

# Violence Risk Assessment Tool - Education Sector

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## Section A

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This form is to be completed by manager/supervisor and/or designate with collaborate professional input by all education workers

*(as per EDU PPM 159)*

First Name

This field is required

Last Name

This field is required

Site Name:



This field is required

### 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 question below, answer **YES (0)** or **NO (1)**. A score of **zero (0)** is applied for each non applicant item.

### Nature Of The Workplace

## Physical Assessment

### Entry Points

Does the worksite have secured and controlled entry points?

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Are there procedures in place for lockdown/hold and secure?

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Does the worksite have an electronic surveillance door entry system (e.g., buzzer, door camera)?

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Is there an electronic surveillance system (e.g. CCTV in hallways, yard, common areas) for the school/facility/location?

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Is there a "Sign-In/Sign-Out" procedure for this site?

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

### Lighting

Does the worksite have adequately lit exterior areas (e.g. parking)?

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Does the worksite have adequately lit interior areas (e.g. back-up power supply)?

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

### Communication System

Does the school/facility/location have a communication system that adequately reaches the various rooms (e.g., VOIP, PA system, Intercom, Radios, Walkie talkies, Cell phone)?

YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Other devices:

This field is required

Is communication system working and being maintained?

YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Has an actual lockdown/hold and secure drill been conducted using the communication system?

YES (0)                       NO (1)                       Not Applicable (0)

This field is required

## Physical Facilities:

Are washrooms equipped and designed with appropriate space to support student and staff safety?

YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Are classrooms equipped and designed appropriately to ensure student and staff safety?

YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Are portables equipped and designed appropriately for specific student(s) enrolled for support to ensure student and staff safety?

YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Are outdoor grounds equipped and designed appropriately to support student and staff safety? (e.g. fencing, courtyards)

YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Have risks associated with the location / neighbourhood been addressed? If no, please provide details:

YES (0)                       NO (1)                       Not Applicable (0)

Please enter details

## Other

Have other issues related to the physical nature of the workplace not mentioned above been addressed? If no, please provide details:

YES (0)

NO (1)

Not Applicable (0)

This field is required

Type of Work:

## Activities of assigned staff

Are Student Safety and /or Behavior Plans current, maintained and accessible to all education workers including occasional and casual workers?

YES (0)

NO (1)

Not Applicable (0)

This field is required

Is the Notification of Risk (student specific) current and accessible by all workers, including workers on leaves?

YES (0)

NO (1)

Not Applicable (0)

This field is required

Have all workers and those on various leaves of absence been informed by administration of the expectation to view specific Students' Safety/Behavior Plans and Notification of Risk upon their return and provided sufficient time to review them?

YES (0)

NO (1)

Not Applicable (0)

This field is required

Are reassessment of risk documents completed to advise Steps to Prevent Recurrence (section found in the Supervisor's Report of Injury Form) subsequent to recent past incident(s) and a redacted version of these forms shared with the JHSC in writing?

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

## Transportation assignments

Are staff safety protocols in place for transportation (e.g. bus and drop off areas, field trips)?

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

## PPE and training specific to your assignment

Is the required personal protective equipment (PPE) available, in place, and being worn as appropriate?

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Are all workers up to date with their required training (e.g. BMS training, policies and procedures related to violence in the workplace)?

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

Has required student-specific training been made available at this school/facility/location?

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

## Other

Have other issues related to the type of work not covered above been addressed? If no, please provide details

- YES (0)                       NO (1)                       Not Applicable (0)

This field is required

## Conditions of Work

## Circumstances of the assignment

Working alone (school/ facility/location) – Are facilities, crisis, respond/communication procedures in place?

- YES (0)
- NO (1)
- Not Applicable (0)

This field is required

Classroom assignments with specific student(s) – Are behavior/crisis response/communication procedures in place?

- YES (0)
- NO (1)
- Not Applicable (0)

This field is required

Classroom assignments for specific program ( e.g. night schools, for students with severe needs) – Are behavior/crisis response communication procedures in place?

- YES (0)
- NO (1)
- Not Applicable (0)

This field is required

Transition or transportation of specific student(s) – Are behavior/crisis response communication procedures in place (e.g., appropriate timing)?

- YES (0)
- NO (1)
- Not Applicable (0)

This field is required

Personal care assignments with specific student(s) – Are procedures in place (e.g. washroom/toileting, feeding, personal hygiene)?

- YES (0)
- NO (1)
- Not Applicable (0)

This field is required

Handling cash – Are there safe practice procedures in place?

- YES (0)
- NO (1)
- Not Applicable (0)

This field is required

### Other

Have other issues related to the conditions of work not covered above been addressed? If no, please provide details

- YES (0)
- NO (1)
- Not Applicable (0)

This field is required

Total Score

Risk Rating:

- Low (1-8)
- Moderate (10)
- High (15)
- Very High (20+)

This field is required

Completed by Team Leader ( Name / Designation ):

This field is required

Date:

## Section B

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### 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 (20+) Each Level provides clues for further action to consider.

#### Low Score 1-9

##### Actions to take

- Continue to monitor and remain alert for any potential increase I risk
- Communicate in any changes that may put others at risk to the school team
- Ensure JHSC has received written copies of assessment
- Ensure communication devices / facilities' emergency crisis response/communication procedures are in place

Other:

#### Moderate Score 10-14

##### Actions to take

- Ensure relevant staff are on high alert and prepared to respond appropriately 'review school board's workplace violence program
- Request additional school board support
- Scan environment for potential risks and remove if possible
- Ensure communication devices / facilities emergency crisis response / communication procedures are in place
- Communicate any change that may put others at risk to the school team
- Ensure JHSC has received written copies of assessment

Other:

High Score of 15-19  
20+

OR

Very High Score of

#### Actions to take

- Ensure relevant staff are on high alert and prepared to respond appropriately
- Review school board's workplace violence program
- Provide results in written JHSC
- Request additional assistance from school board specialities
- Identify specific potential risks, reduce or minimize. If possible, eliminate
- Communicate to school team and seek feedback to improve outcomes, including changes to the process
- Ensure communication devices / facilities' emergency crisis response / communication procedures are in place
- Communicate any changes, ensuring occasional and temporary staff are informed

Other:

## Section C and D

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

#### Controls, Procedures and/or Measures

Controlling hazards in the workplace is where you decide what to do about 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;

- Physical environment
- Workplace practices
- Staffing/Students
- 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
- Add personal security measures on site such as external law informant, 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) room

## Work Practices

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

## Staffing

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 of 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)

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

## Training

Safe intervention training Crisis Prevention Interventions (CPI)

Behavioral Management System (BMS)

Safe Management Group

Applied Behavior Analysis (ABA)/ Intensive Behavior Intervention (IBI)

Occupational Health and Safety Act and other potential health and safety requirements

Short Term Accommodation Response Team (START) training site's individuals

Section D - Risk Assessment Terms, Concepts and Procedures

## 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)

## Personal Care

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

## Personal Space

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

## 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)

## Transportation

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

## Transitioning

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

Please forward email to the person submitting the form for their review.

Yes

No

There were issues found with your answers. Please correct and try submitting again