



SITE VIOLENCE PREVENTION PROGRAM TEMPLATE

Site Violence Prevention Program for

For School Year

20____ - 20____

An Introduction to Administrators

The possibility of violence in our schools is an unfortunate reality. Staff members who experience violence in the course of their work are covered under the *Workers' Compensation Act*, and employers must provide a workplace as safe from the threat of violence as possible.

In 1993, a set of regulations called *Protection of Workers from Violence in the Workplace* came into effect. These regulations require that Administrators determine if there is a risk of violence, and if so, set up procedures to eliminate or minimize the risks to your staff. The regulations also require that you instruct staff regarding the hazards of workplace violence, and appropriate responses to violence. The following information is part of the District's Health & Safety Program.

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Site Violence Prevention Program Policy Statement

The Administration of _____ recognizes the potential for violent acts or threats directed by persons other than Langley School District Employees.

The School Administrator(s) and the Joint Health & safety Committee have made every effort to identify the sources of any potential workplace violence, assess the level of risk and implement effective controls, including prevention procedures, to eliminate or minimize the risks of workplace violence to staff.

The Administrators of _____ will ensure that all staff members are aware of the hazards and are trained in the appropriate actions to take for protection from acts or threats of violence.

Staff will follow the procedures implemented for their protection and immediately report all incidents of violence to their supervisor.

X

(Signature of Administrator)

Date Signed

(Name of Administrator – Please Print)

Definitions

Improper Activity or Behaviour:

Includes:

- (a) The attempted or actual exercise by a **worker** towards another **worker** of any physical force so as to cause injury, and includes any threatening statement or behaviour which gives the worker reasonable cause to believe he or she is at risk of injury, and
- (b) Horseplay, practical jokes, unnecessary running or jumping or similar conduct.

Workplace:

Means a place of employment, a place of work.

Workplace Violence:

Means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behaviour which gives a worker reasonable cause to believe that he or she is at risk of injury.

Responsibilities

Managers/Administrators must:

- Implement and maintain a workplace violence prevention program and procedures
- Provide staff with violence prevention education and training
- Ensure violence risk assessments are conducted and documented (site and violent incident)
- Ensure Safety plans are created/revised when needed
- Investigate Violent incidents
- Implement corrective action and ensure its effectiveness
- Communicate all information to staff that is necessary to protect their health and safety
- Ensure staff are aware and understand violence prevention and reporting: information, procedures and controls

Staff must:

- Follow all procedures implemented for their protection
- Immediately report any incidents of violence
- Provide input into risk assessments and safety plans
- Participate in education and training
- Cooperate in the investigation of violent incidents

JHSC Members must:

- Participate in incident investigations and provide input and assist in creating/revising risk assessments, procedures and safety plans, where required

Bullying & Harassment

There's growing evidence that exposure to bullying and harassment in the workplace has serious negative outcomes. It can take place in many forms, including verbal aggression, personal attacks, and other intimidating or humiliating behaviours. WorkSafeBC has developed OHS policies, effective **November 1, 2013**, to help workers, employers and supervisors prevent and address workplace bullying and harassment.

Definition:

- (a) Includes any inappropriate conduct or comment by a **person** towards a worker that the **person** knew or reasonably ought to have known would cause that worker to be humiliated or intimidated, but
- (b) excludes any **reasonable** action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.

"By a person"

Bullying and harassment is not limited to behaviour engaged in by a worker towards another. The definition encompasses behaviour engaged in by a person that a worker may encounter at the workplace, such as clients, customers, members of the public, etc. While employers and supervisors may not have direct control over the behaviour of such non-workers, it is important to acknowledge that employers and supervisors must implement procedures to ensure bullying and harassing behaviour from non-workers is prevented or minimized, and appropriately addressed if such behaviour should occur.

"... a person who exercises the degree of attention, knowledge, intelligence and judgement that society requires of its members for the protection of their own and of others interests. The reasonable person acts sensibly, does things without serious delay and takes proper but not excessive precautions."

