

# Violence & Aggression Branch Survey: Branch Campaign Plan and Advice

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**Stand Up for Quality Education – Violence and Aggression Theme Plan**  
**Aims and Campaign Activity Arising from the Branch Survey Responses**

**Section 1. School: For Branches**

There are a number of actions that need to be taken at the branch/school level to deliver on the aims of the ‘violence and aggression’ aspects of the SU4QE campaign. There needs to be coordinated working at the Local Association level with the school reps to deliver maximum progress with some aspects of the school-level campaign aims. These actions will all be supported by activity at a national level.

The actions we are asking branches/schools to take forward include:

- a. Staff are aware of local policies dealing with violence and aggression, and that these policies are implemented
- b. All incidents are reported appropriately
- c. Working towards a culture of zero violence and aggression, supported by signage in schools
- d. Seeking a review of incidents with SLT
- e. Staff are appropriately trained on how to deal with violent and aggressive incidents, including de-escalation
- f. Staff should be fully supported following violent and aggressive incidents
- g. Risk assessments are carried out and reviewed appropriately

The following table sets out branch and school level campaign aims activities in more detail. The table can be edited by branches to create a bespoke, branch level campaign plan. Detail of the campaign aims and activities for Local Associations is set out in section 2. Please liaise with your Local Association to ensure that branches are coordinating with Local Association activity as appropriate.

Campaign Aim	Activity	Timescale & Notes
<b>School Reviews Local Definition and Policy Development</b>		
<p>The school to adopt the local authority or national definition of ‘violence and aggression’ and to make a public statement that the school should be a place free and protected from ‘violence and aggression’. The school should have local authority produced signs on walls saying that ‘violence and aggression’ will not be tolerated.</p>	<p>Branches to ensure that schools use local authority definition and signage about zero violence and aggression, and making a public statement to this effect.</p> <p>Members to push implementation of policy and procedures, more reporting, asking for better responses/support, greater consistency and follow up.</p>	
<p>A culture needs to be impressed with the school that has zero tolerance to ‘violence and aggression’ and in no way normalises ‘violence and aggression’ within schools.</p>		
<p>The school SMT and EIS branch carry out a joint review of the ‘violence and aggression’ reported and non-reported incidents over the last two years to determine the most common incidents within the school and a produce short-term plan to address these incidents. The plan should draw on the points set out in this report.</p> <p>The review should include the views of the EIS branch on teacher and pupil victims of violence and aggression.</p>	<p>Branch to seek a review of incidents with SMT (SLT).</p> <p>The review should have regard to the findings and recommendations set out in the Branch Survey report.</p>	
<p>The school has adopted local authority LNCT agreed policies to deal with: Pupil-on-Pupil, Pupil-on-Teacher (&amp; Pupil-on-Staff) and Parent/Carer-on-teacher incidents.</p> <p>These policies be known, explained and encouraged to be used among and by teachers.</p>	<p>Branches to ensure that schools use Local Authority/LNCT policies and that they are publicised and fully explained to all employees</p>	
<p>The local authority (via LNCT) policy and procedures on ‘violence and aggression’ by pupils shall be adopted and will include the following points:</p>	<p>Branch works to ensure ‘violence and aggression’ policy is implemented with the EIS recommendations (a-l) adopted in practice.</p>	

