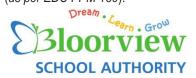# Violence Risk Assessment Tool – Education Sector

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

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Bloorview
SCHOOL AUTHORITY

Click on the box above to insert your logo

Name: Sarah Nauman   **Date: March 2, 2023**

Site Name: Bloorview School Authority

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)	Yes	Click here to enter text.	0
Are there procedures in place for *lockdown/hold and secure*?	Yes	Click here to enter text.	0
Does the worksite have an electronic surveillance door entry system (e.g. buzzer)?	Yes	Click here to enter text.	0
Is there an electronic surveillance system (e.g. CCTV) for the school/facility/location?	Yes	Click here to enter text.	0
Is there a *"Sign-In/Sign-Out"* procedure for this site?	Yes	Click here to enter text.	0
Lighting Does the worksite have adequately lit exterior areas (e.g. parking)?	yes	Click here to enter text.	0

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)?	Yes	Click here to enter text.	0
Communications system Does the school/facility/location have a communication system?	Yes	Click here to enter text.	0
Does this system adequately reach the various rooms? ☒ PA system ☐ Radios ☒ Walkie talkies ☒ Cell phones ☐ Other device:_____	Yes	Click here to enter text.	0
Is the communication system working and being maintained?	Yes	Click here to enter text.	0
Has an actual *lockdown/hold and secure* drill been conducted using the communication system?	Yes	Click here to enter text.	0
Physical facilities Washrooms are equipped and designed with appropriate space to support student and staff?	Yes	Click here to enter text.	0
Classrooms are equipped and designed appropriately for specific student(s) enrolled for support?	Yes	Click here to enter text.	0
Portables are equipped and designed appropriately or specific student(s) enrolled for support?	N/A	Click here to enter text.	0
Outdoor grounds are equipped and designed appropriately to support student and staff? (e.g. fencing, courtyards)	Yes	Click here to enter text.	0
Site lines Good visual surveillance of all entrance ways, parking lots, play areas/sports fields and bicycle racks, are maintained by routine groundskeeping?	Yes	Click here to enter text.	0
Other Are there other issues related to the physical nature of the workplace not covered above? If yes, please provide details: **Click here to enter text.**	Click here to enter text.	Click here to enter text.	Click here to enter text.

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

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)?	Yes	Click here to enter text.	0
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?	Yes	Click here to enter text.	0
If there are classroom assignments with specific student(s), are behaviour/crisis response/communication procedures in place?	Yes	Click here to enter text.	0
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?	Yes	Click here to enter text.	0
If transitioning or transporting are responsive behaviour triggers for specific student(s), is the timing appropriate?	Yes	Click here to enter text.	0
If transitioning or transporting are responsive behaviour triggers for specific student(s), are behavioural/crisis response/communication procedures in place?	Yes	Click here to enter text.	0
If personal care assignments are responsive behaviour triggers for specific student(s), are appropriate procedures in place? (e.g. washroom/toileting, feeding, personal hygiene)	Yes	Click here to enter text.	0
Domestic Violence If any concerns are known to the employer, are workers informed and are appropriate crisis response and communication procedures in place?	N/A	Click here to enter text.	0
Community location/neighbourhood risks – is the 911 response (rural/urban) understood?	Yes	Click here to enter text.	0
Other Are there other issues related to the conditions of work not covered above? If yes, please provide details: Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
TOTAL SCORE	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	**Risk Rating:** ☒ **Low (1-9)** ☐ **Moderate (10)** ☐ **High (15)** ☐ **Very High (20+)**		Click here to enter text.

Completed by Team Leader (Name / Designation): Sarah Nauman

Date: March 2, 2023

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 *NO*s may be identified as low, each specific *NO* indicated requires its own risk prioritization.

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

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) 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 plans matching students' safety behavioural plans provided and accessible to all education workers, as applicable

- Update and maintain availability of appropriate student related information

- Initial and ongoing assessment/reassessment [collaborative assessment of the risk of violent situations – supervisor/M/JHSC with input from education workers (as per *EDU PPM 159*)]

- Procedures for workplace violence risk assessment to ensure up to date information is available.

- Ensure actual practice drills using personal safety response systems

- Workplace violence emergency procedures

- Implement emergency response team

- Debriefing meetings with site team

- Implement of working alone drills

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