If you are being bullied or harassed at work, you will need to take appropriate steps to report it (see form A). This is an obligation of all workers who are the targets or have witnessed workplace bullying and harassment.

A report form must be completed and submitted to _____, Principal of _____ School. If the Principal is involved, then the worker must report directly to the Director of Human Resources at the School Board Office (604) 534-7891. A copy of the form for completion is attached to this document.

An Overview of the Regulations

OH&S Regulations Section 4.27 – 4.31

4.27 Definition

"*violence*" means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behaviour which gives a worker reasonable cause to believe that he or she is at risk of injury.

4.28 Risk assessment

(1) A risk assessment must be performed in any workplace in which a risk of injury to workers from violence arising out of their employment may be present.

(2) The risk assessment must include the consideration of

- (a) Previous experience in that workplace,
- (b) Occupational experience in similar workplaces, and
- (c) The location and circumstances in which work will take place

Explanation of Regulation 4.28

- If there is interaction between your employees and persons other than co-workers, with a potential for threats or assaults, a Risk Assessment of your school must be done. This risk assessment should be done at the start of each new school year and developed with the assistance of your Joint Site Health & Safety Committee (JH&SC).
- To begin a School risk assessment, conduct a survey among your staff to:
 - Potential risks in the work environment
 - Actual incidents of violence at your operation which occurred during the past three to five years.
 - Actual incidents of violence at previous or similar workplace
- We recommend that the survey be used to gather input from all staff members.
Use the template provided in this chapter to guide you.
- Review your School records, existing Safety Plans and treatment books to identify trends, areas, and activities of concern.
- Check with similar schools or school districts to determine their experience of workplace violence.
- If there are two or more shifts, survey each shift. The risks may be different from one another.

4.29 Procedures and policies

If a risk of injury to workers from violence is identified by an assessment performed under section 4.28 the employer must

(a) Establish procedures, policies and work environment arrangements to eliminate the risk to workers from violence, and

(b) If elimination of the risk to workers is not possible, establish procedures, policies and work environment arrangements to minimize the risk to workers.

Explanation of Section 4.29

- Once risks have been identified, take the necessary steps to either eliminate the risks entirely or, if that is not possible, take action to minimize the risks.
- Develop preventative procedures which include appropriate steps to prevent injury to staff. Consideration should be given to:
 - workplace layout
 - lighting
 - access/egress routes
 - money storage/handling
 - medicine storage and distribution
 - working alone
 - working in portables
 - intruders/trespassers
 - Other concerns identified in the risk assessment.

***Procedures must be in writing.**

4.30 Instruction of workers

- (1) An employer must inform workers who may be exposed to the risk of violence of the nature and extent of the risk.
- (2) The duty to inform workers in subsection (1) includes a duty to provide information related to the risk of violence from persons who have a history of violent behaviour and whom workers are likely to encounter in the course of their work.
- (3) The employer must instruct workers who may be exposed to the risk of violence in
 - (a) The means for recognition of the potential for violence,
 - (b) The procedures, policies and work environment arrangements which have been developed to minimize or effectively control the risk to workers from violence,
 - (c) The appropriate response to incidents of violence, including how to obtain assistance, and

4.31 Advice to consult physician

- (1) Repealed. [B.C. Reg. 312/2003, effective October 29, 2003.]
- (2) Repealed. [B.C. Reg. 312/2003, effective October 29, 2003.]
- (3) The employer must ensure that a worker reporting an injury or adverse symptom as a result of an incident of violence is advised to consult a physician of the worker's choice for treatment or referral.

Explanation of Section 4.30 & 4.31

Existing staff must be made aware of hazards as soon as they have been identified.

