

**Reference Number: UHB035**  
**Version Number: 4**

**Date of Next Review: 07 Dec 2023**  
**Previous Trust/LHB Reference Number: 30**

## **Violence & Aggression (Personal Safety) Policy**

### **Policy Statement**

To ensure that Cardiff and Vale University Health Board (UHB) delivers its aims, objectives, responsibilities and legal requirements transparently and consistently, we will take proactive action and ensure that by design the workplace is as safe as reasonably practical. We will promote a clear message that violence will not be tolerated and that suitable control measures will be initiated to provide, both the required care and protection to staff.

### **Policy Commitment**

To take all reasonably practical measures to prevent incidents of violence and aggression occurring and to protect staff and other persons from the risks to their personal safety.

We will:

- Take all reasonably practical measures to prevent incidents of violence and aggression occurring and to protect staff and other persons from the risks to their personal safety.
- Create a safe working environment for all UHB staff to reduce the risks of intimidation and violence to staff and others whenever possible.
- Provide appropriate support if necessary and aftercare in the event of such incidents.

### **Supporting Procedures and Written Control Documents**

- Violence and Aggression (Personal Safety) Procedure
- Health and Safety Policy
- Lone Worker Policy
- Incident Hazard and Near Miss Reporting Policy
- Security Policy
- Risk Management Policy and Strategic Framework
- Procedure for care of children and young people under 16 years and their parents/carers/visitors who are violent or abusive or exhibit difficult or challenging behaviour
- Dealing with Visitors who are Violent/Abusive or Vexatious Procedure
- Care of Adult Patients with Capacity who are Violent or Abusive Procedure
- Violent Warning Marker Procedure

**Other supporting documents are:**

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- Obligatory Responses to Violence in Health Care
- Welsh Health Circular 22 April 2021

### Scope

This policy applies to all of our staff in all locations including those with honorary contracts.

### Equality and Health Impact Assessment

An Equality and Health Impact Assessment (EHIA) has been completed and this found there to be a positive impact on the safety and wellbeing of UHB staff, Patients and Visitors to be treated in a safer environment with robust management processes in place to manage violence and aggression incidents.

### Policy Approved by

Health and Safety Committee

### Group with authority to approve procedures written to explain how this policy will be implemented

Consulted via the Operational Health and Safety Group

### Accountable Executive or Clinical Board Director

Executive Director of People and Culture

### Disclaimer

If the review date of this document has passed please ensure that the version you are using is the most up to date either by contacting the document author or the [Governance Directorate](#).

