### Occupational Violence and Aggression Risk Controls, Resources and Supports Guidance Advice

The following table provides a list of Occupational Violence and Aggression (OVA) risk controls, resources and supports.

| Workplace factor | Examples of risk controls | Resources and supports |
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| *Effective systems* | | |
| Workplace design | Physical environments are designed or adapted in a way that reduces the risk of OVA.  Appropriate number and location of clearly identifiable entry and exit points in classrooms.  Appropriate security infrastructure is installed.  Identification and removal/management of objects that could be used as a weapon.  Teaching spaces and playground areas assessed and fit for purpose. | The Victorian School Building Authority [Building Quality Standards Handbook](https://www.education.vic.gov.au/Documents/school/principals/infrastructure/BuildingQualStandHdbk%202018.pdf) includes considerations for the design of new school buildings that are aimed at strengthening security in schools and reducing the risk of occupational violence.  The [Security Unit](https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx#/app/content/2356/support_and_service_(schools)%252Fschool_facilities_management%252Fsecurity%252Fsecurity_management) undertakes security assessments at schools and provides advice on security measures to be implemented to improve security in and around schools.  [Emergency and Critical Incident Management Planning](https://edugate.eduweb.vic.gov.au/sites/i/pages/production.aspx#/app/content/2684/support_and_service_(schools)%252Fstudent_safety_and_support%252Femergency_and_critical_incidents%252Femergency_and_critical_incident_management_planning) and specialist advice from the Security and Emergency Management Division assists schools to have appropriate procedures in place for an emergency.  [Employee Health Safety and Wellbeing](https://www.education.vic.gov.au/hrweb/safetyhw/Pages/healthworksafe.aspx) policies and resources to promote and protect employee health safety and wellbeing, with specific guidance around preventing and managing the impacts of violence and aggression on school staff.  The individual needs of students should be considered in the setup of teaching spaces and playground areas to effectively support safe engagement. |
| Resourcing and workflow management | There are appropriate staffing ratios/supervision arrangements in place.  There are appropriate resources to allow staff to undertake OVA related planning/management/reporting tasks. | [Employee Wellbeing Response Team](https://edugate.eduweb.vic.gov.au/sites/i/_layouts/15/WopiFrame.aspx?sourcedoc=/sites/i/Shared%20Documents/FACTSHEETEmployeeWellbeingResponseTeam.pdf&action=default)connects schools with training, supports and services they need for complex employee safety and wellbeing issues. |
| Behaviours of concern - management plans and supports | Individualised management plans and supports are implemented where individuals present with known behaviours of concern that pose a safety risk. Individual plans may include:   * A [Behaviour Support Plan](https://www.education.vic.gov.au/school/teachers/behaviour/student-behaviour/Pages/teachplans.aspx) (BSP) is required for all students with known behaviours of concern. It is a document designed to assist schools to provide additional support and guidance to identified students. BSPs are function based and include preventative strategies to reduce triggers leading to challenging student behaviours and is reviewed regularly to ensure students and staff are receiving the best support. If a student has particularly challenging behaviour, it may be useful to engage a Board-certified Behaviour Analyst to conduct a formal functional behaviour assessment to inform the student’s BSP. * A Risk Management Plan for students with behaviours of concern assists the principal and school staff, with the support of the Employee Wellbeing Response Team, to define the range of actions that have been identified to ensure staff can safely provide teaching and support to a student whose behaviours may pose a risk to the health, safety and wellbeing of staff, students and others at the school. If the student has a Behaviour Support Plan (BSP), the Risk Management Plan for students with behaviours of concern will support and reference the BSP and should be reviewed whenever the BSP is reviewed/updated. | [Student Support Services](https://www.education.vic.gov.au/school/principals/spag/safety/Pages/studentsupport.aspx) (SSS) including psychologists, speech pathologists and social workers assist children and young people facing a range of barriers to learning to achieve their educational and developmental potential  When behaviours of concern are ongoing and difficult for school staff to manage, schools are encouraged to lodge a request through the Student Online Case System (SOCS) for support from SSS.  