staff are made aware of how they can contribute to it. Staff are made aware of supports such as accessing leave, workers compensation, adjustments to their work, and EAP.  Managers and supervisors must seek to improve controls and support staff to apply controls effectively. | Contact the OV team on [ovccm@ed.act.edu.au](mailto:ovccm@ed.act.edu.au) |
| **Support the worker to report the incident or complete the incident report on the ACTPS Safety Portal on their behalf** | Talk to the worker/s about what happened. Identify any additional witnesses. Ensure the worker and witnesses are provided with time and resources to report the incident in via the ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx)within 48 hours. A report from each impacted worker should be entered per incident, either by the worker or a colleague on their behalf using the ACTPS [Safety Portal](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx) or by the manager (on behalf of the worker) if they do not return to work within 48 hours (see below).  ESO monitors the ACTPS [Safety Portal](https://safetyportal.act.gov.au/report_incident_education) reports made and provides supports where required. | Contact the WHS Team on 02 620 70614 or[whs.edu@act.gov.au](mailto:whs.edu@act.gov.au) |
| **Conduct an incident review or seek support for a formal investigation (where required)** | An investigation can be as simple as a discussion between the person involved in the incident and their  supervisor/ manager.  You should also conduct an incident review (root cause analysis) by working through how the incident occurred with your team directly. The less serious the incident, the more concise this process will be. Schools already do this every day after an incident: check on staff, determine what happen and create controls to prevent further incidents and provide support to staff.  It is important to take time to speak to staff and any witnesses (where it is safe to do so), review reports or other evidence to assess why the incident took place and how to avoid this happening again. This is a no blame process.  There will be situations where a formal investigation of the incident will be required to be conducted at school level with the support from ESO (the WHS team for example). Where there is a more systemic or overarching cause such as a building feature, a workplace policy, procedure or process, or a service delivery component, it is important you let your WHS team know so that they can support you in the process.  Further details on the incident investigation process can be found at the [WHS incident investigation guidance for managers](https://actgovernment.sharepoint.com/sites/Intranet-WHS/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FIntranet%2DWHS%2FShared%20Documents%2FACTPS%20Safety%20Portal%20user%20guides%2FWHS%20incident%20investigation%20guidance%20for%20managers%2Epdf&parent=%2Fsites%2FIntranet%2DWHS%2FShared%20Documents%2FACTPS%20Safety%20Portal%20user%20guides). | Contact the WHS Team on 02 620 70614 or[whs.edu@act.gov.au](mailto:whs.edu@act.gov.au) |
| **Complete the manager’s section of the incident report** | The result of the review/investigation done should be captured in the manager’s response in the ACTPS Safety Portal as well as what the next steps are to support staff and to manage the incident.  This information is important to help with the review/investigation and identification of control measures to reduce the likelihood of it happening again.  If more than one incident report has been made for the same event, consider all related incident reports when identifying controls. | Contact the OV&CCM team on [ovccm@ed.act.edu.au](mailto:ovccm@ed.act.edu.au) |
| **Offer support to impacted persons via EAP (where appropriate)** | Support the team and/or individual worker by referring them to EAP or arranging specialist services as appropriate, e.g. EAP for critical incident support or other appropriate interventions. | Contact the Early Intervention and Wellbeing team on (02) 6207 8667 or [eiaw@act.gov.au](mailto:eiaw@act.gov.au); or  Contact EAP (Converge) on **1300 687 327** (1300 OUR EAP) |
| **Follow up with the staff member regularly (Check-ins)** | Contact the staff member as soon as possible after an incident to do a check-in and to determine how and when contact will be maintained. For example, if the staff member will not be at work, they may feel comfortable with phone or text contact at agreed intervals.  Maintain regular contact with the staff member (including for staff who return to work immediately).  Determine what support is required for them to return to work as early and safely as possible - you may need to engage the Early Intervention and Wellbeing team to assist with available services. Provide workers’ compensation information, if required. | Contact the Early Intervention and Wellbeing team on (02) 6207 8667 or [eiaw@act.gov.au](mailto:eiaw@act.gov.au) |
| **Consider the need for self-care** | Managers can also be negatively impacted by Occupational Violence, even if indirectly. Consider if you need support from your own manager, the Early Intervention and Wellbeing Team or access to EAP or [Manager Support](https://convergeinternational.com.au/business/manager-support/). Manager Support is a short term, solution focused assistance for staff that have managerial or supervisory responsibilities within the Directorate. Managers will receive coaching and advice to do with people management and leadership. This service helps managers manage their teams, have performance-based conversations, manage conflict, support staff to work through personal or work-related issues and support people through change and critical incidents. | Seek your manager support  Contact the Early Intervention and Wellbeing team on (02) 6207 8667 or [eiaw@act.gov.au](mailto:eiaw@act.gov.au)  Contact EAP (Converge) on **1300 687 327** (1300 OUR EAP) |
| **Participate in investigations (where required)** | Assist WorkSafe ACT and/or your WHS team with the investigation of serious incidents by providing as much factual information as possible. Ensure all parties have the opportunity to consult with affected staff during review or investigation of the incident | Contact the OV&CCM team on [ovccm@ed.act.edu.au](mailto:ovccm@ed.act.edu.au) |
| **Identify and implement control measures** | Determine all contributing factors and identify suitable control measures with staff. Implement controls and regularly review to determine their effectiveness. | Contact the OV& CCMteam on [ovccm@ed.act.edu.au](mailto:ovccm@ed.act.edu.au) |
| **Document the steps above in the incident report** | Document your management of the incident in the ACTPS [Safety Portal.](https://actgovernment.sharepoint.com/sites/Intranet-WHS/SitePages/ACTPS-Safety-Portal.aspx) | Contact the OV&CCM team on [ovccm@ed.act.edu.au](mailto:ovccm@ed.act.edu.au) |

