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Violence Risk Assessment Toolkit for the Education Sector (School Boards)



Violence Risk Assessment Toolkit for Education Sector (School Boards)

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Product Code: VEDMNAEN0717

Public Services Health and Safety Association (PSHSA)

4950 Yonge Street, Suite 1800

Toronto, Ontario M2N 6K1

Canada

Telephone: 416-250-2131

Fax: 416-250-7484

Toll Free: 1-877-250-7444

Web site: www.pshsa.ca

Connect with us:

 [@PSHSAca](https://twitter.com/PSHSAca)

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Document Name: Workplace Violence Risk Assessment Toolkit for the Education Sector (School Boards) v9c VEDMNAEN0717

Product Code: VEDMNAEN0717

Version Date: 04.16.2018

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INTRODUCTION

Violence in the workplace is a complex issue. The prevention of violence has become a top priority for Ontario workplaces. Despite improved working conditions and enhanced prevention and enforcement initiatives, Ontario workers remain vulnerable, with nearly 1 in 5 victimizations of violence occurring at work.

(<http://www.statcan.gc.ca/daily-quotidien/070216/dq070216a-eng.htm>).

Legislative changes in Ontario [*Occupational Health & Safety Act (OHSA)*] surrounding workplace violence and harassment have broadened our awareness of the issue. Most importantly, they have strengthened our understanding that workplace violence and harassment cannot be considered a part of the job. Under the law, everyone in the workplace has a role to play in eliminating violence at work.

About the Workplace Violence Risk Assessment Toolkit

PSHSA's *Workplace Violence Risk Assessment Toolkit for the Education Sector* is a guide and reference for full time and occasional education workers. It is intended as a resource for all educational assistants, instructional assistants, teachers, special education specialists, non-teaching staff, Principals or designates, Joint Health and Safety Committee members or health and safety representatives and can serve as a tool for school boards and school authorities.

PSHSA has created the *Workplace Violence Risk Assessment Toolkit* to protect education workers from workplace violence, to prevent injuries and consequences from unwanted violent acts and to meet legal responsibilities for ensuring healthy and safe workplaces. It includes leading practices collated from various stakeholders involved at the school board and advisory levels. The toolkit can aid in the identification of behaviours, triggers and conditions associated with violence so prevention measures can be actioned to protect education workers.

[Refer to the Ministry of Labour \(MOL\)/Ministry of Education \(EDU\) *Workplace violence in school boards: A guide to the law* as it features key insights, advice and leading practices related to education sector legislation.](#)

Workplace Violence Tools for Risk Assessment

The following tools can be found in the *Workplace Violence Risk Assessment Toolkit*:

1. **Behaviours Observed Checklist**

A tool for front-line education workers to use when identifying unusual or worrisome behaviours in students, co-workers and other persons on the premises.

2. **Violence Risk Assessment Tool**

An assessment to be completed by supervisors (Principals or designates) which includes risk indicators, a risk rating scale and a list of potential triggers. This tool can be modified to be in compliance with one's respective school board's policies and procedures. It is intended to:

- Create awareness of and identify possible violence hazards and risks
- Identify situations that may be of risk
- Prioritize the risks which could lead to a violent incident
- Identify controls, measures and procedures that should be put into place (determine whether existing control measures are adequate)

3. **Safety Alert Summary**

A document used to inform workers who are not working directly with identified student(s). The intent is that upon arrival at the school these workers will receive the document upon signing in. On the back of it will be a map of the school, and where appropriate the recommended route to use to minimize contact/exposure to the student.

4. **Overview Diagram – The Assessment of Workplace Violence Risks in Education/Stakeholder Roles and Responsibilities**

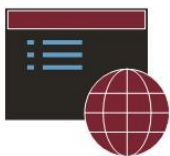
A visual that maps out the assessment of workplace violence risk and the rights and responsibilities of internal and external workplace parties.

5. **Legislative Requirements and Tools Reference (Appendix B)**

This reference outlines how legislative requirements with respect to workplace violence aligns with the information and tools contained in this Toolkit.

6. **Leading Practices Summary – Prevention of Workplace Violence in Education Settings (Appendix C)**

A summary of leading practices taken from the pages of the toolkit. It includes some recommendations and other strategies to consider for prevention of risks of workplace violence.



All of these tools can be downloaded individually from the PSHSA website -

<http://www.pshsa.ca/workplace-violence-education>

About PSHSA

Public Services Health & Safety Association (PSHSA) provides occupational health and safety training and consulting services to various Ontario public sectors. These include healthcare, education, municipalities, public safety and First Nations communities.

As a funded partner of the Ministry of Labour (MOL), we work to prevent and reduce workplace injuries and occupational diseases by helping organizations adopt leading practices and meet legislative requirements. To create safer workplaces, employers and employees must work together to identify potential hazards and eliminate or control risks before injuries and illnesses occur.

Acknowledgements

PSHSA acknowledges and appreciates the time and expertise of the many education workers, school board representatives, organizations, frontline staff and the labour unions that participated in the guidance and development of this toolkit. A group of caring and committed organizations has come together to make a difference: to work side by side to find solutions and to foster a greater understanding and context for developing prevention strategies. The process to achieve this goal begins with a violence risk assessment to establish a baseline, to build knowledge and determine subsequent actions.

A special thank you to all the stakeholders and partners who participated in the Discovery workshops and with the content development of this toolkit and resources. The stakeholders represented include:

- Avon Maitland District School Board (AMDSB)
- Canadian Union of Public Employees (CUPE)/Syndicat canadien de la fonction publique (SCFP)
- Conseil scolaire Viamonde (CSV)
- Conference of Independent Schools Ontario (CIS)
- Council of Ontario Directors of Education (CODE)
- Durham District School Board (DDSB)
- Educational Assistants Association (EAA)
- Halton District Educational Assistants Association (HDEAA)
- Near North District School Board (NND SB)
- Ontario Association of School Business Officials (OASBO)
- Principals/Vice Principals (OPC/CPCO/ADFO)
- Rainy River District School Board (RRDSB)
- School Boards' Co-operative Incorporated (SBCI)
- Toronto Catholic District School Board (TCDSB)
- Toronto District School Board (TDSB)
- Upper Canada District School Board (UCDSB)
- York Region District School Board (YRDSB)

Working Group Members

Chris Sutton, National Representative, Health and Safety	Canadian Union of Public Employees (CUPE) / Syndicat canadien de la fonction publique (SCFP)
Elena Di Nardo, Representative	Office Clerical/Secretaries on the Ontario School Boards Coordinating Committee (OSBCC)
Heather Campbell Director of Education (RRDSB) and, Rep for Council of Ontario Directors of Education (CODE)	Rainy River District School Board (RRDSB), and Council of Ontario Directors of Education (CODE)
Lisa Weiler Haskins, Educational Assistant and Safety Officer	Educational Assistants' Association (EAA)
Mary Linton, President	Ontario Principals' Council (in consultation with CPCO/ADFO)
Michelle Montgomery, Sr. Health and Safety Specialist	School Boards' Co-Operative Inc. (SBCI)
Serge Gauthier, Health and Safety and Facilities Operations Supervisor	Conseil scolaire Viamonde (CSV)

The *Workplace Violence Risk Assessment Toolkit* development was led by Kim Litchfield, Ed Hager, Marla Wolfe and Jill Kovacs of PSHSA.

Disclaimer

PSHSA's *Workplace Violence Risk Assessment Toolkit for the Education Sector* is a resource for education workers, supervisors, M/JHSC members or health and safety representatives along with school boards and school authorities. As the scope of this resource is workplace violence in education, there are circumstances we recognize but don't speak to, such as weapons-related, drugs and cyber bullying. This document provides guidance in addition to the *Ontario Safe Schools* program(s). For more information, refer to the Ministry of Education (EDU)'s [Safe Schools Act](#). To access current specific sections found in the *OHSA* and the *Education Act* visit e-Laws online at www.ontario.ca/laws. This toolkit is comprised of "Leading Practices" and any reference to the *OHSA* will be directly quoted as such.



Figure 1: A dark high school school hallway

Icons

There are icons used throughout this resource. Refer to the chart below for information on what each one means and how it is used.

Icon



What it Means

New section

Icon



What it Means

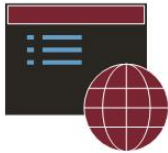
This is a tip or important information for you to remember.



Legislation, Standards, Codes and Guidelines



Case study/Real Life story



Website reference

Acronyms

The following lists the acronyms found in this toolkit, and the phrase or name that it represents.

CYW	Child and Youth Worker
EA	Educational Assistant
ECE	Early Childhood Educators
FDK	Full Day Kindergarten
H&S	Health and Safety
HSR	Health and Safety Representative
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
IRS	Internal Responsibility System
JHSC	Joint Health and Safety Committee
LTI	Lost Time Injuries
EDU	Ministry of Education
M/JHSC	Multi-Workplace Joint Health and Safety Committees
MOL	Ministry of Labour
OHS	Occupational Health and Safety
OHSA	Occupational Health and Safety Act
OSR	Ontario Student Record
PPE	Personal Protective Equipment
PPM	Policy and Program Memorandum
PSHSA	Public Services Health and Safety Association
PTSD	Post-Traumatic Stress Disorder
RACE	Recognize, Assess, Control and Evaluate
START	Short Term Accommodation Response Team
STEPS	Strategies to Enhance Personal Success
WSIB	Workplace Safety and Insurance Board



WORKPLACE VIOLENCE IN EDUCATION

Every year, Ontario workers in the education sector deal with workplace violence, which may be traumatic, and life altering. According to the Workplace Safety and Insurance Board (WSIB), education workers have one of the highest levels of lost time due to injuries because of workplace violence.

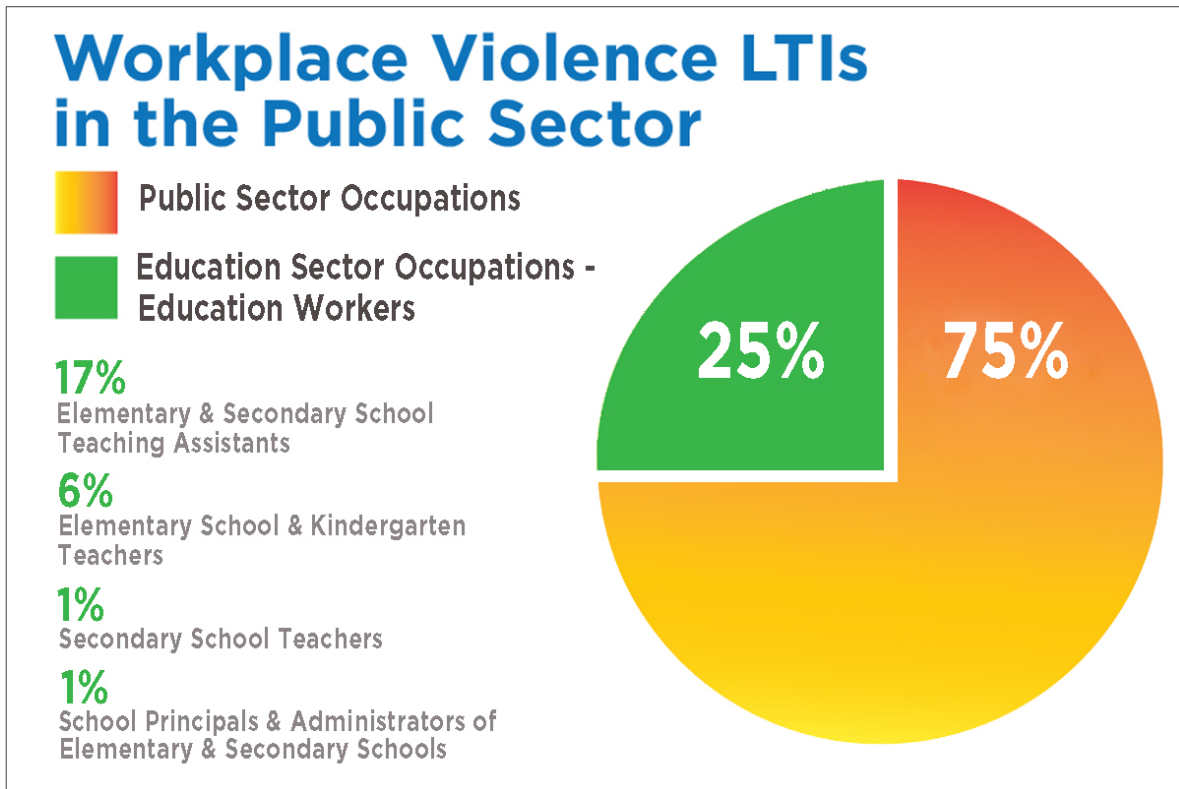


Figure 2: Workplace Violence LTIs- Data source: WSIB EIW Claim Cost Analysis Schema (June 2016 data snapshot)

When everyone in a school participates and commits to mobilizing resources to deal with violence, working conditions and academic achievement are poised for improvement. Collaborative professionalism is a key component in enabling healthy workplace culture in the education sector. All voices are valued and essential to sharing responsibility in keeping everyone healthy and safe.