Should a student with behaviours of concern be unresponsive to support offered by the SSS, the case should be escalated to the Regional Behaviour Coach via the SSS Branch Manager. The student case could be considered for support by a trained specialist such as a Board-certified Behaviour Analyst.  Contact the Employee Wellbeing Response Team to get advice on whether a Risk Management Plan would be appropriate for your school in managing safety risks.  [Restraint and seclusion](https://www.education.vic.gov.au/school/teachers/behaviour/restraint/Pages/default.aspx) policies and resources assist schools to reduce and eliminate the use of restraint and seclusion. This includes guidance on preventing the occurrence of behaviours that pose a safety risk and how to use ethical, effective and evidence based responses to such behaviour. |
| Incident management systems | The school has an emergency and critical incident management plan  As part of their critical incident planning, the school has undertaken **leadership contingency planning** for what staff will do when the principal is temporarily unable to perform duties following an OVA incident. |  |
| *Capability and culture* | | |
| Organisational culture /  school climate | School values and expectations are clearly communicated to the school community, and the school community understands that aggressive and inappropriate behaviours towards school staff will not be tolerated.  Schools are committed to creating a positive, inclusive and supportive school climate.  Parents, carers and family are actively involved in their child’s learning, in the school community and at school events. | [Respect for School Staff Policy](https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?CId=18) template and [Creating Respectful School Communities](https://edugate.eduweb.vic.gov.au/sites/i/pages/school.aspx#/app/content/2694/support_and_service_(schools)%252Fstudent_safety_and_support%252Frespectful_and_safe_school_communities%252Fcreating_respectful_school_communities) policies and resources assist schools in preventing and managing aggressive and challenging behaviour.  [Communication with School Staff](https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?CId=16)  [Key student wellbeing interventions and supports](https://www.bing.com/search?q=workplace+design&qs=n&form=QBRE&sp=-1&pq=workplace+design+ohs&sc=1-20&sk=&cvid=0884AA4A76404EF79B5AA8B9099C317D) including   1. Universal interventions to help schools create a positive, inclusive and supportive school climate (such as School Wide Positive Behaviour Support) 2. Targeted interventions providing essential additional support for cohorts of students who have specific needs or vulnerabilities 3. Individual interventions for students requiring intensive tailored support, such as Functional Behaviour Assessments and Behaviour Support Plans (see also Individual risk assessment and case management, below) |
| Education and training | Staff have the right training to understand, prevent and manage OVA related risks. This may include:   * [Managing Challenging Behaviours Online Course](https://www.education.vic.gov.au/school/teachers/profdev/Pages/managebehaviours.aspx): This learning suite is designed to support teachers to meet the diverse needs of their students and limit the incidence and impact of complex behaviours in the classroom. The courses provide teachers with:   + a theoretical understanding of the causes and triggers of complex and challenging behaviours   + research-validated classroom and whole-school strategies that focus on preventative practices   + skills and knowledge to maintain safe, orderly and inclusive environments for meaningful learning. * [Protective intervention training:](https://www.education.vic.gov.au/hrweb/safetyhw/Pages/ohstrainingprog.aspx) Protective Intervention Training covers strategies for the prevention, de-escalation and management of behaviours of concern and strategies for reflection, analysis and debriefing following the behaviour. Program content may be tailored to a school’s local context in consultation with the provider. Schools may access quality assured, centrally funded training through the Department’s Protective Intervention Training Panel. | [Managing Challenging Behaviours Online Course](https://www.education.vic.gov.au/school/teachers/profdev/Pages/managebehaviours.aspx)  [Protective Intervention Training Panel](https://www.education.vic.gov.au/hrweb/safetyhw/Pages/ohstrainingprog.aspx)  [Employee Wellbeing Response Team](https://edugate.eduweb.vic.gov.au/sites/i/_layouts/15/WopiFrame.aspx?sourcedoc=/sites/i/Shared%20Documents/FACTSHEETEmployeeWellbeingResponseTeam.pdf&action=default)  [Restraint and Seclusion](https://www.education.vic.gov.au/school/teachers/behaviour/restraint/Pages/default.aspx)  Sensory Room Policy |