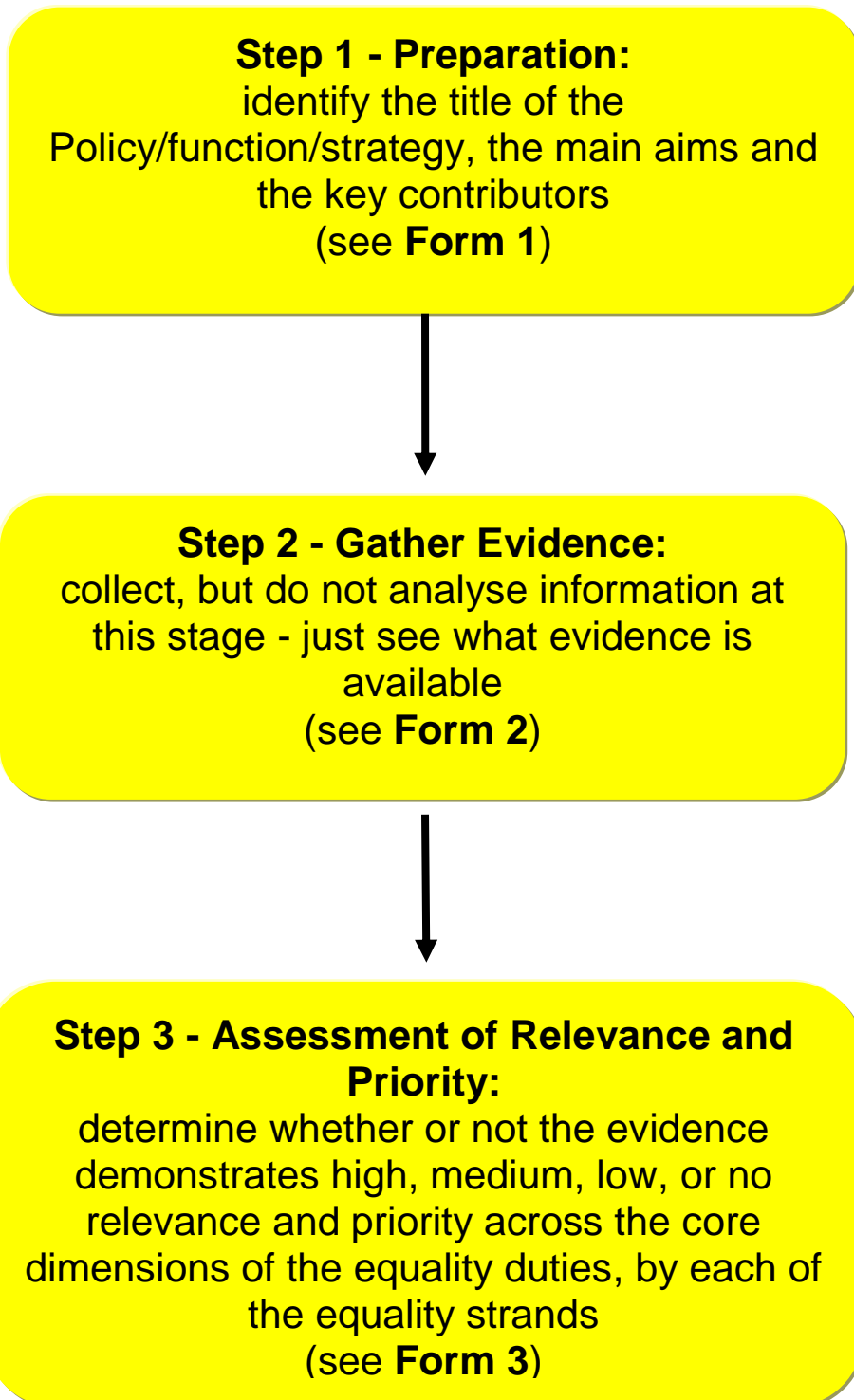
### Summary of reviews/amendments

Version Number	Date Review Approved	Date Published	Summary of Amendments
1	January 2011	18/02/2011	Reviewed and updated Supersedes previous Trust document ref no: 30
2	29/04/2014	25/06/2014	Reviewed and updated in line with departmental and reporting structure changes
3	25/01/2017	08/09/2017	Reviewed and updated in line with departmental and reporting structure changes
4	07/12/2021	14/01/2022	Reviewed and updated in line with departmental and reporting structure changes

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## Part A: Preparation and Assessment

Part A is a three step process which will help you to prioritise work and prepare for EqIA.



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## Form 1:

## Preparation

Part A must be completed at the beginning of a Policy/function/strategy development or review, and for every such occurrence. (Refer to the Step-by-Step Guide for additional information).

Step 1 - Preparation		
1.	<b>Title of Policy</b> - what are you equality impact assessing?	Cardiff and Vale University Health Board Management of Violence and Aggression (Personal Safety) Policy
2.	<b>Policy Aims and Brief Description</b> - what are its aims? Give a brief description of the Policy (The What, Why and How?)	<p>The Policy aims are to:</p> <ul style="list-style-type: none"> <li>• To take all reasonably practical measures to prevent incidents of violence and aggression occurring and to protect staff and other persons from the risks to their personal safety</li> <li>• Creation of a safe working environment for all Health Board staff to reduce the risks of intimidation and violence to staff and others whenever possible and provide appropriate support if necessary, aftercare in the event of such incidents</li> <li>• Outline the Management arrangements for Violence and Aggression within the Health Board through the Statement of intent, the organisation and structures</li> </ul>
3.	<b>Who Owns/Defines the Policy?</b> - who is responsible for the Policy/work?	<p>The Chief Executive has ultimate responsibility for Personal Safety within the UHB However; responsibility for many aspects of management has been devolved down to functional departments and clinical Boards;</p> <p>Executive Lead  Head of Health and Safety  Personal Safety Advisor / Case Management Officers  Occupational Health  Directorate, Clinical, General and Departmental Managers</p>