Workplace Violence

The Occupational Health and Safety Act (OHSA) defines **workplace violence** as:

- a. The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,
- b. An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker,
- c. A statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

OHSA defines workplace as any land, premises, location or thing at, upon, in or near which a worker works. Typically, workplace in education refers to a school but it also refers to another building (e.g. portable), a vehicle such as a school bus, an open field, playground, stadium, or field trip locations.



Figure 3: School bus

Capacity and Consequence

Does the person need to intend to hurt the worker?

For workplace violence to occur, a person must apply, attempt to apply, or threaten to apply physical force against a worker. However, he or she does not need to have the capacity to appreciate that these actions could cause physical harm.

For example, a person may have a medical condition that causes them to act out physically in response to a stimulus in their environment. This would still be considered workplace violence. A person's capacity comes into consideration when determining the consequences to their actions.

The employer, supervisor may apply "*discretionary judgement*" in administering discipline to their actions. Regardless, the actions are still deemed workplace violence against the worker.

School boards are expected to take these situations into account when assessing the risks of workplace violence and when dealing with violent incidents. They would be required to establish measures and procedures to protect workers from this type of action.

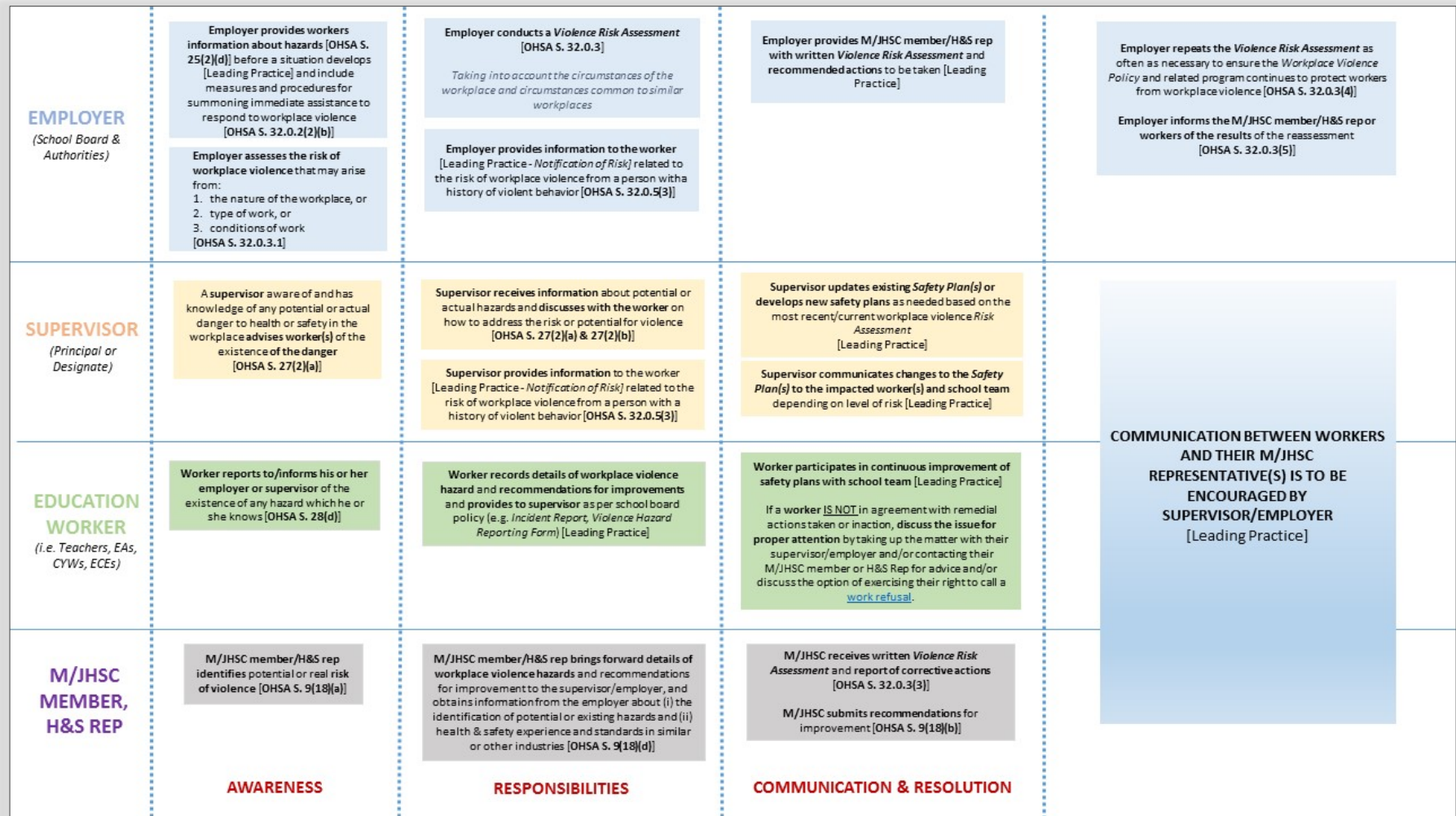
Overview Diagram

The diagram organizes the risk assessment process into 3 parts:

1. Awareness
2. Responsibilities
3. Communication and Resolution

A step by step overview of the activities involved in each part of the risk assessment process can help school communities establish a clear focus of their individual and collective requirements. This will lead to a more structured approach to school safety. Refer to the diagram to better understand everyone's role in prevention of workplace violence as well as leading practices.

Overview Diagram – The Assessment of Workplace Violence Risks in Education/Stakeholder Roles and Responsibilities





PART 1 AWARENESS

An important part of prevention is being able to recognize workplace violence, being aware of responsibilities and accessing the available support and tools. Maintaining a working and learning environment that is safe from violence is the shared responsibility held by everyone in the workplace.



Legislation

Legislation outlines the legal rights and protections for all workers including those in education, supervisor (Principal or designate) and the school board level. The Occupational Health and Safety Act (OHSA) supersedes all other legislation. The Ontario Education Act including the Ministry of Education's Policy and Procedure Memoranda (PPMs) have to be followed as well.

Visit e-Laws online to access specific sections found in OHSA and the Education Act: www.ontario.ca/laws

The Occupational Health and Safety Act (OHSA)

OHSA defines workplace violence/harassment, sets out required workplace violence prevention programs and duties.

- Sections 32.0.1, 32.0.2, 32.0.3, 32.0.5, 32.0.6, 32.0.7 and 32.0.8

Employer (school board) must prepare, develop and maintain policies and programs pertaining to violence and harassment

- **Section 32.0.3(1) - Assessing risks of violence;**

An employer shall assess the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work

- **Section 32.0.3(4) - Reassessment of risks of violence;**
"an employer shall reassess the risks of workplace violence as often as is necessary to ensure that the related policy and program continue to protect workers from workplace violence"

- **Section 32.0.3(4) - Domestic violence;**

A person such as a parent, spouse or former spouse or former intimate partner or a family member who has a personal relationship with a member of the school community may physically harm, or attempt or threaten to physically harm member(s) of the school. In these situations, domestic violence is considered workplace violence. As per OHSA section 32.0.4, *where the circumstances of the assignment would likely expose the education worker to physical harm, or the*

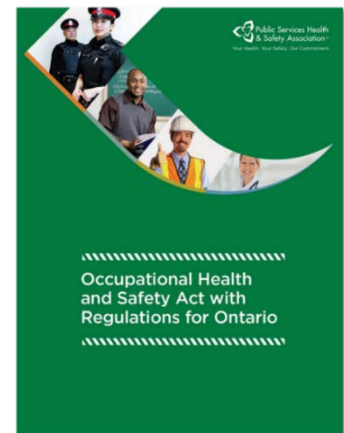


Figure 4: A copy of the Occupational Health and Safety Act (OHSA) often referred to as the "Act"

threat of physical harm, the employer has an obligation to protect the worker and take preventive action.

- **Section 32.0.5(3) - Provision of information;**
“an employer’s duty to provide information to a worker s. 25(2)(a), and the supervisor’s (Principal or designate’s) duty to advise a worker s. 27(2)(a), includes the duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour, if:
 - the worker can be expected to encounter that person in the course of his or her work
 - the risk of workplace violence is likely to expose the worker to physical injury
 - No employer or supervisor shall disclose more personal information than is **reasonably necessary** to protect the worker.

Duties of the workplace parties and their rights in school settings are set out in the *OHSA*, and include:

- **Section 8 - Health and safety representative**
- **Section 9 - Joint Health and Safety Committee**
- **Sections 25 & 26 - Duty of employer** (school board)
- **Section 27 - Duty of supervisor** (Principal)
- **Section 28(1)(d) - Duty of worker to report**
- **Section 43(3)(b.1) - Worker’s right to refuse unsafe work,**
including the reason to believe that workplace violence is likely to endanger

Ontario Regulation 857, under OHSA - Teachers

This Regulation ensures the *Act* applies to teachers in a manner consistent with the *Education Act*. **Section 3(3)** states: “*Part V of OHSA does not apply to a teacher where the circumstances are such that the life, health or safety of a pupil is in imminent jeopardy.*” This means that the teacher when exercising a work refusal must ensure that the life, health and safety of their students are not endangered or in jeopardy. Other school board staff, such as custodians, office workers and educational assistants, still have the full right to refuse work that they believe is likely to endanger them. For more details on education workers’ rights to refuse unsafe work, review pages 19-21.

In addition to the *Occupational Health and Safety Act*, the following legislation deals with workplace violence:

The Ontario Education Act Regulation 298

Under the *Education Act*, teachers have a special *duty of care* requirement towards students. They must maintain and protect the safety of their students. The teacher must carry out the supervisory duties and instructional program assigned by the Principal, and the teacher must ensure that all reasonable safety procedures are carried out in courses and activities for which the teacher is responsible.