#### Annexe F – Occupational violence training catalogue

Below is a guide for the frequency for which training packages must be accessed and refreshed to ensure staff skills and knowledge remain up to date. The guide also indicates the target audience of each of the training (blue indicates that that training is targeted to staff at that level/role). If for any reason the training packages are updated to accommodate new information, consideration will be made as to whether staff must refresh their training earlier. More information on the training modules, including how to access training can be found on [HRMIS Learning](https://actedu.sharepoint.com/sites/Intranet-Education/SitePages/Directorate-led-training-calendar.aspx#tailored-training) and [Service Portal.](https://sites.google.com/view/nsetotsensoryprocessing/welcome)

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|  | Target audience |  |  | Case-by-case assessment |

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| **SCHOOL- BASED STAFF** | **Staff Role** | **OV Induction Training**  **(face to face)** | **OV Mandatory Training**  **(online)** | **OV training for managers and supervisors**  **(online)** | **WHS Mandatory**  **Training**  **(online)** | **Psychosocial Safety Training (online)** | **Universal De-escalation training** | **Essential Skills** | **Understanding and Supporting Behaviours** | **Introduction to Inclusive Practice** | **Trauma Informed Practice (Module 1-2) (online)** | **Sensory Processing** |
| **Business Managers** |  |  |  |  |  |  |  |  |  |  |  |
| **Business Support Officer** |  |  |  |  |  |  |  |  |  |  |  |
| **Deputy-Principal** |  |  |  |  |  |  |  |  |  |  |  |
| **Learning Support Assistant** |  |  |  |  |  |  |  |  |  |  |  |
| **Principal** |  |  |  |  |  |  |  |  |  |  |  |
| **School Cleaners** |  |  | Only if supervising staff |  |  |  |  |  |  |  |  |
| **School Psychologist** |  |  | Only if supervising staff |  |  |  |  |  |  |  |  |
| **Teachers** |  |  | Only if supervising staff |  |  |  |  |  |  |  |  |
| **Youth Worker/Social Worker** |  |  | Only if supervising staff |  |  |  |  |  |  |  |  |
| **School staff (other)** |  |  | Only if supervising staff |  |  |  |  |  |  |  |  |
| **ESO STAFF** | **Public facing staff (including routine contact via phone, email)** |  |  | Only if supervising staff |  |  |  |  |  |  |  |  |
| **Non-public facing ESO staff** |  |  | Only if supervising staff |  |  |  |  |  |  |  |  |
| **SOG As and Bs** |  |  |  |  |  |  |  |  |  |  |  |
| **Executives** |  |  |  |  |  |  |  |  |  |  |  |
| **Training Frequency** | | | | | | | | | | | |  | |
| ALL |  | Once, when starting in the Directorate | Every 2 years | Once then on as needed basis (if supervising staff) | Every 2 years | Once | Every 3 years | Once and then on an as needed basis. | Once and then on an as needed basis. | Once and then on an as needed basis. | Once | Once |