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### Step 1 - Preparation

4.	<p><b>Who is Involved in undertaking this EqIA?</b> - who are the key contributors to the EqIA and what are their roles in the process?</p>	<p>The EqIA was undertaken by the UHB Personal Safety Adviser / Case Manager and Case Management Officers who are responsible for devising and supporting the implementation of this policy and relevant procedures and protocols.</p>
5.	<p><b>Other Policies</b> - Describe where this Policy/work fits in a wider context. Is it related to any other policies/activities that could be included in this EqIA?</p>	<p>This Policy is associated with the UHB Health and Safety Policy which incorporates Personal Safety, Violence and Aggression, Lone Worker, Incident Reporting and Risk Management. Other related Policies and procedures include:</p> <ul style="list-style-type: none"> <li>• Procedure for dealing with Vexatious Visitors.</li> <li>• Procedure for care of individuals with capacity who are violent or abusive (aged 18 and over).</li> <li>• Disruptive Child Patient or relative Policy and procedure for care of children and young people under 16 years</li> <li>• Security Policy Procedures and guidance</li> <li>• Alcohol, Drug and Substance Misuse Policy</li> <li>• Staff on Staff Dignity at Work Policy</li> <li>• Personal Safety Procedure</li> <li>• Lone Worker Policy</li> <li>• Staff Charter &amp; Patient Undertaking</li> <li>• Incident Reporting and Investigation Procedure</li> <li>• Violent Warning Marker Procedure</li> </ul>

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**Step 1 - Preparation**

6.	<b>Stakeholders</b> - Who is involved with or affected by this Policy?	The UHB is committed to ensuring that staff, patients and visitors are safe with regards to Personal Safety. Some groups involved with this include; Health and Safety Executive Welsh Government All Wales NHS Violence and Aggression Group Staff side Representatives
7.	<b>What factors may contribute to the outcomes of the Policy? What factors may detract from the outcomes?</b> These could be internal or external factors.	Contributory factors include; Adequate and relevant Risk Assessments, Safe systems of work, Staff trained to All Wales Passport as a minimal level, competent advice from advisors and trainers, staff actively reporting incidents, adequate staffing levels, positive peer pressure and an adequate working environment.  The outcome of the Policy can be affected detrimentally by any of the above not being in place.

## Form 2: Gathering

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## Evidence

Equality Strand	Evidence Gathered	Does the evidence apply to the following with regard to this Policy/work? Tick as appropriate.						
Race	<a href="http://www.hse.gov.uk/aboutus/strategiesandplans/raceequality.pdf">http://www.hse.gov.uk/aboutus/strategiesandplans/raceequality.pdf</a>  <a href="http://www.equalityhumanrights.com/uploaded_files/PSD/66_performance_guidelines_health.pdf">http://www.equalityhumanrights.com/uploaded_files/PSD/66_performance_guidelines_health.pdf</a>	Y	Y	Y	Y	Y	Y	Y
Disability	<a href="http://www.equalityhumanrights.com/uploaded_files/PSD/68_health_ded_england_wales.pdf">http://www.equalityhumanrights.com/uploaded_files/PSD/68_health_ded_england_wales.pdf</a> <ul style="list-style-type: none"> <li>• Sign language interpreter organised to assist hearing impaired students on courses</li> <li>• Training Health Questionnaire given to all students to ensure they work within their own capabilities and courses can be adapted to suit their needs</li> <li>• Adapting courses to accommodate those with learning or literacy skills difficulty</li> <li>• UHW training rooms are purpose build are fully accessible for disabled members of staff</li> <li>• Should a member of staff or any other person require access to this policy in another language or format (such as Braille or large print) they can do so by contacting the Health, Safety &amp; Environment Department.</li> </ul>	Y	Y	Y	Y	Y	Y	Y
Gender	<a href="http://www.equalityhumanrights.com/uploaded_files/PSD/64_health_guidance_english.doc">http://www.equalityhumanrights.com/uploaded_files/PSD/64_health_guidance_english.doc</a>  <a href="http://www.hse.gov.uk/diversity/single-equality-scheme.pdf">http://www.hse.gov.uk/diversity/single-equality-scheme.pdf</a>	Y	Y	Y	Y	Y	Y	Y

