

## Violence Risk Assessment Tool – Education Sector

This form is to be completed by manager/supervisor and/or designate with collaborative professional input by all education workers (as per EDU PPM 159).

Insert your logo here

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Site Name: \_\_\_\_\_

### Section A – Violence Risk Assessment

A reassessment of the risks of violence should be conducted at a minimum once per year, or whenever there are changes or events within a school board that may warrant reassessing the risks.

Previous Assessment Date: \_\_\_\_\_  Reassessment Date: \_\_\_\_\_

From the list of questions below, answer YES or N/A (0) or NO (1). A score of zero (0) is applied for each non-applicable item.

NATURE OF THE WORKPLACE			
Physical Assessment	YES or N/A (0)	NO (1)	SCORE
<b>Entry points</b> Does the worksite have secured and controlled entry points? (i.e. runners)			
Are there procedures in place for <i>lockdown/hold and secure</i> ?			
Does the worksite have an electronic surveillance door entry system (e.g. buzzer)?			
Is there an electronic surveillance system (e.g. CCTV) for the school/facility/location?			
Is there a “ <i>Sign-In/Sign-Out</i> ” procedure for this site?			
<b>Lighting</b> Does the worksite have adequately lit exterior areas (e.g. parking)?			

NATURE OF THE WORKPLACE			
Physical Assessment	YES or N/A (0)	NO (1)	SCORE
Does the worksite have adequately lit interior areas (e.g. back-up power supply)?			
<b>Communications system</b> Does the school/facility/location have a communication system?			
Does this system adequately reach the various rooms? <input type="checkbox"/> PA system <input type="checkbox"/> Radios <input type="checkbox"/> Walkie talkies <input type="checkbox"/> Cell phones <input type="checkbox"/> Other device:			
Is the communication system working and being maintained?			
Has an actual <i>lockdown/hold and secure</i> drill been conducted using the communication system?			
<b>Physical facilities</b> Washrooms are equipped and designed with appropriate space to support student and staff?			
Classrooms are equipped and designed appropriately for specific student(s) enrolled for support?			
Portables are equipped and designed appropriately or specific student(s) enrolled for support?			
Outdoor grounds are equipped and designed appropriately to support student and staff? (e.g. fencing, courtyards)			
<b>Sight lines</b> Good visual surveillance of all entrance ways, parking lots, play areas/sports fields and bicycle racks, are maintained by routine groundskeeping?			
<b>Other</b> Are there other issues related to the physical nature of the workplace not covered above? If yes, please provide details:			

TYPE OF WORK			
Activities of assigned staff	YES or N/A (0)	NO (1)	SCORE
<b>Upon arrival to the school site</b> Does the school/facility have a communication system?			
Are <i>Student Safety</i> and/or <i>Behavioural Plans</i> current, maintained and accessible to all education workers?			
Have updated and maintained <i>Students' Safety/Behavioural Plans</i> been made available in folders as per school policy? (e.g. "In the office" or colour coded folders)			
Is the <i>Notification of Risk</i> (student specific) current and accessible by all workers including workers on leaves?			
Have all workers and those on various leaves of absences been informed by Administration of the expectation to view specific <i>Student' Safety/Behavioural Plans</i> and <i>Notification of Risk</i> upon their return and provided sufficient time to review?			
<b>Transportation assignments</b> Are staff safety protocols in place? (e.g. Kiss and Ride program, field trips)			
<b>PPE and training specific to your assignment</b> Required personal protective equipment (PPE) available, in place and being worn as appropriate?			
Are all workers up to date with their required training?			
Is student-specific training required at this school/facility/location?			
<b>Handling cash</b> Are there safe practice procedures in place? (e.g. changing timing in banking routines)			
<b>Other</b> Are there other issues related to the type of work not covered above? If yes, please provide details:			

CONDITIONS OF WORK			
Circumstances of the assignment	YES or N/A (0)	NO (1)	SCORE
Are facilities, crisis response/communication procedures in place for all working alone situations (i.e. custodian, athletics coaching, pre/post class prep)?			
If there are working one-on-one assignments with specific student(s), is the student information shared as applicable and behavioural/crisis response/communication, and PPE requirements understood and accepted?			
If there are classroom assignments with specific student(s), are behaviour/crisis response/communication procedures in place?			
If there are classroom assignments for specific programs (e.g. night school, suspension/expulsion programs, community programs), are behavioural/crisis response/communication procedures in place?			
If transitioning or transporting are responsive behaviour triggers for specific student(s), is the timing appropriate?			
If transitioning or transporting are responsive behaviour triggers for specific student(s), are behavioural/crisis response/communication procedures in place?			
If personal care assignments are responsive behaviour triggers for specific student(s), are appropriate procedures in place? (e.g. washroom/toileting, feeding, personal hygiene)			
<b>Domestic Violence</b> If any concerns are known to the employer, are workers informed and are appropriate crisis response and communication procedures in place?			
Community location/neighbourhood risks – is the 911 response (rural/urban) understood?			
<b>Other</b> Are there other issues related to the conditions of work not covered above? If yes, please provide details:			
<b>TOTAL SCORE</b>			
Risk Rating: <input type="checkbox"/> Low (1-9) <input type="checkbox"/> Moderate (10) <input type="checkbox"/> High (15) <input type="checkbox"/> Very High (20+)			

Completed by Team Leader (Name / Designation): \_\_\_\_\_

Date: \_\_\_\_\_

## Section B - Overall Risk Rating

Apply the total score to the Risk Rating Scale to determine whether risk level is low (1-9), moderate (10), high or very high (20+). Each level provides clues for further action to consider. If a *NO* has been selected, that indicates an issue that needs to be addressed. It is important to determine an action plan which addresses the issue. While 1-9 *NOs* may be identified as low, each specific *NO* indicated requires its own risk prioritization.