| Consultation and information sharing | Staff are proactively engaged in risk management planning, through Health and Safety Representatives or through other consultative forums such as Health and Safety committees.  Up to date information on OVA risks is regularly shared with staff, including through staff debriefings after OVA incidents. | [OHS Regional Support Officers](https://www.education.vic.gov.au/hrweb/safetyhw/Pages/ohsworksafecontacts.aspx)  [OHS Consultation and Communication](https://www.education.vic.gov.au/hrweb/safetyhw/Pages/ohscomms.aspx) webpage |
| *Supporting our people* | | |
| Incident response | Appropriate procedures and supports are in place to respond to and manage the health, safety and wellbeing impacts of OVA incidents. | [eduSafe:](https://edusafe.eduweb.vic.gov.au/login.aspx?ReturnUrl=%2fDefault.aspx%3fRedirect%3d1&Redirect=1)all incidents, injuries and hazards relating to violence and aggression in schools must be reported on eduSafe for appropriate action.  Post incident support resource  [Employee Assistance Program (EAP)](https://edugate.eduweb.vic.gov.au/sites/i/pages/production.aspx#/app/content/3106/support_and_service_(schools)%252Fhuman_resources%252Femployee_health,_safety_and_wellbeing%252Femployee_health,_safety_and_wellbeing_services) is a free, short-term, and strictly confidential counselling service that is available to employees 24 hours a day, seven days a week. This service is also available to School Council employees, Casual Relief Teachers and immediate family members of Department staff. |
| Department supports | Central and regional supports are known to school staff, accessible when they need them and effective in supporting schools to prevent, remove, manage and reduce OVA related risk. | Legal Division provides advice to principals on powers to respond to parent behaviour such as issuing trespass warning notices and implementing communication protocols.  A guide on [Managing Conflict](https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx#/app/content/3041/support_and_service_(schools)%252Fstudent_safety_and_support%252Fdisengaged_and_at-risk_students%252Fconflict_resolution_in_schools) in schools is available for Principals and school staff  [Parent complaints](https://edugate.eduweb.vic.gov.au/sites/i/pages/school.aspx#/app/content/2025/support_and_service_(schools)%252Fstudent_safety_and_support%252Fparents_and_families%252Fparent_complaints) policies and resources assist schools in managing parent complaints, including seeking support from the Region, through the Department’s central complaints team, and, where necessary, the [Independent Office for School Dispute Resolution](https://www.schoolresolution.vic.gov.au/Pages/default.aspx).  [Complex Matters Support](https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx#/app/content/3023/support_and_service_(schools)%252Fhuman_resources%252Fprincipal_health_and_wellbeing%252Fcomplex_matters_support_team) helps schools respond to issues that involve frequent or complex contact with parents or advocates and need coordinated support from across the Department to be effectively managed.  [Managing Trauma](https://edugate.eduweb.vic.gov.au/sites/i/_layouts/15/WopiFrame2.aspx?sourcedoc=/sites/i/Shared%20Documents/Managing%20Trauma.pdf&action=default) supports schools to manage the impacts of traumatic events on staff and students. While not all behaviours that are aggressive or violent will constitute an emergency, major events involving violence and aggression, such as a violent intruder on school grounds or a significant fight between students, may require an [emergency response](https://edugate.eduweb.vic.gov.au/sites/i/pages/production.aspx#/app/content/2354/support_and_service_(schools)%252Fstudent_safety_and_support%252Femergency_and_critical_incidents%252Fresponding_to_an_emergency_situation) and planning to manage trauma following an incident  [Employee Wellbeing Response Team](https://edugate.eduweb.vic.gov.au/sites/i/_layouts/15/WopiFrame.aspx?sourcedoc=/sites/i/Shared%20Documents/FACTSHEETEmployeeWellbeingResponseTeam.pdf&action=default)connects schools with training, supports and services they need for complex employee safety and wellbeing issues. |