Campaign Aim	Activity	Timescale & Notes
<ul style="list-style-type: none"> <li>a. Positive pupil behaviour policy with plans with restorative practice embedded and clear boundaries for and expectations of pupil behaviour laid out.</li> <li>b. Agreed response plans to incidents of 'violence and aggression'.</li> <li>c. Timetable of 'duty officer' available for teachers and staff at the school during school hours to immediately support with 'violent and aggressive' incidents. Sufficient support is given by the school and local authority to those staff that act as duty officers, including specified management time.</li> <li>d. Every teacher who is a victim of 'violence and aggression' is given a reasonable amount of 'recovery time' to decompress after an incident and is then encouraged to report the 'violence and aggression' incident with sufficient time to do so.</li> <li>e. The child who has exhibited violence and aggression to remain out of the class until a revised pupil behaviour plan and/or updated risk assessment and completion of meaningful restorative practices have been undertaken, with the class teacher fully involved in the decision-making around the young person's readmission to the class.</li> <li>f. Consideration be given as to how the school implements de-escalation in order to avoid any perception that 'violent and aggressive' behaviour is rewarded.</li> <li>g. A trade union rep from the school should be available to support the process of writing a 'violence and aggression' incident report if requested.</li> <li>h. That there is specific, defined support for teachers at the school who have been subject to 'violence and aggression' from parents/carers.</li> <li>i. That every 'violence and aggression' report is acknowledged by the school SMT.</li> <li>j. The School's SMT should regularly 'check-in' with teachers submitting reports and use their 'best offices' to ensure the local authority follows up on the incident report.</li> </ul>	<p>If there is no progress in adopting the practices outlined in the recommendations, then support should be sought from LA.</p> <p>Particular focus should be given on ensuring the school provides sufficient time for teachers to decompress after a 'violent and aggressive' incident and to report it.</p>	

Campaign Aim	Activity	Timescale & Notes
<p>k. Whilst the school uses restorative practices that it also makes pupils understand that persistent or serious misbehaviour leads to consequences. That the school has a clear escalatory set of consequences for pupils who exhibit violence and aggression, up to and including exclusion from their school.</p> <p>l. That the school has a clear escalatory set of consequences for parent/carers who exhibit 'violence and aggression'</p> <p>Current procedures and practices should be reviewed in light of the above points and updated until the adoption of the LNCT agreed policy and procedures on 'violence and aggression'.</p>		
<p>The Branch should advise members absent due to 'violence and aggression' to claim special leave as set out in SNCT Section 6.23 and to seek EIS support regarding making a personal injury claim.</p>	<p>EIS reissues (updated as necessary) guidance on what members do should they be subject to an violent and aggressive incident.</p>	
<p>The Branch should advise members to report serious instances of 'violence and aggression' to the police, especially if it causes injury or absence from work.</p>		
<p>The Branch should encourage all members to submit 'violent and aggressive' incident reports after each incident.</p>		
<p>Parents/carers need to be informed of their child's misbehaviour and the school's response/plan. Parental support should be sought by the SMT or pastoral care team.</p>	<p>Branch reps seek to ensure the school involves parents after incidents of V&amp;A</p>	

Campaign Aim	Activity	Timescale & Notes
<b>Resources &amp; Training</b>		
Teachers are familiarised with the school and local authority's 'violence and aggression' policies and they are encouraged to be used by teachers.	The branch encourages the school to publicise V&A policy and encourage teachers to use them.  This includes the use of in-service training	
Every teacher in the school is regularly trained in the 'violence and aggression' policies & procedures, de-escalation procedures and restorative practices.	The branch works with SMT (SLT) to ensure teachers are provided with a timetable of training and support in mitigating and responding to V&A, de-escalation strategies etc.	
The school's SMT (SLT) provides general strategies to assist teachers in mitigating and responding to 'violence and aggression', including bespoke support for individual teachers requesting such support. This range of training should include the August (or first) in-service training.	The Branch sets out its expectation to the SLT of support to teachers either seeking advice or subjected to repeated 'violent and aggressive' incidents.  Such support is positive and collegiate.	
<b>Risk Assessment &amp; Staff Support</b>		
The school has effective information sharing systems in place for sharing information with teachers regarding background information and risks associated with specific pupils.	Branch work with SLT to ensure: <ul style="list-style-type: none"> <li>• Risk assessment processes are in place</li> <li>• Risk assessments are timeous and updated regularly</li> </ul>	
The school has risk assessments for classrooms and other workplace areas to identify risk and control measures for both pupils and staff. These risk assessments are properly implemented, reviewed regularly and updated after each incidence of violence and aggression.		