Other sections pertaining to violence risk assessment and notice of harm may involve:

- Section 170(1)7.2 – *Programs, interventions & other supports*
- Sections 264 & 264.1 – *Duties of teachers and designated early childhood educators*
- Section 265 – *Duties of the Principal*
- Section 300.2 – *Reporting to the Principal*
- Sections 306 – 314 – *Suspension, investigation and possible expulsion*

Amendments to the *Education Act* applicable to a workplace violence program include:

- *Accepting Schools Act, 2012, c. 5 – Bill 13*
- *Safe Schools Act, 2000 c. 12 – Bill 81*
 - *Safe Schools Incident Reporting (SSIR) Forms (2012)*
- *Keeping Our Kids Safe at School Act, 2009, c. – Bill 157*

Ministry of Education Policy/Procedure Memoranda (PPM)

PPMs outline the expectations of the EDU regarding implementation and compliance. The following numbered directives pertain to workplace violence and harassment:

- *PPM #120 – Reporting Violent Incidents to the Ministry of Education (2011)*
- *PPM #128 – The Provincial Code of Conduct and School Board Codes of Conduct*
- *PPM #141 – School Board Programs for Students on Long-Term Suspension*
- *PPM #142 – School Board Programs for Expelled Students*
- *PPM #144 – Bullying Prevention and Intervention*
- *PPM #145 – Progressive Discipline and Promoting Positive Student Behaviour*
- *PPM #159 – Collaborative Professionalism*

Collaborative Professionalism

“Collaborative Professionalism” is fundamental to Ontario’s vision for education. It is defined as workers – at all levels of the education system – working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff. It presents the shared commitment of all workplace parties in the education system to work together towards improving the learning and well-being of both students and staff populations while transforming the workplace culture.



Figure 5: Working together

Workplace Safety Insurance Board (WSIB)

The Workplace Safety and Insurance Board of Ontario (WSIB) regards an injury resulting from an act of violence as it would any other workplace injury. Injured employees who require medical attention or who have lost work time because of a violent incident in the workplace have the right to claim WSIB benefits.



The *OHSA* and other Legislation are Available Online for Easy Reference and Definitions

For the *Occupational Health and Safety Act* and other legislation online visit

- <http://www.ontario.ca/laws>

For PDF files of some Ministry of Education Policy/Procedure Memoranda (PPM), visit the EDU website

- <http://www.edu.gov.on.ca/extra/eng/ppm/ppm.html>



PART 2 RESPONSIBILITIES

Everyone has responsibilities for safety in the workplace – from the school board to the Principal to the education worker. That means the prevention and mitigation of violence is a shared responsibility. This workplace partnership is the Internal Responsibility System (IRS) which is the principle behind the *Occupational Health and Safety Act*. The key to prevention of workplace violence is teamwork – the IRS.

About the IRS

The legal duties and responsibilities of employers, supervisors and workers overlap and complement each other. Together, they make the internal responsibility system, or IRS. A successful IRS is contingent on having a complete, unbroken chain of responsibility and accountability.

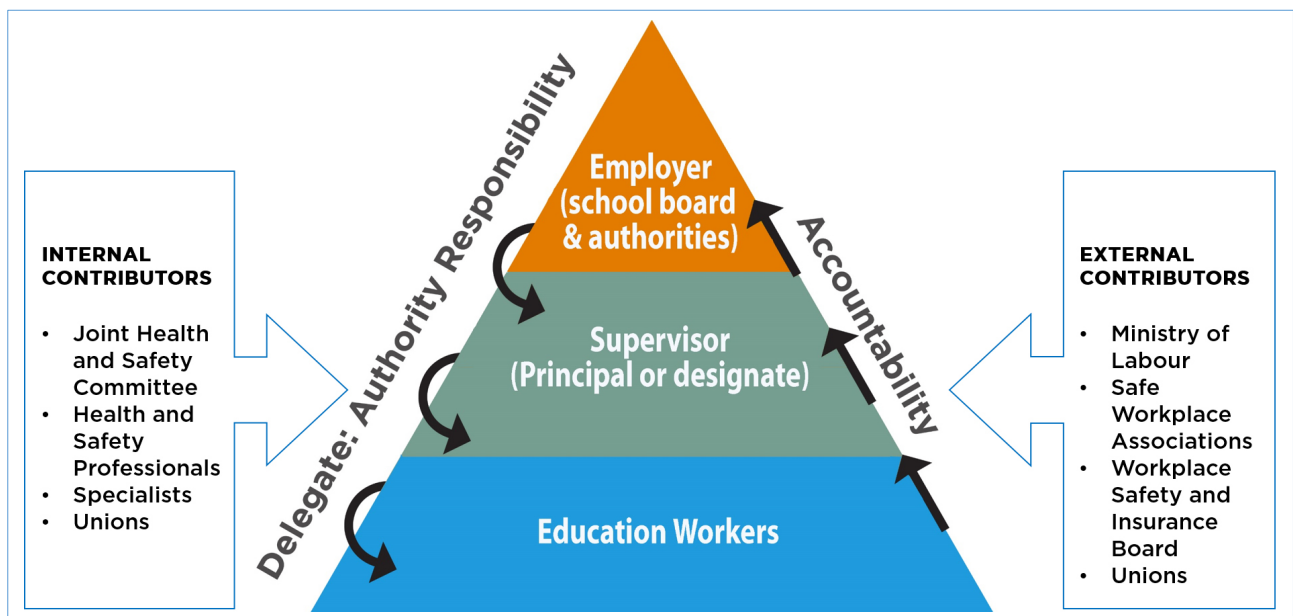


Figure 6: The Internal Responsibility System (IRS)

The IRS means everyone in the workplace has a role to play and a duty to actively ensure workers are safe. Each worker who sees a health and safety concern on the job such as a hazard, has the duty to report the issue to management. Once a hazard has been identified, the employer and supervisor have a duty to look at the issue and eliminate the hazard before it could injure others. The JHSC is the internal auditor of the effectiveness of the IRS while the MOL, EDU, unions and WSIB externally support the IRS. When the IRS is not successful, progressive enforcement from the MOL will follow. This process starts with issuing of orders and may proceed to prosecution.

We All Observe Hazards



According to *OHSA*, you have a duty to report a hazard that you have identified. Take for example, a new student gets more and more agitated with the bell

ringing at each class end. By the second week of school, his behaviour escalates and he begins to run out of the classroom in the intent of running outside away from the school.

Once staff enters an individual's personal space, they inadvertently increase their own personal risk.

Documenting the change in behaviour (i.e. *Behaviours Observed Checklist* and/or a non serious violent incident reporting form) and sharing this identification with the other teachers, appropriate education workers and the Principal not only is a legal requirement but is helpful in regards to identifying prevention/intervention strategies for the student to cope with the bell sounds.



The Rights of Workers

The *OHSA* gives three basic rights to workers:

- The right to know
- The right to participate
- The right to refuse unsafe work

The Right to Know

The worker has the right to know about any potential hazard (danger) in the workplace that he or she may be dealing with and how to protect their health and safety.

This means the worker has the right to receive information, instruction and guidance from their supervisor (Principal or designate) and/or employer (school board).

Whenever a worker is unsure of the safety of a situation or task, they need to speak with their supervisor (typically the Principal or a designate) before doing anything.



Figure 7: Know potential and actual hazards in the classroom to keep safe



Provision of Information - *OHSA* s. 32.05(3)

An employer's duty to provide information to a worker [*OHSA* s. 25(2)(a)], and a supervisor's (Principal or designate's) duty to advise a worker [*OHSA* s. 27(2)(a)], include the duty to provide information, including personal information, related to a risk of workplace violence from a person with a history or violent behaviour.

The employer or supervisor must not disclose more personal information than is reasonably necessary to protect the workers from physical injury while respecting privacy as much as possible. For example, the information disclosed should allow the workers to identify the violent person and/or triggers.

The Right to Participate

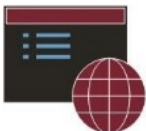
The worker has the right to be part of the process of identifying and resolving health and safety concerns. He or she can formally express this right by being involved in the development of safety plans and risk assessments (*as per EDU PPM 159*), and by becoming a member of the Multi Workplace Joint Health and Safety Committee (M/JHSC) or being a health and safety representative (HSR).

Another way they can express this right is by reporting hazards, making recommendations and by participating in the health and safety information and instructional activities such as training provided by their supervisor (Principal or designate) and/or school board.

The Right to Refuse Unsafe Work

Section 43 of the *OHSA* affirms the right of all workers to refuse unsafe work. A worker can refuse to work or to do particular work where he or she has reason to believe that:

- a. any equipment, machine, device or thing the worker is to use or operate is likely to endanger himself, herself or another worker; or
 - b. the physical condition of the workplace or part thereof in which he or she works or is to work is likely to endanger himself or herself, or another worker;
or
- b.1 workplace violence is likely to endanger himself/herself



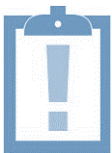
Work Refusal Resource

For a sample work refusal policy and a flowchart showing the exact steps under *OHSA* to follow, visit the PSHSA website - <https://www.pshsa.ca/wp-content/uploads/2013/07/Right-to-Refuse-Unsafe-Work-Policy-template.doc>

Teachers' Duty of Care Requirement

Teachers have the right to refuse unsafe work but must respect their “*Duty of Care*” requirement [*Teachers Regulation 857 s. 3(3)*]. That being said, the employer must *take all reasonable precautions* to protect the worker. When the teacher believes they are personally endangered, they need to report their concerns to their Principal right away while ensuring the continued safety for all their students.

In practical terms, this means that the students in a teacher’s care must be safe and supervised before a work refusal gets started. Furthermore, a teacher shall not delegate their obligations to a non-teacher with respect to the care of the student. For example, if the physical conditions of the classroom are unsafe, the teacher is obligated to remove all students under their care to another safe location (i.e. other empty classroom, library, office), and maintain supervision of the students.



Keeping Others Safe When There is Endangerment

- Ensure appropriate supervision by another teacher or Principal/Vice Principal and/or designate
- Ensure that students and any co-workers are kept safe

If the unsafe condition is due to a student acting out, the practice of assigning an educational assistant or other non-teacher to solely supervise that particular student, is no longer acceptable.

- Get immediate assistance
- Report concerns to the Principal
- Engage emergency procedures if necessary



Figure 8: Duty of Care

Problem Solving

You are a new teacher who gets assigned to teach a full day kindergarten class. There is a student who is very disruptive and potentially violent. One day, this student loses their composure and throws an object across the classroom. Depending on your personal assessment of your risk of harm, the following are 4 legislated duties to follow for addressing this situation:

- A. Duty to report this hazard to your supervisor (Principal or designate), or
- B. Right to refuse unsafe work – reason to believe that you are being endangered by the student’s behaviour, or
- C. Right to know, or
- D. Right to participate

You answered A.

This means you are complying with the **duty to report** and are exercising your **right to participate**. You **identify a hazard**. You and your supervisor collectively agree that this concern is a hazard and you work together to determine corrective actions that can be taken.

You answered B.

Under the same circumstances with a different perception, and the belief that others and yourself are at risk, this scenario may gravitate to a work refusal. It depends on who the worker is, and their experiences/training. You report to your supervisor that you are **refusing unsafe work** [OHS s. 43(4)]. The supervisor is now legally obligated to request that a M/JHSC worker member or health and safety representative conduct a work refusal investigation in your presence.

You answered C.

There is a lack of student information and history (i.e. *Student Safety Plan/ Behavioural Plan/no History of Violence*). You as the teacher have the **right to know** but are not equipped to accommodate this student in your classroom. His behaviour is concerning but there is no documentation yet as it is September and the start of the school year. You have completed an incident report form and the *Behaviours Observed Checklist* to track their behaviours and evaluate the risk. In response, your school board sends a special team to help build up school capacity to handle this student. If the board had not been able to respond so readily with safety support, the alternative might be to preclude admission until such time, as the school is able to safely support this student.

You answered D.

Subsequent to your incident report, you are included in the school team’s incident debriefing meeting. It is recommended to participate in key workplace violence training (i.e. *Non-Violent Crisis Intervention – CPI, Behaviour Management Systems – BMS, etc.*) before the start and throughout the school year.