Overall Score	Actions to Take
<b>Low</b> <b>Score of 1 - 9</b>	<input type="checkbox"/> Continue to monitor and remain alert for any potential increase in risk <input type="checkbox"/> Communicate any change, that may put others at risk to the school team <input type="checkbox"/> Ensure M/JHSC has received written copies of assessment <input type="checkbox"/> Ensure communication devices / facilities' emergency crisis response/ communication procedures are in place <input type="checkbox"/> Other:
<b>Moderate</b> <b>Score of 10-14</b>	<input type="checkbox"/> Ensure relevant staff are on high alert and prepared to respond appropriately <input type="checkbox"/> Review school board's workplace violence program <input type="checkbox"/> Request additional school board support <input type="checkbox"/> Scan environment for potential risks and remove if possible <input type="checkbox"/> Ensure communication devices / facilities' emergency crisis response/ communication procedures are in place <input type="checkbox"/> Communicate any change, that may put others at risk to the school team <input type="checkbox"/> Ensure M/JHSC has received written copies of assessment <input type="checkbox"/> Other:
<b>High</b> <b>Score of 15- 19</b>  <b>OR</b>  <b>Very High</b> <b>Score of 20+</b>	<input type="checkbox"/> Ensure relevant staff are on high alert and prepared to respond appropriately <input type="checkbox"/> Review school board's workplace violence program <input type="checkbox"/> Provide results in writing to M/JHSC <input type="checkbox"/> Request additional assistance from school board specialists <input type="checkbox"/> Identify specific potential risks. Reduce or minimize. If possible, eliminate <input type="checkbox"/> Communicate to school team and seek feedback to improve outcomes, including changes to the processes <input type="checkbox"/> Ensure communication devices / facilities' emergency crisis response/ communication procedures are in place <input type="checkbox"/> Communicate any changes, ensuring occasional and temporary staff are informed <input type="checkbox"/> Other:

## Section C – Controls, Procedures and/or Measures

Controlling hazards in the workplace is where you decide what to do about the hazard – either eliminate it or reduce its risk to an acceptable level. Ideally controls should be designed to eliminate the worker’s exposure to the hazard. If a hazard cannot be eliminated, then a combination of control methods may be required to reduce risk to an acceptable level. Ensure that the potential controls that are being identified will not create a new hazard.

### Sample Interventions

Typically workplace violence leading practices categorize intervention controls into four main areas:

- 1) Physical environment
- 2) Work practices
- 3) Staffing/Students
- 4) Training

Within these areas, experts recommend the following hierarchy of control measures:

- Eliminate/reduce or minimize workplace violence
- Engineer solutions
- Reorganize and provide training
- Provide personal protective equipment

These are a few suggestions but not all-inclusive.

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### Physical Environment of Work

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- Create an environment that reduces risk, for example, good lighting, and removal of hazardous furniture, equipment and instruments that could be used as weapons, improve sightlines by removing vegetation
- Add personal security measures on site such as external law enforcement, barriers at reception counters, “Sign-in/Sign-Out” procedures for all staff and visitors, electronic surveillance devices
- Add security measures to the exterior, surrounding area(s) such as personal security equipment e.g. alarm systems, CCTV cameras, fencing and safety lighting
- Provide a “quiet” (secure/safe) space

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## Work Practices

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- Procedures for student transitions, recognizing the environmental triggers of behaviours
- Procedures for student transportation that recognize staffing and environmental elements which may trigger behaviors
- Appropriate staff safety plans matching students' safety behavioural plans provided and accessible to all education workers, as applicable
- Update and maintain availability of appropriate student related information
- Initial and ongoing assessment/reassessment [collaborative assessment of the risk of violent situations – supervisor/M/JHSC with input from education workers (as per *EDU PPM 159*)]
- Procedures for workplace violence risk assessment to ensure up to date information is available.
- Ensure actual practice drills using personal safety response systems
- Workplace violence emergency procedures
- Implement emergency response team
- Debriefing meetings with site team
- Implement of working alone drills

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## Staffing

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- Adequately trained staff to deal with specific student exceptionalities and needs that are presented at a specific site (e.g. students who require lifting need staff adequately trained in safe-lifting techniques)
- Buddy system/"Call-In" and "Call-Out" to avoid working alone with high risk students or during high risk shifts
- Adequate training and security routines for handling cash and/or valuables
- *Short Term Accommodation Response Team (START)* located centrally but staffed with individual skillsets to address most common occurrences (e.g. START is comprised of itinerant teacher and educational assistants and specialists assigned to a specific site on a temporary basis to help quickly address the concerns and subsequently build up the capacity of the site's individuals)

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## Training

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- Safe intervention training options include, but are not limited to:
  - *Crisis Prevention Intervention (CPI)*
  - *Behavioural Management System (BMS)*
  - *Safe Management Group*
- Occupational Health and Safety Act and other provincial health and safety requirements
- *Short Term Accommodation Response Team (START)* training site's individuals