Campaign Aim	Activity	Timescale & Notes
<p>The school seeks to have risk assessments completed timeously and to fully resource their control measures.</p> <p>The Branch will advise all members to have risk assessments completed for their workplaces and duties. Larger branches (more than 10 members) are advised to nominate a Health &amp; Safety Representative to assist with health, safety and welfare issues with the school – including members’ wellbeing and mental health.</p>		
<p>The school provides access to the local authority’s employee support programme for employees who are injured or suffer harm at work.</p>	<p>Employee support programme is in place and publicised by SLT and the Local Authority. Self-referral should be possible.</p>	
<p>The school will apply policies, procedures and support those affected by ‘violence and aggression’ consistently for all staff and pupils.</p>	<p>The Branch will need to monitor how ‘violence and aggressive’ policies, risk assessments, incidents are followed up etc.</p> <p>This may mean standing items on both branch meetings and staff meetings.</p> <p>Any shortfalls should be raised with the SLT directly.</p> <p>If there are persistent problems in support being erratic or inconsistent then the matter should be raised with the LA Secretary.</p>	
<p>A culture needs to be impressed within the school that does not blame teachers or pupil victims for pupils’ behaviours.</p>	<p>The Branch will need to monitor the way in the school culture is supportive of teachers and pupil victims experiencing V&amp;A incidents, and they are encouraged to report each incident without fear of blame</p>	

Campaign Aim	Activity	Timescale & Notes
	<p>This may mean standing items on both branch meetings and staff meetings.</p> <p>Any shortfalls should be raised with the SLT directly.</p> <p>If there are persistent problems in support being erratic or inconsistent then the matter should be raised with the LA Secretary.</p>	



## Section 2. Local Authority: For Local Associations

This is an outline of the SU4QE campaign aims at addressing ‘violence and aggression’ in schools that should be realised at the local authority level via the Local Association (LA). The timeframes are for the LA to determine, as some of this work includes short and medium-term workstreams. Branches and Local Associations should work together to maximise the potential impact of campaigning activities.

Campaign Aim	Activity	Timescale & Notes
<b>Definition and Culture Change</b>		
<p>To adopt a definition of ‘violence and aggression’ (if the Scottish Government/COSLA does not facilitate the agreement of a national definition) and for each local authority to make a public statement that schools should be places free of and protected from ‘violence and aggression’ and to develop a local plan with stakeholders to deliver that aim.</p>	<p>To provide a briefing pack and training to LA Secretaries to engage with their Local Authority.</p> <p>The LA will need to seek the development of a local plan on the LNCT.</p> <p>Each LA will have LA data from the EIS V&amp;A branch survey and may have to cite other evidence to outline the issues facing teachers in the Local Authority.</p> <p>If the Local Authority does not agree to the consideration of a local plan then some campaigning may be required – including with elected representatives.</p>	
<p>Schools should have local authority-produced signs and notices communicating to all who use school buildings that ‘violence and aggression’ will not be tolerated as in other council buildings that are workplaces for Council staff.</p>	<p>LA to seek (and campaign if necessary) signage to be produced for schools.</p>	

Campaign Aim	Activity	Timescale & Notes
<p>The local authority and the EIS LA (at the LNCT) carry out a review of the 'violence and aggression' reported and non-reported incidents over the last two years to determine the most common incidents within the LA and produce a short-term plan to address these incidents. The plan should draw on the points set out in this report.</p>	<p>To provide a briefing pack and training to LA Secretaries to engage with their Local Authority.</p> <p>Encourage LA Secs to raise this review at appropriate fora.</p>	
<p>There is a joint review at the LNCT of staffing standards and formulae to ensure sufficient staffing levels and resources to prevent violent behaviour from occurring and where it does, to implement proper support to teachers after 'violence and aggression' incidents and for the proper implementation of restorative practice. These staffing levels should include sufficient support staff within classes and meet the ASN needs of pupils.</p>	<p>To provide a briefing pack and training to LA Secretaries to engage with their Local Authority.</p>	
<p><b>Local Authority V&amp;A Policy</b></p>		
<p>The LNCT should develop agreed policies and procedures locally, until a national template is available, to deal with: Pupil-on-Pupil, Pupil-on-Teacher (&amp; Pupil-on-Staff) and Parent/Carer– on-Teacher 'violence and aggression'.</p>	<p>To provide a briefing pack and training to LA Secretaries to engage with their Local Authority.</p> <p>To facilitate work through LNCT to agree on a national template or develop their own 'violence and aggression' policies.</p>	
<p>The LNCT develops an agreed 'violence and aggression' by pupils policy and procedures for schools that shall include but not be limited to:</p> <ol style="list-style-type: none"> <li>a. Definition of 'violence and aggression'.</li> <li>b. Positive pupil behaviour policy with plans for restorative practice embedded and clear boundaries for and expectations of pupil behaviour laid out.</li> <li>c. Agreed response plans to incidents of 'violence and aggression'.</li> </ol>	<p>Encourage and support LAs to engage LNCT to develop a pupil policy that deals with 'violence and aggression' that includes the points (a-l) identified by members for improved support for pupils and teachers around violence and aggression in schools.</p>	