Duties and Application to Workplace Violence

The general duties under the *Act* for employers [section 25], supervisors [section 27] and workers [section 28] apply with respect to workplace violence [section 32.0.5]. For example, workers would be required to report actual or potential hazards in the workplace relating to workplace violence to their employer or supervisor.

Shared Responsibility

- Create and maintain a non-violent, safe work environment
- Address issue and work toward resolution
- Notify supervisor immediately of identified hazard(s) and participate in the investigation



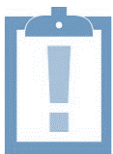
Figure 9: Spelling out violence on a chalkboard

Employer

Board and School (Director of Education, Board of Trustees) Level

In order to provide and promote a non-violent, safe work environment, the Ontario employer must:

- Ensure duty of care to prevent foreseeable harm from violent/potentially violent individuals (co-workers, contractors, parents, students)
- Where workplace violent incidents cause a critical injury, notify the MOL, M/JHSC and applicable unions [OHS s. 51(1)]
- Notify the M/JHSC and applicable unions of workplace violence incidents that disables a person from working or requires medical attention [OHS s. 52(1)]
- Provide information, instruction and supervision to a worker to protect the health and safety of the worker, as per applicable policies and procedures [OHS s. 25.2(a)]
- Acquaint a worker or a person in authority over a worker with any hazard in the work [OHS s. 25.2(d)]
- Develop and maintain a program to implement the policy with respect to workplace violence [OHS s. 32.0.2(1)]
- Ensure the program includes, [OHS s. 32.0.2.(2)]
 - a) Measures and procedures to control the risks identified in the assessment [32.0.3(1)] as likely to expose a worker to physical injury;
 - b) Measures and procedures for summoning immediate assistance when workplace violence occurs or is likely to occur;
 - c) Measures and procedures for workers to report incidents of workplace violence to the employer or supervisor; and
 - d) How the employer will investigate and deal with incidents or complaints of workplace violence
- Assess the risks of workplace violence that may arise for the; [OHS s. 32.0.3(1)]
 1. The nature of the workplace, or
 2. Type of work, or
 3. Conditions of work



Assessment of Risks of Violence - OHS s. 32.0.3(1)

To learn more about the aspects above (1. nature of the workplace, 2. type of work, and 3. conditions of work) to focus on when conducting a violence risk assessment, refer to the section - *Violence Risk Assessment* on page 30.

Additional employer duties in the Act can be summarized as the following:

- **Leading Practice:** Create *Notification of Risk* based on developing information from school team
- Advise committee, or a health and safety representative, or if none, **advise the workers of the results of the assessment, and if written, provide copies upon request** [OHS s. 32.0.3(3)]
- Repeat the assessment to ensure that the related workplace violence prevention policy and program continue to protect workers from workplace violence. [OHS s. 32.0.3.(4)] **Leading practice:** Recommended after each incident of violence, and as often as necessary

- Inform the M/JHSC or health and safety representative or workers of the results of the reassessment [*OHS*A s. 32.0.3(5)]

Encouraging communication between all workplace parties and their M/JHSC or health and safety representatives will help the employer to fulfill their legislated obligations while supporting each school's IRS.

Supervisor

Board and School Level (Principals or Designates)

Whenever a supervisor is made aware (directly or indirectly) of a threat, attempt or incident of workplace violence, it is their responsibility to ensure reporting, investigative and information sharing requirements are followed and their school board requirements get implemented.

- A supervisor shall ensure that a worker, [*OHS*A s. 27(1)]
 - Works in the manner and with the protective devices, measures and procedures required by this Act and the regulations; and [*OHS*A s. 27(1)(a)]
 - Uses or wears the equipment, protective devices or clothing that the worker's employer requires to be used or worn. [*OHS*A s. 27(1)(b)]
- A supervisor must advise a worker of the existence of any potential or actual danger to the health or safety of the worker of which the supervisor is aware; [*OHS*A s. 27.2(a)]
- Where so prescribed, the supervisor must provide a worker with written instructions as to the measures and procedures to be taken for protection of the worker [*OHS*A s. 27.2(b)]
- A supervisor receives information about potential or actual hazards and discusses with the worker on how to address the risk or potential for violence [*OHS*A s. 27(2)(a)]
- A supervisor must take every precaution reasonable in the circumstances for the protection of a worker [*OHS*A s. 27.2(c)]

Additional supervisor duties in the Act state can be summarized as the following leading practices:

- Create *Notification of Risk* based on developing information from school team
- Provide and promote a non-violent, safe work environment

Workers

Classroom Staff Level (Teachers, EAs, CYWs, ECEs and other staff)
School Level (Administrative, Support Staff, Custodial, and other staff)
This includes Principals and Vice Principals who are workers, as well as being supervisors.

- Report to/inform their Principal (supervisor) of the existence of any hazard of which they know [OHSA s 28(d)]

The following duties can be summarized as leading practices:

- Record details of hazard and share suggestions for improvement to their Principal (supervisor) as per the school board's policy
- Review, understand and comply with workplace violence and harassment program(s) including internal and external incident reporting obligations
- Participate in the investigation and provide recommendations as requested
- Escalate the hazard for increased attention by taking up the matter with the supervisor and/or contacting the M/JHSC worker member or health and safety representative for advice and/or to discuss their option of exercising their right to call a work refusal
- Participate in continuous improvement of safety plans with school team
- Participate in applicable training/awareness as required
- Refuse unsafe work; with special consideration given to their *Duty of Care* for their assigned student(s)

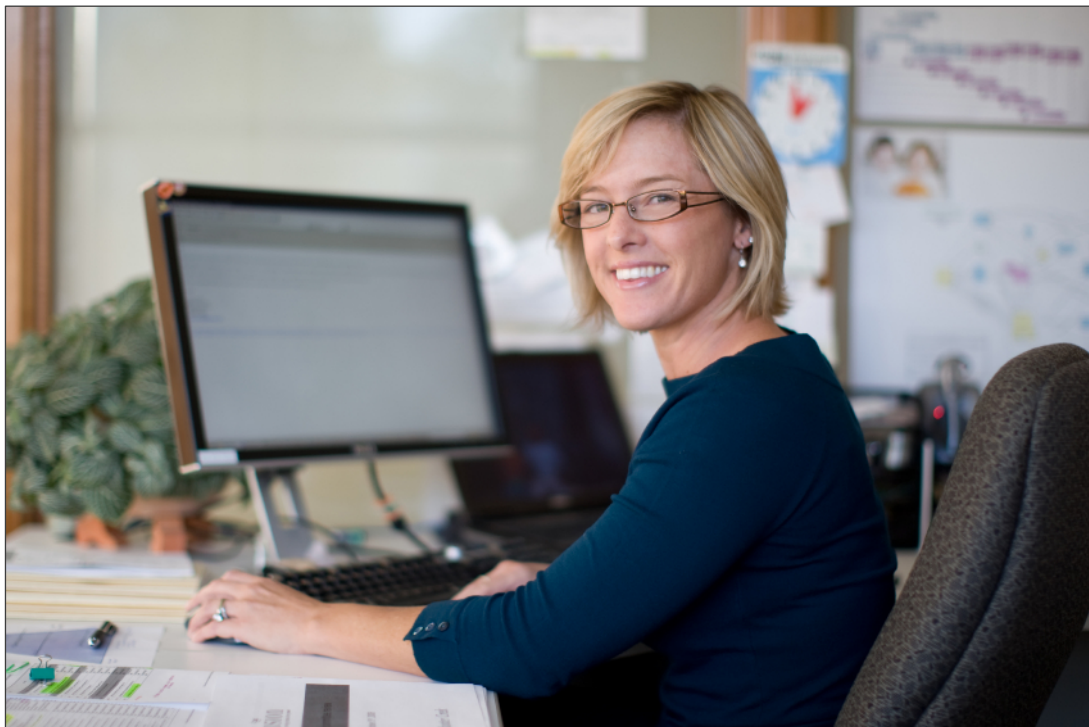


Figure 10 Worker member on the M/JHSC

Multi Workplace Joint Health and Safety Committee (M/JHSC)/Health and Safety Representation

The M/JHSC Worker Member or Health and Safety Representative must:

- Identify potential or real risk of violence [*OHS*A s. 9(18)(a)]
- Ensure they are appropriately consulted about and receive in writing the workplace violence risk assessment and report of corrective actions [*OHS*A s. 32.0.3(3)(a)]
- Ensure they are appropriately consulted about a written program with respect to workplace harassment [*OHS*A s. 32.0.6(1)]
- Make recommendations to the supervisor and employer for developing, establishing and providing training [*OHS*A s. 9(18)(b)]

Additional duties can be summarized as the following **leading practices**:

- Comply with the organization's *Workplace Violence and Harassment* policy and programs
- Comply with the organization's internal and external incident reporting obligations
- Ensure they communicate with and support workers who may receive information, including personal information, related to the risk of workplace violence from a person with a history of violent behaviour

Worker Reporting

As per *OHS*A section 28(1)(d), all workers, teachers, EAs and all other educational workers, have a duty to report to their supervisor (Principal or designate) any hazards and known violations of the *Act* of which they are aware. Identifying potential or real threats of violence is critical. Whether it is worrisome behaviours that may lead to suspension or expulsion, a threat, a near-miss or a serious incident, the risk needs to be reported to the Principal (or designate).

Take into consideration the safety of others along with the urgency of the situation. The report needs to get to the Principal in a timely manner (no later than the end of the school day) so investigation and corrective actions may be taken. If there is great concern for personal safety then the Principal must be notified directly and immediately.

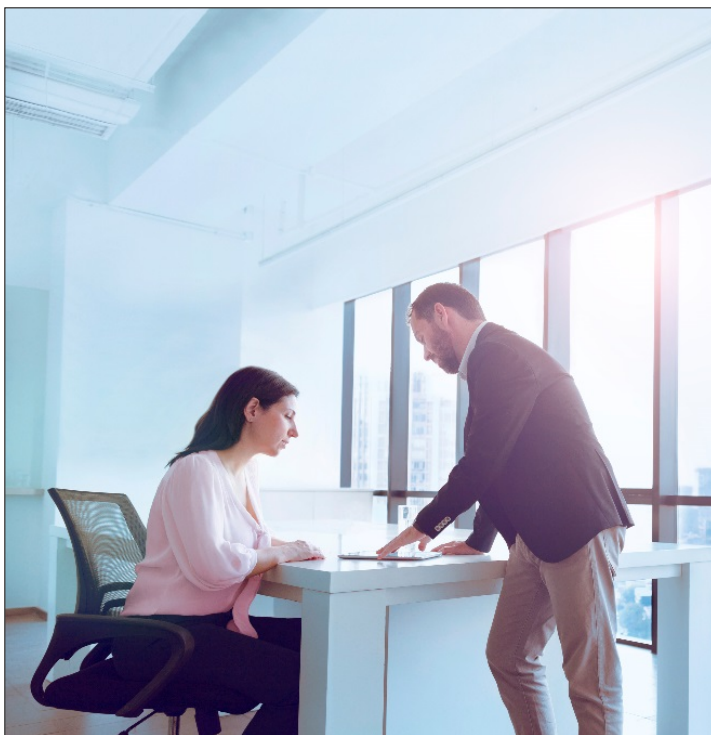


Figure 11: Responding to and reporting an incident

Effective Reporting

It is recommended to discuss with your Principal either in person or by telephone to discuss the hazard/incident (along with a written incident report). Having a one-on-one conversation is a constructive approach that will accelerate the process, and help with problem solving, while supporting the IRS.

Reporting Incidents

All workers have a legislated duty (*OHSA*) to report any hazards (i.e. workplace violence) to their supervisors. When the workplace violence involves a student, as per *Bill 157 - "Keeping Our Kids Safe at School Act"*, teachers and all other school board workers are legally obligated to report the incident to their Principal or designate using the *Safe Schools Incident Form* (as per *PPM 145*). When the violent incident involves a non-student, the worker must follow the school board's policy and use the appropriate workplace violence reporting form (e.g. *Non-Serious Incident Report, Incident Report, and Violence Hazard Reporting Form*).