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<b>Sexual Orientation</b>	<a href="http://www.stonewall.org.uk/cymru/english/what_we_do/research_and_policy/insideout_project/default.asp">http://www.stonewall.org.uk/cymru/english/what_we_do/research_and_policy/insideout_project/default.asp</a>  Awareness by trainers on courses and advisors when working with patients, relatives and staff of any inappropriate comments or actions of a sexual nature are addressed and dealt with appropriately		Y		Y		Y		Y
<b>Age</b>	<a href="http://www.aboutequalopportunities.co.uk/age-discrimination-and-the-law.html">http://www.aboutequalopportunities.co.uk/age-discrimination-and-the-law.html</a>		Y		Y		Y		Y
<b>Religion or Belief</b>	<a href="http://www.aboutequalopportunities.co.uk/world-religions.html">http://www.aboutequalopportunities.co.uk/world-religions.html</a>		Y		Y		Y		Y
<b>Welsh Language</b>	<ul style="list-style-type: none"> <li>All Wales Passport documentation available in Welsh</li> <li>Currently employ a welsh speaking trainer</li> <li>Welsh language scheme within the UHB</li> </ul>		Y		Y		Y		Y
<b>People have a human right to: life; not to be tortured or treated in a degrading way; to be free from slavery or forced labour; to liberty; to a fair trial; not to be punished without legal authority; to respect for private and family life, home and correspondence; to freedom of thought, conscience and religion; to freedom of expression and of assembly; to marry and found a family and to not be discriminated against in relation to any of the rights contained in the European Convention.</b>									
<b>Human Rights</b>	Cardiff and Vale UHB is committed to ensuring that, as far as is reasonably practicable, the way we provide services to the public and the way we treat our staff reflects their individual needs and does not discriminate against individuals or groups. This Policy takes in to account Mental Health, Capacity and respect of individuals, including the right to privacy and the freedom of expression (providing this is not in a threatening or intimidating manner).								

\* This column relates only to Disability due to the specific requirement in the DDA 2005 to treat disabled people more favourably to achieve equal outcomes. This is not applicable to the other equality strands.



**Form 3:  
Relevance and**

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**Assessment of  
Priority**

<b>Equality Strand</b>	<b>Evidence: Existing evidence to suggest some groups affected. Gathered from Step 2. (See Scoring Chart A)</b>	<b>Potential Impact: Nature, profile, scale, cost, numbers affected, significance. Insert one overall score (See Scoring Chart B)</b>	<b>Decision: Multiply 'evidence' score by 'potential impact' score. (See Scoring Chart C)</b>
Race	1	0	1
Disability	2	0	2
Gender	1	0	1
Sexual Orientation	3	0	3
Age	1	0	1
Religion or Belief	1	0	1
Welsh Language	1	0	1
Human Rights	1	0	1

**Scoring Chart A: Evidence Available**

3	Existing data/research
2	Anecdotal/awareness data only

**Scoring Chart B: Potential Impact**

-3	High negative
-2	Medium negative

**Scoring Chart C: Impact Decision**

-6 to -9	High Impact (H)
-3 to -5	Medium Impact (M)

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1	No evidence or suggestion	-1	Low negative	-1 to -2	Low Impact (L)
		0	No impact	0	No Impact (N)
		+1	Low positive	1 to 9	Positive Impact (P)
		+2	Medium positive		
		+3	High positive		

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### FORM 4: (Part A) Outcome Report

<b>Policy Title:</b>	Cardiff and Vale University Health Board Management of Violence and Aggression (Personal Safety) Policy
<b>Organisation:</b>	Cardiff and Vale University Health Board
<b>Name:</b> <b>Title:</b> <b>Department:</b>	Carl Ball Personal Safety Adviser/Case Manager Health and Safety
<b>Summary of Assessment:</b>	The Equality Impact Assessment Questionnaire undertaken identifies that there is no obvious evidence of any equality concerns relating to the UHB Personal Safety Policy.
<b>Decision to Proceed to Part B Equality Impact Assessment:</b>	<p style="text-align: center;"><b>Yes/No</b></p> <p style="text-align: center;"><b>Please record reason(s) for decision</b></p> <p>The Equality Impact Assessment Questionnaire research undertaken has identified no obvious evidence of any equality concerns relating to the UHB Personal Safety Policy. Therefore the Personal Safety/Case Manager's decision, based on the evidence obtained, is not to progress with Part B, the Equality Impact Assessment Questionnaire Action Plan.</p>

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## Action Plan

You are advised to use the template below to detail any actions that are planned following the completion of Part A or Part B of the EqIA Toolkit. You should include any remedial changes that have been made to reduce or eliminate the effects of potential or actual adverse impact, as well as any arrangements to collect data or undertake further research.