Campaign Aim	Activity	Timescale & Notes
<p>d. The local authority implements staffing levels and resources that allow the production of a timetable at each school of the duty officer available at each school or special unit workplace during school hours. Local authority support should be given to headteacher, depute or appropriate Principal Teachers as “duty officer” in order to facilitate this recommendation without detriment to the duty officers.</p> <p>e. That there should be sufficient staffing levels that every teacher that is a victim of ‘violence and aggression’ is given a reasonable amount of ‘recovery time’ to decompress after an incident and is then encouraged to report the ‘violence and aggression’ incident with sufficient time to do so.</p> <p>f. Resources and staffing should be implemented that allow for the child who has exhibited violence and aggression to remain out of the class until a revised pupil behaviour plan and/ or updated risk assessment and/or completion of meaningful restorative practices have been undertaken, with the class teacher fully involved in the decision-making around the young person’s readmission to the class.</p> <p>g. A trade union rep from the school should be available to support the process of writing a ‘violence and aggression’ incident report if requested. If there is no rep, the LA Secretary should be contacted.</p> <p>h. That there is specific, defined support for teachers who have been subject to ‘violence and aggression’ from parents/carers.</p> <p>i. That every ‘violence and aggression’ report is acknowledged by the local authority.</p> <p>j. That every ‘violence and aggression’ report is followed up by the local authority or school with an outcome report given to the complainant. The School’s SMT should regularly ‘check-in’ with teachers submitting reports.</p> <p>k. Whilst the authority uses restorative practices, that it also makes pupils understand that persistent or serious misbehaviour leads to consequences. That the authority has a clear escalatory set of</p>		

Campaign Aim	Activity	Timescale & Notes
<p>consequences for pupils who exhibit violence and aggression, up to and including exclusion from their school.</p> <p>I. That the authority has a clear escalatory set of consequences for parents/carers who exhibit 'violence and aggression'.</p>		
<p>The authority has a means to monitor prejudice based 'violence and aggression' that is consistent with national data collection.</p>	<p>LA to engage with Local Authority – share survey findings</p>	
<p>That support for teacher and pupil victims of violence and aggression is reviewed at LNCT with stakeholders and improvements are incorporated into the pupil 'violence and aggression' policy and procedure.</p>	<p>LA to engage with Local Authority.</p>	
<p>The local authority ensures that schools have effective information sharing systems in place for sharing information with teachers regarding background information and risks associated with specific pupils.</p>	<p>LA to engage with Local Authority.</p>	
<p>Parents/carers need to be informed of their child's misbehaviour and the school's response/plan. Parental support should be sought.</p>	<p>LA to engage and seek this 'ask' with the Local Authority – connect with LNCT policy development above</p>	
<p>The policies will be applied consistently within schools and between schools.</p>	<p>LA to engage with the local authority to monitor the implementation of current and future policies &amp; procedures on 'violence and aggression' to use the findings to improve implementation.</p>	
<p><b>Resources &amp; Training</b></p>		
<p>The local authority ensures that every teacher is regularly trained in the 'violence and aggression' policies &amp; procedures, de-escalation procedures and restorative practices.</p>	<p>LA to engage with Local Authority.</p>	