It is the role of the Principal as the supervisor to investigate the incident; to determine what further actions may be required, while taking into consideration mitigating factors. The Principal and school board must meet their obligation under the *Act* to "*take every precaution reasonable in the circumstances for the protection of a worker*" and follow board procedures to control the risks of workplace violence that have been identified. Then they are to communicate the results of that investigation to the education worker who made that report, and notify appropriately the M/JHSC, unions and MOL.

Depending on the incident, the Principal will involve the police. The Principal will need to follow their local police/school board protocols. The Principal will communicate the results of their investigation with the education worker(s) who reported the incident, and will disclose information that is necessary to communicate the results of the investigation.



Figure 12: Going over investigation findings

Provincial Model for a Local Police/School Board Protocol

For more information about the mandatory and discretionary notification of police by the Principal, review the reporting requirements of the provincial model for a local police /school board protocol

- <http://www.edu.gov.on.ca/eng/document/brochure/protocol/protocol.html>.



Workplace Violence and Serious Student Incidents

For more information on legislation and policy, refer to Elementary Teachers Federation of Ontario (ETFO) Workplace Violence and Serious Student Incidents - THE PLACEMAT - connecting legislation and policy - etfohealthandsafety.ca/wp-content/uploads/2017/04/ETFO-WPV-and-Serious-Student-Incidents-THE-PLACEMAT-Legislation-and-Policy.pdf

Check out ETFO's video highlighting requirements for reporting and taking action on violence in schools at - etfohealthandsafety.ca

Reporting Near-Misses

There is a continuum of unwanted behaviours that can occur in the workplace. Inappropriate and unacceptable behaviours that do not fit the definition of workplace violence may escalate to workplace violence and/or workplace harassment. It is important to address any unwanted behaviours early to minimize the potential for these behaviours to lead to workplace violence.

Behaviours Observed Checklist

This checklist can be used on the job to **record** and **report** potential or real risk. It provides a list of triggers and descriptors that may be observed in some of your students. It is similar to a *Behaviour Log* but intended as a simpler, faster way for those busy education workers to keep track of new students, students not yet identified and those already identified students. For more information on this tool and for a link to download it, refer to **Appendix A – Violence Risk Tools in the Education Sector** in this toolkit.

Completed by (First and last name, and title):			Date Completed:	
Worksite (Department, location, room #):			Date of Incident:	
Relationship to Workplace: Staff <input type="checkbox"/> Occasional Staff <input type="checkbox"/> Other <input type="checkbox"/>			Time of Incident:	
BEHAVIOUR OBSERVED	YES/NO	DESCRIPTORS (<i>exactly what you see, hear</i>)	TRIGGERS	
VERBALLY THREATENING	<input type="checkbox"/> Yes <input type="checkbox"/> No	Verbal outburst (raised voice, yelling/shouting, crying, screaming, using profanity, insults) as an attempt to intimidate or threaten another person is often a precursor to physical violence.	PHYSICAL TRIGGERS	<input type="checkbox"/> Staff instruction <input type="checkbox"/> Eye contact <input type="checkbox"/> Told "No" <input type="checkbox"/> Unfulfilled request <input type="checkbox"/> Gesture(s) <input type="checkbox"/> Prompted <input type="checkbox"/> Being touched <input type="checkbox"/> Being tired <input type="checkbox"/> Having to wait <input type="checkbox"/> Hunger <input type="checkbox"/> Pain <input type="checkbox"/> Physical force <input type="checkbox"/> Personal space violated <input type="checkbox"/> Self-stimming <input type="checkbox"/> Other: _____
PHYSICALLY THREATENING	<input type="checkbox"/> Yes <input type="checkbox"/> No	Physically intimidating behaviour causing the recipient to perceive a threat to their physical safety (raising of arm/leg, aggressive-posture, making or shaking a fist, carrying or brandishing a weapon).		
ATTACKING PEOPLE	<input type="checkbox"/> Yes <input type="checkbox"/> No	Exercise of physical force against another person including but not limited to hitting, kicking, pushing, lunging, bumping, shoving, hitting, slapping, punching, pinching, grabbing, biting, spitting, etc. May involve the use of an object to injure the person(s) being attacked.		
ATTACKING OBJECTS	<input type="checkbox"/> Yes <input type="checkbox"/> No	An attack directed only at an object and NOT at an individual e.g. the indiscriminate throwing/tossing of an object, banging or smashing windows, kicking, banging, head banging, smashing of furniture to taking others' property.	ENVIRONMENTAL TRIGGERS	<input type="checkbox"/> Being isolated <input type="checkbox"/> Being restrained <input type="checkbox"/> Withdrawal from room <input type="checkbox"/> Lighting <input type="checkbox"/> Privacy <input type="checkbox"/> Layout <input type="checkbox"/> Male staff <input type="checkbox"/> Female staff <input type="checkbox"/> Loud noises/yelling <input type="checkbox"/> Alarming noise <input type="checkbox"/> Timer set/Beeped <input type="checkbox"/> Temperature <input type="checkbox"/> Time of day <input type="checkbox"/> Visitors/Contractors <input type="checkbox"/> Other: _____
CONFUSION	<input type="checkbox"/> Yes <input type="checkbox"/> No	Disoriented – may be unaware of time, place, or person, altered cognitive state (change from normal behaviour caused by medical condition).		
IRRITABILITY	<input type="checkbox"/> Yes <input type="checkbox"/> No	Easily annoyed or angered. Unable to tolerate the presence of others. Unable to follow instruction(s) at these times. Strong reaction to instructions.		
BOISTEROUS	<input type="checkbox"/> Yes <input type="checkbox"/> No	Unaware of making overtly loud noise, e.g. raising of voice, slams doors, shouts out when talking, etc.		
AGITATED/IMPULSIVE	<input type="checkbox"/> Yes <input type="checkbox"/> No	Unable to remain composed. Very strong emotional reaction to real and imagined disappointments. Feels or appears troubled, nervous or upset. Is spontaneous, haste, emotions, dissatisfied with wait times.		

Figure 13: Behaviours Observed Checklist – a job aid to help with identifying behaviours

Violence Risk Assessment

Definition of a Risk Assessment

Risk assessment is a term used to describe the overall process or method where you:

- Identify hazards and risk factors that have the potential to cause harm (hazard identification).
- Analyze and evaluate the risk associated with that hazard (risk analysis, and risk evaluation).
- Determine appropriate ways to eliminate the hazard, or control the risk when the hazard cannot be eliminated (risk control).

A risk assessment is a thorough look at your workplace to identify those elements, situations, processes, etc. that may cause harm, particularly to people. After identification is made, there is analysis of how likely and severe the risk will be. Once this determination is made, confirm what measures should be put in place to effectively eliminate or control the harm from happening. Having this process in place provides for the sharing of critical information and intervention strategies. Cooperative engagement from all workplace parties is essential.

The Canadian Standards Association (CSA) Z1002 Standard "Occupational health and safety - Hazard identification and elimination and risk assessment and control" defines risk assessment as the overall process of hazard identification, risk analysis, and risk evaluation.

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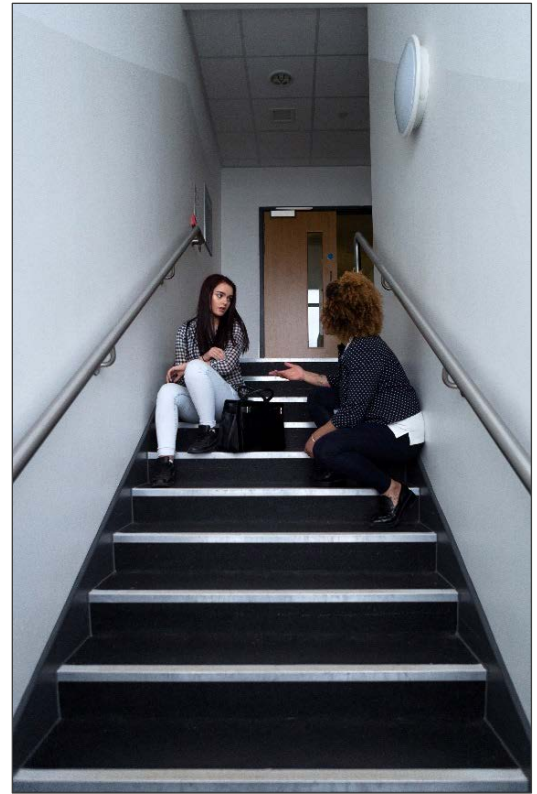


Figure 14: Getting the necessary support

About the Violence Risk Assessment Tool

What

The *Violence Risk Assessment Tool* provides a snapshot of a worker's immediate risk of violence in the workplace. The tool can also help identify and streamline referrals to internal/external staff for further support and resources for individuals who may pose a risk of violent behavior including identified and non-identified students with exceptionalities.

A risk assessment is a living document that reflects the population of the particular educational facility. The risk assessment must be ongoing rather than a starting point to a workplace violence prevention program. It should include a review of violent incidents, WSIB claims and incident reports, plus an assessment of the work environment, organization of the work and a survey of all workers, staffing levels and school population, as appropriate. Important to note that this violence risk assessment is not an assessment of an individual or a student. It should also include a review of the school's process including reporting, training, communication and evaluation of the risk assessment.

The violence risk assessment needs to take into consideration the dynamic nature of the education workplace from its location, and the types of work and conditions that are presented by the student and staff. It is recommended that the assessment also take into account the number and nature of previous incidents of workplace violence from the previous school year. Review some examples of risk associated with work-related aspects and activities on the following page.



Figure 15: Principal involving staff in hazard identification

1. Nature of the Workplace

This refers to the physical aspects of the workplace, whether it is a building, parking lot, school bus, or outdoor playground area. This may include communication systems, workplace lighting, lines of sight, stairways, entrances, exits and objects that could be used to hurt workers.

Example

A class went on a field trip to a supermarket. One of the students lost his composure and was unable to manage his behaviour. The teacher called a taxi cab for the student support worker to escort the student back to school. In the taxicab the student was hitting the student support worker so hard that the taxi cab driver pulled over to try to help. The student support worker received a concussion.

Nature of the workplace includes the supermarket, and the taxi cab

2. Type of Work

This refers to the activities workers perform (such as shadowing, toileting or feeding a student), and the sector of work (such as education) and people with whom workers interact (such as student or other education workers or parents).

Example

While assisting a student with multiple exceptionalities, an Educational Assistant (EA) was suddenly grabbed via her hair. The EA had placed herself in the student's personal space during the transfer technique and when the student was unable to grab a support bar, the student reached for her hair instead. The worker did not expect the prolonged force and intensity of the students grip, and was physically and emotionally hurt.

Type of work requires facilitation of a proper transfer technique which involves a worker entering personal space of a student

3. Conditions of Work

This refers to other aspects of the job, such as hours worked (such as full day kindergarten), size of classroom, integrated classroom and whether workers move from location to location, work alone or in isolation.

Example

While escorting a class of full day kindergarten (FDK) students, an Early Childhood Educator (ECE) was suddenly grabbed from behind. As a result the ECE tripped and fell, hitting her head on the edge of a cubby unit. The FDK student is new to the school and has not previously been identified with any notable behaviours.

Conditions of work include hours of work, student to staff ratio, unidentified behaviours in a new student

Why

Incidents of violence are often preventable with early intervention in response to observed behaviours that seem threatening or objectionable. Taking steps to identify the risk through assessment can be a highly effective approach to preventing or minimizing situations that could negatively affect school safety for staff and for students. This identification will assist in determining which interventions to implement.