	<b>Action(s) proposed or taken</b>	<b>Reasons for action(s)</b>	<b>Who will benefit?</b>	<b>Who is responsible for this action(s)?</b>	<b>Timescale</b>
1. What <b>changes</b> have been made as a result of the EqIA?					
2. Where a Policy may have differential impact on certain groups, state what arrangements are in place or are					

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proposed to <b>mitigate</b> these impacts?					
3. <b>Justification:</b> For when a policy may have adverse impact on certain groups, but there is good reason not to mitigate.					
4. Describe any <b>mitigating actions</b> taken?					
5. Provide details of any actions planned or taken					

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<b>to promote equality.</b>					
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<b>Date:</b>	August 2021	
<b>Monitoring Arrangements:</b>	To be reviewed as a minimum every 3 years; sooner if required due to legislation or organisational changes	
<b>Review Date:</b>	August 2021	



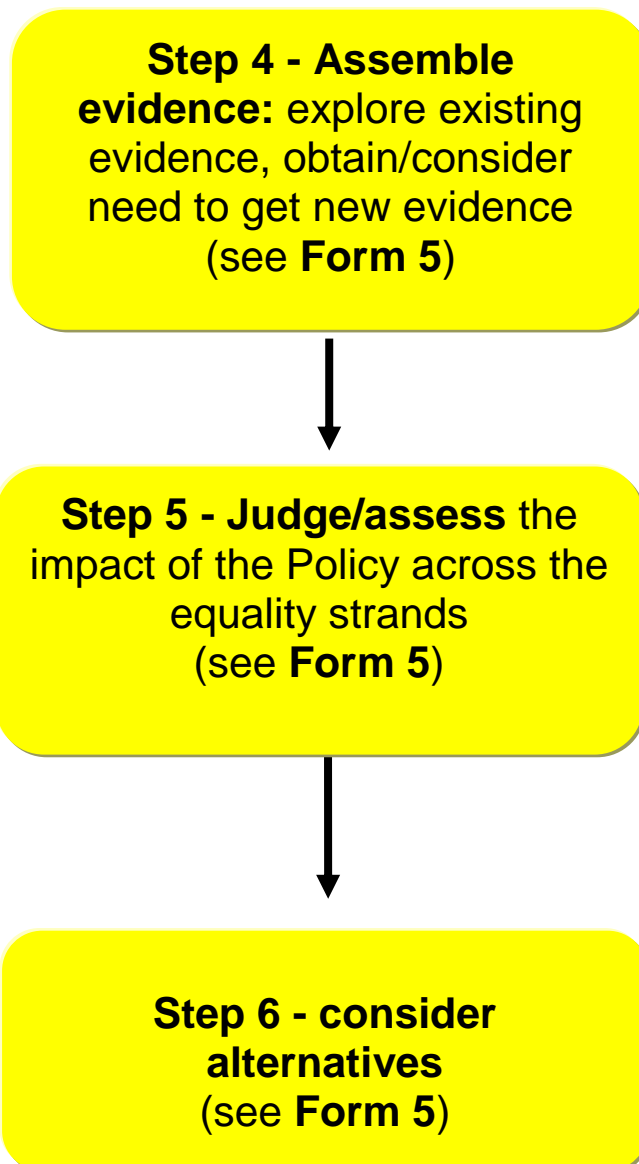
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<p><b>Signature of all Parties:</b></p>	<p><i>C. Ball</i></p>
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## Part B: Equality Impact Assessment

Part B has three steps:



**Form 5:  
Impact**

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**Equality  
Assessment**

Step 4 - Assemble evidence		
1.	Do you have adequate information? Refer to <b>Form 2</b> (Part A, Step 2: <i>Evidence Gathering</i> ) If not, can the Policy go ahead during this process?	
2.	Does the evidence relate to all strands? (please explain)	
3.	What additional information is required?	

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4.	State which representative bodies of relevant groups you will liaise with for support. Is the information representative?	
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**Step 5 - Judge/assess the impact of the policy across the equality strands**

Detail below whether you have identified any positive, adverse or differential effect for any of the following strands:

EQUALITY STRAND/GROUP					
		Adverse	Differential	Positive	Comments
Age					
Disability					
Gender					
Race					
Religion or Belief					
Sexual Orientation					
Welsh Language					
Human Rights					

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**Step 6 - Consider Alternatives**

6.	Describe any mitigating actions taken to reduce adverse impact.				
7.	Is there a handling strategy for any unavoidable but not unlawful negative impacts that cannot be mitigated?				
8.	Describe actions taken to maximise the opportunity to promote equality i.e. changes to the Policy, regulation, guidance, communication, monitoring or review				
9.	What changes have been made as a result of the equality impact assessment?				