Campaign Aim	Activity	Timescale & Notes
<p>The local authority provides general strategies to assist headteachers and teachers in mitigating and responding to 'violence and aggression', including bespoke support for individual teachers requesting such support.</p>	<p>LA to engage with Local Authority – connect with LNCT policy development above</p> <p>EIS provides local authorities and school management with guidance on how to balance rights in terms of law (equalities, employment etc)</p> <p>EIS provides guidance on alternatives to exclusion, including non-formal exclusion, and additional resources required for this.</p>	
<p><b>Employee Support, Risk Assessments &amp; Culture Change</b></p>		
<p>The local authority seeks to change and embed a culture within schools that does not blame teachers or pupil victims for pupils' behaviours and encourages all teachers (and young people) to report 'violent and aggressive' incidents.</p>	<p>This is a long term strategy.</p> <p>LA to engage with Local Authority and schools – monitor implementation of policy and procedures and encouraging change by pushing for more reporting, better responses/support, greater consistency and follow up.</p>	
<p>The Local Association should campaign and act to make the local authority "accountable" for the level of 'violence and aggression' in its schools and be accountable in its duty of care to its teacher employees</p>		
<p>The local authority implements a system of risk assessments for classrooms and other workplace areas to identify risk and control measures for both pupils and staff. These risk assessments are properly implemented, reviewed regularly and updated after each incidence of violence and aggression.</p>	<p>LA to engage with the local authority and schools.</p> <p>Pushing at LA and school level for greater use of risk assessments.</p> <p>Looking at facilitating more "competent persons" and sufficient resources to implement the risk assessments.</p>	
<p>That the authority has sufficient 'competent persons' to carry out risk assessments and to resource their control measures.</p>		

Campaign Aim	Activity	Timescale & Notes
	LAs will need to develop their capacity to promote H&S, including coordinating H&S reps' work.	
That the authority has the appropriate and sufficient employee support programme for employees who are injured or suffer harm at work.	Encouraging reporting Ensuring appropriate employee support programme is put in place for employees injured or suffering harm (including from V&A) at work	
The Local Association should advise members absent due to 'violence and aggression' to claim special leave as set out in SNCT Section 6.23 and to seek EIS support regarding making a personal injury claim.	EIS reissues (updated as necessary) guidance on what members do should they be subject to an violent and aggressive incident.	
The Local Association should advise members to report serious instances of 'violence and aggression' to the police, especially if it causes injury or absence from work.		

**Section 3. What happens if the Branch or LA cannot make progress?**

Support is available for schools/branches and Local Associations should there be major issues in progressing these campaign actions to address ‘violence and aggression’ within schools. The EIS successfully carried out industrial action at Northfield Academy to support a Branch that was not being adequately supported by the Local Authority in the view of the EIS.

<b>What Happens if there is no Progress at the Local Authority or School?</b>	
<p>What teachers can do if local policies and procedures aren't being followed?</p>	<p>The Branch needs to continuously engage with members and monitor the implementation of ‘violence and aggression’.</p> <p>Issues, problems and inconsistencies need to be raised with the SMT (SLT).</p> <p>If the SLT do not respond positively to issues being raised and they are not resolved, then they should be raised with the LA Secretary for them to resolve the issues.</p>
<p>What happens if the LA Secretary (or Organiser or Area Officer) cannot resolve any school issues raised by the Branch?</p>	<p>If there is no resolution to issues pertaining to ‘violence and aggression’ by students then the branch’s support for lodging a collective grievance should be sought and obtained.</p> <p>The grievance would be against the employer – i.e. the local authority.</p> <p>The LA may wish to enter into discussions at a local authority level too in order to resolve the grievance.</p> <p>If the collective grievance is not sorted out to the Branch’s satisfaction, then a trade dispute should be lodged on the grounds that the local authority is not fully exercising its duty of care to staff.</p> <p>The EIS Industrial Action Policy should be implemented in pursuing the dispute.</p>

Where a branch is unable to make progress over time in implementing the recommendations above then it should seek support from the Local Association, Organiser or Area Officer to break the deadlock. This may ultimately involve initiating a collective grievance and then a dispute against the local authority (as employer) for failing to properly exercise their duty of care to staff.