Under the law, workers have the right to be told about risks of harm and how to work safely. Employers and supervisors must ensure that risks are identified and *“take every precaution reasonable in the circumstances for the protection of a worker”* [OHS s. 25(2)(h); 27(2)(c)].

Taking precautions to control identified risks and keeping workers informed is central to the prevention and management of workplace violence in Ontario workplaces.

The identification and reporting of workplace violence demonstrates due diligence. The reason for reporting is to comply with legislative requirements and with one’s school board workplace violence policy and program.



Leading Practice

It is recommended that this violence risk assessment:

- Be part of a complete risk assessment policy and program that includes procedures, information and instruction (e.g. training), communication and evaluation
- Be easily integrated into new or existing violence prevention measures and procedures
- Be shared with those other education workers who are involved with the student or other persons showing potential for violent behaviour (e.g. worker involvement in completing the assessment, M/JHSC debrief worker(s) on identified risks)
- Be used in conjunction with safety plan(s) as appropriate, if a history of violent behaviour or increased risk of violence has been identified.

Where

The violence risk assessment tool is for use in public and private elementary, or secondary school and school board settings. It should be completed with as many of the staff involved with the student(s)/programs and/or location. While a similar type of work may be performed at multiple worksites in the same board, the nature of the workplace and conditions of work will be different based on its specific site. Each worksite should be assessed respectively for its own unique risks as well as for any of the common risks.



Leading Practice

A risk assessment should be conducted at a specific school/site in conjunction with the school based plan developed by the Principal to safely protect staff members who support the learning of a particular student. The Principal updates the existing safety plan or develops a new one as identified by the most current/recent risk assessment. Changes to safety plans are communicated to the impacted worker(s) and school team depending on the level of risk.

Who

The violence risk assessment is required to be completed by the employer. [OHSA s. 32.0.3(1)] Leading practice has the supervisor (Principal or designate) at that site conducting the assessment with collaborative professional input by all education workers (*EDU PPM 159*). Upon completion, the written results of the assessment must be shared with the M/JHSC or health and safety representative. [OHSA s. 32.0.3(a)] With this insight, your team can efficiently assess the risk, apply control measures if needed, and improve worker safety.

The recommended involvement of all workers enhances prevention of workplace violence and helps promote a safer and healthier workplace culture.

When

It is recommended to conduct a workplace violence reassessment at a minimum once per year, or as often as necessary, whenever there are changes or events within a school board that may warrant reassessing the risks.

The risk assessment tool needs to be accessible, easy to use and easy to implement. This tool should be used, not just for reactive incident reporting, but when there are:

- Changes to the classroom with curriculum and/or environment
- Changes to classroom staff and/or students (i.e. occasional teacher, volunteers, transfer of new student/behaviours observed in student)
- Start of the school year/semester and at other transitions throughout the school year (more than once or when there is an incident to report)
- New educational facility

How

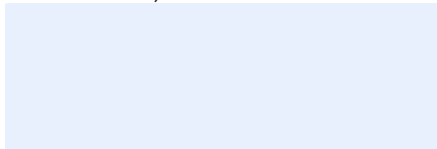
In Section A, read the list of circumstances. Score one (1) for a negative answer and zero (0) for each positive or non-applicable item in the tool. Add the scores. Next, consult the *Risk Rating Scale* in section B to determine whether the risk level is **low** (1-9), **moderate** (10-14), **high** (15-19) 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. Whenever **NO** has been selected, 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.

If high or very high risk is identified, it is suggested to review your internal violence prevention program to determine how best to close gaps in the program. It is recommended to involve the entire team in the consultation with the M/JHSC or health and safety representative.

Violence Risk Assessment Tool – Education Sector

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



Click on the box above to insert your logo

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
Entry points 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 "Sign-In/Sign-Out" procedure for this site?			
Lighting 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)?			
Communications system 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?			
Physical facilities 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 for specific student(s) enrolled for support?			
Outdoor grounds are equipped and designed appropriately to support student and staff? (e.g. fencing, courtyards)			
Sight lines Good visual surveillance of all entrance ways, parking lots, play areas/sports fields and bicycle racks, are maintained by routine groundskeeping?			
Other 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
Upon arrival to the school site Do workers use the communication system?			
Are <i>Student Safety</i> and/or <i>Behavioural Plans</i> current, maintained and accessible to all applicable 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?			
Transportation assignments Are staff safety protocols in place? (e.g. <i>Kiss and Ride</i> program, field trips)			
PPE and training specific to your assignment Required personal protective equipment (PPE) available, in place and being worn as appropriate?			
If student specific training is required at this school/location/facility/site, have all applicable workers received this training?			
Handling cash Are there safe practice procedures in place? (e.g. changing timing in banking routines)			
Other 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)			
Domestic Violence 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?			
Other Are there other issues related to the conditions of work not covered above? If yes, please provide details:			
TOTAL SCORE			
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
Low Score of 1 - 9	<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:
Moderate Score of 10-14	<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:
High Score of 15- 19 OR Very High Score of 20+	<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.

Physical Environment of Work

- 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/supervised) space

Work Practices

- 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 plan(s) 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/reassessment 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

Staffing

- 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)

Training

- 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



PART 3 COMMUNICATION & RESOLUTION

Communication

All applicable education workers and supervisors need to receive information and instruction on the organization's workplace violence policy and program, including the steps for identifying and addressing the risks. [OHSAA s. 32.0.5(2)] Communication shall be encouraged by the employer/supervisor between the workers and the M/JHSC.

Effective Communication

Implementing a process for communicating the risk of violence offers many advantages for all responsible workplace parties:

Classroom level & School level staff

- Improved awareness of known risks
- Protection
- Reduced/minimized injury or illness
- Maintained staff and student safety
- Safe and appropriate learning and working environment
- Legislative compliance
- Positive safety culture
- Improved recruitment and retention

Board level

- Legislative compliance
- Provide a secure, safe workplace
- Provide a safe and appropriate learning environment
- Enhanced H&S management
- Positive safety culture
- Reduced injury and illness rates
- Improved recruitment and retention

Supervisor level

- Legislative compliance
- Reduced injury and illness rates
- Protection
- Maintained staff and student safety
- Safe and appropriate learning and working environment
- Enhanced H&S management

M/JHSC/H&S Representative level

- Legislative compliance
- Support IRS
- Enhanced health and safety management
- Positive safety culture
- Reduced injury and illness rates
- Improved recruitment and retention

Communicate debriefing results of risk assessment with all workers involved or potentially affected. Provide communication protocols for the assessment process. Only the necessary information should be provided about the student to protect the worker [OHSA s. 32.0.5(4)].

Developing a strategy to communicate risk of workplace violence, behaviours and prevention measures in accordance with board specific policies is recommended. Consider the following **leading practice**:

“In the Office”

Critical information from identified and reported violence needs to be shared with those workers that will be coming into contact with the student(s). Before entering the classroom/starting work, the worker needs to go over the documents kept in the *In the office* folder and then acknowledge their review with their signature.



Figure 16: Sharing Information and planning safe work

Safety Alert Summary

Identifying potential or real risk of violence is critical. This form is to be completed for all students whose behaviour presents a significant risk of injury to self and/or others. This is not a mandatory form of the Ministry of Education, but may a useful tool for schools and school boards to use. All information in the **Safety Alert is strictly confidential** and is to be used for the sole purpose of ensuring worker’s safety while on the premises.

Upon signing in, all authorized workers at the site will be provided with this information to be notified of the risk. It provides information on what triggers and actions to be aware of and to avoid when in that workplace. It also includes a layout of the school with recommended safe routes to follow to avoid the risk. It is recommended to have the worker review this “*In the office*” before entering the school site and commencing work.

Need to Know

Upon signing in, all applicable workers at the site will be provided with this information which includes a floor plan to show recommended safe routes to take. Even in the recommended areas, workers need to be alert and aware at all times.

For more information, refer to Appendix A, or to incorporate this tool into your organization’s program, download the *Safety Alert Summary* link at - <http://www.pshsa.ca/workplace-violence-education>

Another tool that can be used to share information is the *Truncated Safety Plan* outlined in the Ministry of Labour and Ministry of Education guide – “*Workplace violence in school boards: A guide to the law*”. This tool can be found

here: <https://www.ontario.ca/document/workplace-violence-school-boards-guide-law/appendix-f-notification-potential-risk-physical-injury-truncated-student-safety-plan>

Information and Instruction

School boards must provide information and instruction along with supervision to protect the health and safety of their education workers [OHS s. 32.0.5(3)].

What does this mean? Education workers need to be informed and instructed on:

- Rights and obligations under the OHS
- Identification and reporting of violence risks
- Precautions to implement

The form is titled "Safety Alert Summary" and includes a section for a "Photo of student". Below this is a table with the following sections:

Date Created/Revised											
School Contact	AM	PM									
Risk of Injury or Behaviour	<input type="checkbox"/> Physical aggression <input type="checkbox"/> Self-harm <input type="checkbox"/> Putting self in danger <input type="checkbox"/> Other: _____										
Personal Protective Equipment (PPE)	<input type="checkbox"/> No <input type="checkbox"/> Yes/Specify: _____										
Triggers Known factors that will increase the probability of inappropriate or aggressive behaviour											
Indicators Physical signs/cues that the student is about to become aggressive	<input type="checkbox"/> Frustration <input type="checkbox"/> Impulsivity <input type="checkbox"/> Transitions <input type="checkbox"/> Sharing <input type="checkbox"/> Separation anxiety <input type="checkbox"/> Other: _____										
<table border="1"> <thead> <tr> <th>NAME</th> <th>ROLE</th> <th>SIGNATURE</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			NAME	ROLE	SIGNATURE						
NAME	ROLE	SIGNATURE									

Figure 17: Safety Alert Summary, a job aid that helps with identification of risks

- Responding to violent incidents or behaviours leading to violence
- How the site manages risk, such as developing a dedicated response team assigned temporarily to address concerns and to help build up the site's capacity [e.g. Short Term Accommodation Response Team (START)]

It is recommended that all applicable workers be informed about their school's workplace violence policy (as per the requirement that school boards provide workers with information and instruction on the policy and program) so they will have a better understanding of:

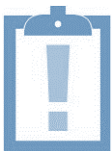
- Aggression and violence at work
- The terminology around workplace violence and responsive behaviours
- When and how often the violence risk assessment tool is to be implemented,
- How to determine level of risk, and
- How to report risk and all other applicable processes and procedures.

Evaluation/Monitoring

To effectively evaluate the risk assessment, school boards should consult with M/JHSC worker members or health and safety representatives to review effectiveness of communication, information and instruction and to share findings. The school's continual improvement plan should be supported by:

- Root cause analysis
- Corrective action points planned to resolution
- Assigned responsibilities for each point
- Expected timelines for each point

Each school (through their Principal or designate) needs to monitor their plan regularly for compliance, and communicate program success to promote accountability as well as a positive, supportive culture.



An Effective Violence Risk Assessment

A violence risk assessment is effective when it:

- Involves as many workers along with representation from the M/JHSC to help with the process and to discuss corrective actions
- Includes a discussion about what violence the workers have been exposed to and any violence related concerns they might have on the job
- Recommends talking about similar workplaces and common circumstances
- Requires sharing the results with and making them available to all workers
- Leads to a determination whether the potential exposure to violence requires development and training of specific skills and knowledge

Reassessment

Take for example, a case involving a student having been sent home for violent behaviour one day and then returning back to school the next day. Team meetings were not scheduled. Safety Plans were not reviewed. One could believe that the risks will reoccur.

When a situation arises in which a worker may be at risk, the employer and supervisor should review existing measures and procedures to determine whether those controls continue to protect workers. [OHSA s. 32.0.3(4)]

When there have been changes in staff and student populations with new students transferring, or occasional teachers coming and going, or the site

has modifications made to the physical environment or incidences of workplace violence get reported, it is recommended that a reassessment of the risks be undertaken.