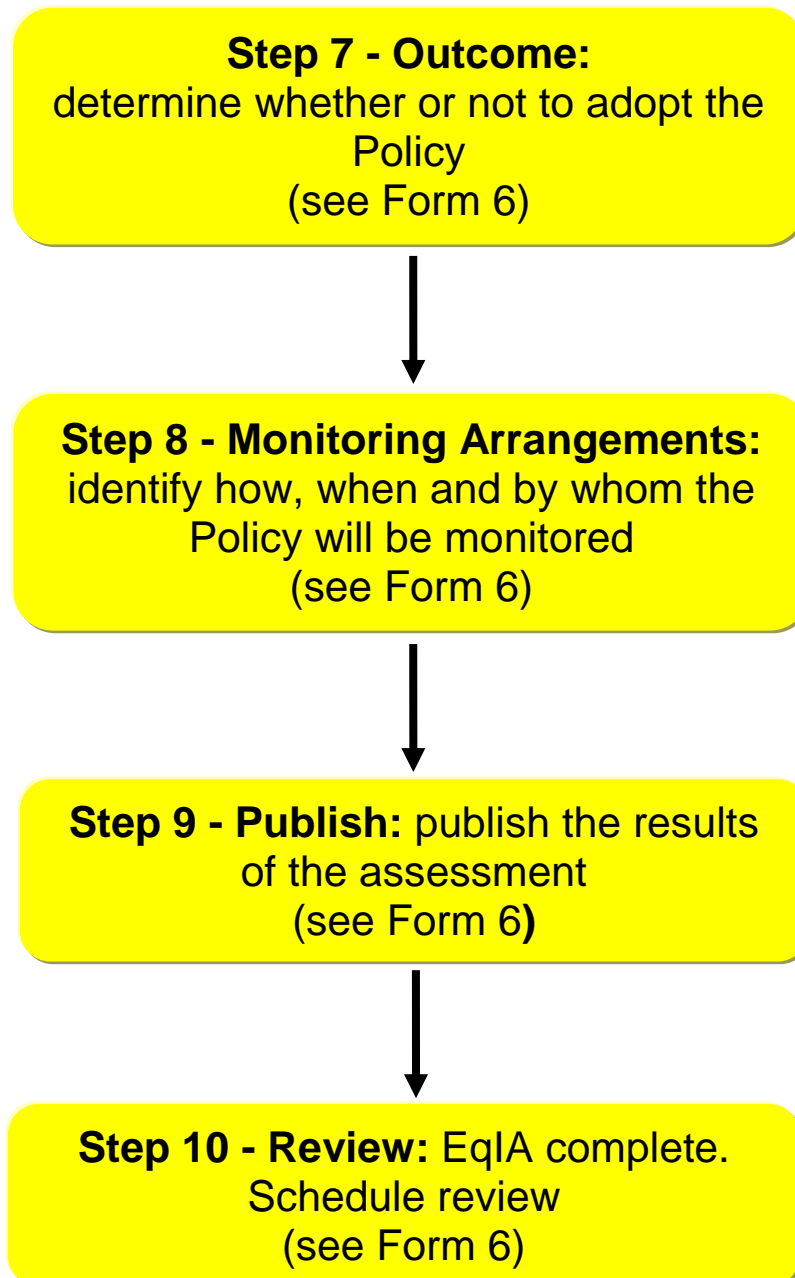
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### **Part C: Outcome, Monitoring, Publication and Review**

**Part C** is a four step process as follows:





### Form 6: Outcome, Monitoring, Publication and Review

Step 7 - Outcome: determine whether to adopt the policy or not		
1.	Will the policy be adopted?	
2.	If <b>No</b> please give reasons and any alternative action(s) agreed:  (If the policy is <b>not</b> to be adopted please proceed to step 9).	
Step 8 - Monitoring arrangements: identify how, when and by whom the policy will be monitored.		
3.	How will the policy be monitored?	

4.	What monitoring data will be collected?	
5.	How will this data be collected?	
6.	When will the monitoring data be analysed?	
7.	Who will analyse the data?	
<b>Step 9 - Publish the results of the assessment</b>		

8.	What changes have been made?	
9.	Describe any mitigating actions taken Provide details of any actions taken to promote equality	
10.	Describe the arrangements for publishing the EQIA Outcome Report	
<b>Step 10 - Schedule review</b>		
11.	When will the policy be subject to a further review?	