A reassessment of the risks of workplace violence is required as often as needed. It is the employer/supervisor who must conduct the reassessment and inform the M/JHSC or health and safety representative and workers of the written results of the reassessment. [OHSA s. 32.0.3(5)]. It is recommended this reassessment be reviewed at least annually in consultation with the M/JHSC and/or health and safety representative.

Debriefing

A prelude to the workplace violence risk reassessment.

Subsequent to an incident of workplace violence, one person must take leadership of the event and determine whether a reassessment of risk is required.

Incidents can be separated into two categories, those that are part of an expected behaviour response to triggers or situations (i.e. predictable and those that are unexpected or unpredictable).

Debriefing provides an opportunity for the receiver(s) of the workplace violence and any witnesses to the event to discuss openly the pre, during, and post circumstances experienced and document the same.

Questions to review - **What worked well?**

- Identify any antecedents observed, and their impact on the event
- Identify existing processes or procedures and their impact on the event
- Identify existing resources or supports and their impact on the event

Questions to review - **What changes need to be considered?**

- Discuss how each person needs to act in the future
- Discuss process or procedure modification
- Discuss resource or support allocations

Additional opportunities to consider might include providing supports for emotional impacts on persons and/or providing learning opportunities to build internal capacity

CONCLUSION

Preventing workplace violence hazards is the responsibility of everyone in the workplace.

When implemented, the Internal Responsibility System (IRS) is a very effective way of reducing workplace violence hazards and its related injuries/illnesses. It enables everyone to be personally responsible for violence prevention and safety in the workplace.

It is highly recommended that the M/JHSC incorporates a strategy for injury/illness prevention related to workplace violence prevention. Compliance with the minimum standards set forth in the *OHSA* is the responsibility of the school board, but safety improves most when all education workers are well-informed, vigilant and strategic about dealing with risks associated with violence.



Figure 18: Safe and positive school culture

FAQ

Who is responsible for prevention of workplace violence in the school?

Everyone in the workplace including the employers, supervisors and all education workers, share the responsibility in prevention of workplace violence. Together, they must be committed to their workplace violence prevention program. In other words, each person needs to follow their school board's policies and procedures respective to their roles while supporting the internal responsibility system (IRS).

Why use this *Workplace Violence Risk Assessment Toolkit*?

This toolkit provides a variety of tools, including the *Violence Risk Assessment Tool*, which are designed to help education workers identify potential concerns or risks in their workplace. It will aid in identifying when the IPRC should be evoked. Consider the following situations:

- 1 - A non-identified student (e.g. a FDK student) arrives at school and presents a risk of violence; or
- 2 - An identified student shows up at the school and the in-house capacity to safely support staff and students is in question.

Why would one use the *Overview Diagram*?

The overview diagram acts as a map, guiding each member of the school team to document awareness, execute their individual legislated responsibility and facilitate communication and resolution.

When would one use the *Behaviours Observed Checklist*?

Should a person being taught or supported become unpredictable, emotional, impulsive and/or withdrawn, it is recommended to document what is being observed using the *Behaviours Observed Checklist* and to communicate, as necessary with one's co-workers and/or the school team.

When should one use the *Violence Risk Assessment Tool* to conduct a risk assessment/reassessment?

Whenever the nature of the workplace, the type of work or the conditions of the work expose a worker to the potential of violence, hazards, an assessment/reassessment of the risks shall be completed (*OHS* s. 32.0.3).

In other words, risk reassessments are recommended to be done as often as needed. For example - at the start of the school year/semester, when there are transitions throughout the school year and/or subsequently after incidents of violence.

This assessment tool is designed to save time and to support the school board's workplace violence policy and program.

Who needs access to the risk assessment?

All parties involved. The risk assessment tool needs to be accessible to those involved with education programs, school locations and specific students.

What is recommended to be done, if there is a change to a student's behavior and the original safety plan no longer applies?

The school team should meet, discuss and work together to evaluate this student's behavior and revise the safety plan, as needed. Remember a safety plan by itself is not a risk assessment under *OHS*A.

Can one risk assessment be conducted and used for multiple worksites?

A risk assessment should be specific to the workplace even though a similar type of work may be performed in the multiple worksites in that one school board. The risk assessment needs to consider the nature of the workplace and the conditions of work. Each worksite should be assessed for its own unique risks in addition to any of the common risks.

Is the *Safety Alert Summary* a tool to be used by all?

This is a tool designed to facilitate the *provision of information* [the right to know *OHS*A s. 32.0.5(3)] to those workers who don't work directly with the specific student (i.e. itinerant teacher, custodial maintenance person, visiting facilities personnel, administrative and/or support worker). It is not mandatory to use, but doing so will help reduce the risk associated with identified hazards of violence.

APPENDIX B

Legislative Requirements and Tools Reference

The below table outlines how legislative requirements with respect to workplace violence aligns with the information and tools contained in this Toolkit.

Legislative Requirement	Potential Risk Assessment Toolkit Tool
<p>Sections 32.0.3(1) Assessment of Risks of Violence An employer shall assess the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work.</p>	<p>The Violence Risk Assessment Tool Section – see pages 30-43</p> <p><i>Violence Risk Assessment Tool – Education Sector</i> – pages 36 - 43</p>
<p>Sections 32.0.3(4) Reassessment An employer shall reassess the risks of workplace violence as often as is necessary to ensure that the related workplace violence policy and program continue to protect workers from workplace violence.</p>	<p>Information about Reassessment of Risks – see page 48</p> <p><i>Violence Risk Assessment Tool – Education Sector</i> – pages 30-43 (Note that this tool can also be used to reassess risks)</p>
<p>Section 32.0.2(1) Workplace Violence Program An employer shall develop and maintain a program to implement the Workplace Violence Policy. The Program shall,</p>	
<p>(a) Include measures and procedures to control the risks identified in the assessment as likely to expose a worker to physical injury</p>	<p><i>Violence Risk Assessment Tool – Education Sector</i> – see Section C of tool – Controls, Procedures and/or Measures from pages 41- 43</p>
<p>(b) Include measures and procedures for summoning immediate assistance when workplace violence occurs or is likely to occur</p>	

<p>(c) Include measures and procedures for workers to report incidents of workplace violence to the employer or supervisor</p>	<p>Part 2 – Responsibilities – see pages 17 - 29</p> <p><i>Behaviours Observed Checklist</i> tool – see page 29</p>
<p>(d) Set out how the employer will investigate and deal with incidents or complaints of workplace violence</p>	
<p>Section 32.0.5(3) Provision of Information</p> <p>An employer’s duty to provide information to a worker and a supervisor’s duty to advise a worker include the duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violence behaviour if,</p> <ul style="list-style-type: none"> (a) the worker can be expected to encounter that person in the course of his or her work, and (b) the risk of workplace violence is likely to expose the worker to physical injury. <p>Section 32.0.5(4) Limit on Disclosure</p> <p>No employer or supervisor shall disclose more personal information in the circumstances than is reasonably necessary to protect the worker from physical injury.</p>	<p>Part 3 – Communication and Resolution Section – see pages 44 - 49</p> <p><i>Safety Alert</i> tool – see page 46</p>

APPENDIX C

Leading Practices Summary

Prevention of Workplace Violence in Education Settings

This summary includes leading practices from the toolkit along with other recommendations and tips to prevent or reduce workplace violence risks.

Issue/Task	OHS Legislation	Leading Practice
Hazard Notification	<i>OHS</i> s.25(2)(d)	Principal prior to first week of school/semester assembles school team and acquaints workers in the school (via "tailgate safety talk") before the start of the job/school year/semester
	Right to Know	<p><i>Student Transition Checklist</i> provides transitional planning and critical information of students when transferring them internally between schools and graduating from the elementary to secondary programs.</p> <p>Source: Greater Essex County District School Board Transition Checklist</p> <p>Location: http://www.ddsb.ca/Programs/SpecialEducation/TAG/Documents/Transition_Planning-Elem-Sec.pdf</p> <p>Contact: Tim.Lauzon@publicboard.ca</p>
Measures and Procedures	<i>OHS</i> s.32.0.2(2)(a)	<p>Utilize the START team in September/January at the beginning of school/semester for identified risks of violence for new/existing staff dealing with new exceptionalities/behaviours, until school capacity to control risks is achieved</p> <p>Utilize local staff response teams</p>
	<i>OHS</i> s.32.0.5(2) Information, Right to Know	<p><i>Toolkit content</i></p> <p>Participation of all staff working directly with student involved in transition/transfer meetings - Pass note around to all education workers whom are involved with student in case they are not in attendance of the IPRC or support meeting. They can offer comments or provide questions needing responses on the note, which will be completed in the meeting and later distributed to all involved.</p>
Initial Risk Assessment	<i>OHS</i> s 32.0.3(1)	<p>Initial <i>Violence Risk Assessments</i> should include any known risks based on previous workplace incidents, for example:</p> <ul style="list-style-type: none"> ✓ A student with a history of violence incidents ✓ The nature of interactions with parents ✓ Significant change in student population

		Other education workers, such as bus drivers, share training tips/provide feedback about effective implementation of interventions/support the process at a “tailgate safety talk” or at an all staff meeting
Risk Assessment	<i>OHSA s 32.0.3(1), PPM 159</i>	The supervisor or designate at the site conducting the assessment with collaborative input from all education workers
		<p>It is recommended that this <i>Violence Risk Assessment</i>:</p> <p>Be part of a complete risk assessment system that includes policy/ procedures, training, communication and evaluation</p> <p>Be easily integrated into new or existing violence prevention protocols</p> <p>Be shared with those other education workers who are involved with the student or other persons showing potential for violent behaviour (e.g. worker involvement in completing the assessment, M/JHSC debrief worker(s) on identified risks)</p> <p>Be used in conjunction with a <i>safety plan</i> as appropriate if a history of violent behaviour or increased risk of violence is identified</p>
		<p>Assessment should be conducted with:</p> <ul style="list-style-type: none"> ✓ Changes to the classroom with curriculum and/or environment ✓ Changes to classroom staff and/or students (i.e. occasional teacher, volunteers, transfer of new student/behaviours observed in student) ✓ Start of the school year/semester and at other transitions throughout the school year (more than once or when there is an incident to report) ✓ New educational facility
Notification of Risk	<i>OHSA s. 25(2)(a), OHSA s. 32.0.5(3)</i>	Principal to provide, in confidence, with relevant staff information from a person with a history of violent behavior/an identified student’s file (i.e. <i>Transition plan, IEP</i>) related to violent aggressive behaviour
Information Sharing	<i>OHSA s. 25(2)(a) OHSA s.32.0.3(3)(b)</i>	<p>Notification of casual staff, temporary staff and those that have just returned from absence and missed information/training sessions.</p> <p>Similar to anaphylaxis identification, students with history of violence should be readily identified using a system of coloured binders, etc.</p> <p>Completed violence risk assessment to be shared with M/JHSC, HSR and all education workers</p>
		Worker records details of workplace violence hazard and suggestions for improvements and provides to supervisor, as per school board policy (e.g. <i>Incident Report, Violence Hazard Reporting Form</i>)
		<p><i>Safety Alert Summary</i></p> <p>For workers who are not working directly with identified student(s). Upon arrival at the school they sign in and receive the document and on the back of it there can be a map of the school</p>

		and the route to use to minimize contact/exposure to the student(s).
Reassessment		It is recommended to reassess the risks of violence as often as necessary (i.e. changes or events) to ensure that the workplace violence policy and program continues protecting the workers.
	<i>Collaborative Professionalism / PPM 159</i>	<p>Debriefing together. Example: involving education workers, as appropriate, in determining the measures and procedures that should be put into place to control the identified risks.</p> <p>Controls used to address risks will be of most value when they are developed based on local school circumstances and student needs and in collaboration and consultations with workers as well as the M/JHSC</p>
		Communication between workers and their M/JHSC representative(s) is to be encouraged by supervisor/employer
		Employer provides M/JHSC member/HSR with written <i>Violence Risk Assessment</i> and consults on recommended actions to be taken
		Supervisor updates existing <i>Safety Plan</i> or <i>Staff Safety Plan</i> or develops new <i>Safety Plans</i> as needed based on the most recent/current <i>Violence Risk Assessment</i>
		Supervisor communicates changes to the <i>Safety Plans</i> to the impacted worker(s) and school team depending on level of risk
Reporting Incidents		It is recommended to discuss with your Principal, and vice versa, either in person or by telephone to discuss the hazard/incident (along with a written incident report). Having a one-on-one conversation is a constructive approach that will accelerate the process, and help with problem solving, while supporting the IRS.
		Worker participates in continuous improvement of safety plans with school team

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GLOSSARY

Behaviour Support Plan: A behaviour support plan is a written plan that is designed to target the underlying reason for behaviour, replace the inappropriate behaviour with an appropriate behaviour that serves the same function, and reduce or eliminate the challenging behaviour. In school boards, behaviour support plans are sometimes referred to as behaviour management plans. [*Ontario Ministry of Education. (2010). Caring and Safe Schools in Ontario*]

Controls: Designed to eliminate or reduce hazards or hazardous exposures. The categories of controls are engineering, administrative and personal protective equipment (PPE).

Critical Injury: An injury of a serious nature that, (a) places life in jeopardy, (b) produces unconsciousness, (c) results in substantial loss of blood, (d) involves the fracture of a leg or arm but not a finger or toe, (e) involves the amputation of a leg, arm, hand or foot but not a finger or toe, (f) consists of burns to a major portion of the body, or (g) causes the loss of sight in an eye.

Designate: A person who has been officially chosen to perform a role and/or specific tasks.

Domestic Violence: A person such as a parent, spouse or former spouse or former intimate partner or a family member who has a personal relationship with a member of the school community may physically harm, or attempt or threaten to physically harm member(s) of the school. In these situations, domestic violence is considered workplace violence. As per *OHS*A section 32.0.4, where the circumstances of the assignment would likely expose the education worker to *physical harm, or the threat of physical harm*, the employer has an obligation to protect the worker and take preventive action.

Due Diligence: The taking of every reasonable precaution in the circumstances for the protection of health and safety of all in the workplace.

Employer: A person who employs or contracts for the services of one or more workers.

EDU: An acronym for the *Ontario Ministry of Education*. This is the provincial entity responsible for government policy, funding, planning and direction in all levels of public education.

Health and Safety Representative (HSR): A representative selected by fellow workers under provisions of the *Act* to help identify potential health and safety issues and to bring them to the employer's attention. A health and safety representative is required in workplaces with more than five but fewer than 20 employees. Generally speaking, a HSR has the same responsibilities and powers as a JHSC (except not the authority to participate in work stoppages).

Incident: An unwanted event, which, in different circumstances, could have resulted in harm to people, damage to property or loss to a process.

Internal Responsibility System (IRS): This is described as a system within a workplace where everyone has a direct responsibility for health and safety. The IRS is known as the principle underlying the *Occupational Health and Safety Act*; and it means that everyone is working together to solve health and safety concerns. It places the responsibility of working safely on all workplace parties such as employers, supervisors and workers. The Joint Health and Safety Committee (JHSC) or health and safety representative has a role to play by monitoring and supporting the IRS.

Intervention: An action or process that has the effect of modifying behavior, thinking, or emotions. In threat assessment, an intervention is the action taken in implementation of a threat management strategy (e.g. interviewing, monitoring, etc.) [*Calhoun & Weston (2003)*]

Joint Health and Safety Committee (JHSC): A forum or group consisting of worker and management members who meet together on a regular basis to deal with health and safety issues. Together they should be mutually committed to improving health and safety conditions in the workplace. Committees identify potential health and safety issues and bring them to the employer's attention. The JHSC is to be kept informed of health and safety developments by the employer. As well, a designated worker member of the JHSC inspects the workplace at least once a month.

MOL: An acronym for the *Ontario Ministry of Labour*. Government entity that sets, communicates and enforces workplace standards and occupational health and safety law.

Multi-Workplace Joint Health and Safety Committee (M/JHSC): School boards have more than one site with each site being a workplace. School board may have one multisite committee for each bargaining unit which represents all school workplace locations. As per *OHS* s. 9(3.1), the MOL may require the employer (school board) to establish and maintain one or more JHSCs for a workplace or parts of a workplace, The *Teachers Regulation 857* s. 3(2) allows for teachers to have one JHSC representing teachers which meets the *OHS* s. 9(2) requirement while allowing the school board to use s. 9(2) or s. 9(3) to form multiple committees.

Near-Miss: An unwanted event, which in different circumstances could have resulted in harm to people, damage to property or loss to a process.

Notification of Risk: Disclosure of personal information related to the risk of workplace violence from a person with a history of violent behaviour.

Occupational Health and Safety Act (OHS): *The Occupational Health and Safety Act (OHS)*, often referred to as the *Act*, is the legislation for health and safety in Ontario workplaces. The main purpose of the Act is to protect workers from health and safety hazards on the job. The Act sets out duties for all workplace parties and rights for workers. It establishes procedures for dealing with workplace hazards and provides enforcement of the law when there is non-compliance.

Personal Care: Activities in the area of personal care support such as feeding, toileting and daily hygiene to administering medication.

Personal Protective Equipment (PPE): Any device worn or used by a worker to protect against hazards. Some examples are dust masks, gloves, earplugs, hard hats and safety goggles.

Personal Space: Physical boundary of the individual. Important to maintain personal boundaries to keep individual feeling safe and non-threatened.

Reasonable Precaution: The care or effort taken that is appropriate for a particular situation.

Regulation: A regulation is a specific rule. It states how the law will be applied to uphold the Act. A regulation is enforceable under the Act.

Risk Assessment: Employers must proactively assess the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work. Measures and procedures to control these risks must be included in the workplace violence program. Employers must advise the Joint Health and Safety Committee or health and safety representative, if any, or workers, of the results of the assessment, and provide a written copy, if available.

Root Cause: The underlying cause(s) of an event. Distinguished from immediate or apparent and obvious cause(s).

Safety Climate: It provides a way to measure what workers think about culture in their organization at a given point of time. It refers to what the workforce perceive of their organization and management's approach to safety. It can provide a focus point to where to make changes to improve safety. A positive workplace climate is free from violence, harassment, verbal, physical or sexual abuse, bullying, threatening, intimidation, and discrimination.

Safety Culture: A health and safety culture requires all workplace parties to pay constant, appropriate attention to workplace health and safety. It is a part of organizational culture - "*it is the way we do things here*".

Safety Plan: A safety plan is a plan developed for a student whose behaviour is known to pose an ongoing risk to him or herself, other students, staff, or other people in general. It can serve as a crisis-response plan that outlines the roles and responsibilities of the staff in dealing with specific problem behaviours. The development of a safety plan involves all staff who work on an ongoing basis with a student, as well as parents and the representatives from any community agencies working with the student/family. [*Ontario Ministry of Education. (2010). Caring and Safe Schools in Ontario*]

School Team: A group consisting of teachers and support staff for the school. The team's purpose is to plan for students with identified special needs within each school and conduct meetings that include the parent(s). These teams have various names in different school boards (e.g. *Program Development Team, In-School Team, and School Based Support Team*)

Supervisor: A person who has charge of a workplace or authority over a worker. In the education sector, the supervisor is most often the Principal, or designate.

The Act: See *Occupational Health and Safety Act (OHS)*.

Threat: Any verbal or physical action indicating an intent to inflict injury on a worker, the worker's family or property. Threats are any statement, act, or communication, by any means, of an intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened believes or has grounds to believe the threat may be carried out. [Ministry of Education, 2015]

Transportation: A related service that includes travel to-and-from school and between schools; travel in and around school buildings to services. For special education, transportation includes specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with exceptionalities.

Transitioning: A general term used to describe movement or change from one location, program or service to another.

Triggers: A trigger is an event or action that initiates a response of some type. In threat assessment, a trigger initiates action on the part of the subject, moving him or her along the path to violence. Identifying potential triggers is part of the threat assessment process (*Drysdale, Modzeleski, & Simons, 2010*).

Worker: A person who is defined as any of the following:

- A person who performs work or supplies services for monetary compensation;
- A secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the School Board that operates the school in which the student is enrolled;
- A person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university or other post-secondary institution;
- A person who receives training from an employer, but who, under the *Employment Standards Act, 2000*, is not an employee for the purposes of that Act because the conditions set out in subsection 1(2) of that Act have been met;
- Such other persons as may be prescribed who perform work or supply services to an employer for no monetary compensation;

This definition does not include an inmate of a correctional institution or like institution or facility who participates inside the institution or facility in a work project or rehabilitation program.

Workplace: Any land, premises, location or thing at, upon, in or near which a worker works.

Work Refusal: The right of a worker to refuse work when the worker has reason to believe that he or she would be endangered by performing that work. [*OHS* section 43(3)].

Workplace Violence: *OHS* defines *workplace violence* as,

- a) the exercise of physical force against a worker- in a workplace, that could cause physical injury to the worker,
- b) an attempt to exercise physical force against a worker - in a workplace, which could cause physical injury to the worker,
- c) a statement or behavior that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker

Workplace Violence Policy: A statement of intent or a commitment from management to coordinate action in the workplace to prevent violence. According to the *OHS* the workplace violence policy should:

- show an employer's commitment to protecting workers from workplace violence;
- address violence from all possible sources (customers, clients, employers, supervisors, workers, strangers and domestic/intimate partners);
- outline the roles and responsibilities of the workplace parties in supporting the policy and program; and

- be dated and signed by the highest level of management of the employer or at the workplace as appropriate (examples may include, but are not limited to, the President, Chief Executive Officer, senior human resources professional or uppermost member of management at the workplace).

In addition to preparing a workplace violence policy and assessing the risks of workplace violence, under the *Act* every employer must develop and maintain a program to implement the workplace violence policy [OHS s. 32.0.2]. (*Ontario Ministry of Labour; Understand the Law on Workplace Violence and Harassment*)

Workplace Violence Program: A systematic combination of activities, procedures and facilities designed to prevent workplace violence and to ensure and maintain a healthy and safe workplace. As per OHS, the workplace violence program must include:

- a) measures and procedures to control the risks identified in the assessment required under OHS s. 32.0.3(1) as likely to expose a worker to physical injury;
- b) measures and procedures for summoning immediate assistance when workplace violence occurs or is likely to occur;
- c) measures and procedures for workers to report incidents of workplace violence to the employer or supervisor;
- d) how the employer will investigate and deal with incidents or complaints of workplace violence; and
- e) any other elements prescribed in regulation.

The workplace violence program may incorporate or reference existing programs, procedures or protocols related to workplace violence. For example, there could be existing procedures for emergency situations, incident reporting or personal safety. (*Ontario Ministry of Labour; Understand the Law on Workplace Violence and Harassment*)



Violence Risk Assessment Toolkit for Education Sector (School Boards)

Public Services Health and Safety Association (PSHSA)

4950 Yonge Street, Suite 1800

Toronto, Ontario M2N 6K1

Canada

Telephone: 416-250-2131

Fax: 416-250-7484

Toll Free: 1-877-250-7444

Web site: www.pshsa.ca

Connect with us:

 [@PSHSAca](https://twitter.com/PSHSAca)

Product Code: VEDMNAEN0717