- New employees must be made aware of all hazards relating to their employment. This includes Teachers On Call (TOC), Education Assistants (EAs) and any other part time staff.
- All staff must be trained in safe work procedures prior to exposure to hazards.
- If one of your identified risks is a known individual – such as a Student or a Parent – the identity of the individual and the nature of risk must be given to staff likely to come in contact with the individual. *The information shall not be indiscriminately distributed.*
- Instruct staff to report any incidents of violence to Principal or designate. Complete the violent incident report form; include threats as well as physical acts of violence.
- When a violent incident is reported, the Principal, along with the worker representative (normally a member of the JH&SC) will do an investigation of the incident to avoid their recurrence. Initiate corrective action accordingly.
- The Principal or designate is required to advise any employee reporting an injury or adverse symptom resulting from an incident of violence of the worker's right to consult a doctor of his or her own choice. (The worker does not have to do so if he or she does not think it necessary.) Such notification should be documented.
- When the Violent Incident Investigation has been completed, a copy of the form must be submitted to the District Health & Safety. This can be done by fax to (604) 532-1425. All sections of the form must be completed and signed.

3.12 Procedure for refusal

- (1) A person must not carry out or cause to be carried out any work process or operate or cause to be operated any tool, appliance or equipment if that person has reasonable cause to believe that to do so would create an undue hazard to the health and safety of any person.
- (2) A worker who refuses to carry out a work process or operate a tool, appliance or equipment pursuant to subsection (1) must immediately report the circumstances of the unsafe condition to his or her supervisor or employer.
- (3) A supervisor or employer receiving a report made under subsection (2) must immediately investigate the matter and
 - (a) Ensure that any unsafe condition is remedied without delay, or
 - (b) If in his or her opinion the report is not valid, must so inform the person who made the report.
- (4) If the procedure under subsection (3) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, the supervisor or employer must investigate the matter in the presence of the worker who made the report and in the presence of
 - (a) A worker member of the joint committee,
 - (b) A worker who is selected by a trade union representing the worker, or
 - (c) If there is no joint committee or the worker is not represented by a trade union, any other reasonably available worker selected by the worker.

(5) If the investigation under subsection (4) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, both the supervisor, or the employer, and the worker must immediately notify an officer, who must investigate the matter without undue delay and issue whatever orders are deemed necessary

Refusal of Unsafe Work

Explanation of section 3.12

When a Report of unsafe work is reported to the employer, the employer must immediately contact the District Health & Safety Office at (604) 534-7891.

Reasonable cause to believe

The test of whether a person has a reasonable cause to believe that an undue hazard exists or would be created in the circumstances is an objective one. That is, the proper inquiry is whether the average worker at the workplace assessing the situation in good faith, using reasonable judgment and having regard to the worker's training and experience would have reason to believe that the circumstances present an undue hazard.

In some instances, the average person for the purposes of section 3.12 may not necessarily be average in terms of underlying condition which would lead them to suffer an illness or sustain an injury, even though others would not be affected in the same way. In this so called susceptible worker situation, the subjective test is to be applied in the context of the person's specific health condition. To uphold a work refusal, there needs to be a direct connection between the undue hazard asserted by the susceptible worker, and his/her illness or injury. The employer may ask for confirming evidence of the connection between the hazard and the person's health condition, Such as a medical report, when investigating the work refusal.

A number of factors may be considered in evaluating if a person's belief is reasonable, including evidence that an undue hazard exists and whether the circumstances would normally lead a WorkSafeBC prevention officer to issue a stop use or stop work order under section 190 or 191 of the Workers Compensation Act.

Undue hazard

A hazard is identified in Part 1 of the Regulation as a thing or condition that may expose a person to a risk of injury or occupational disease. Further, undue is defined by the Oxford Canadian Dictionary, Second Edition as excessive or unwarranted. Therefore, a thing or condition that may expose a worker to an excessive or unwarranted risk of injury or occupational disease represents an undue hazard to the purposes of section 3.12 of the Regulation.

The following are examples of situations where the worker would have the basis to refuse unsafe work:

1. A worker assigned to work in the shipping and receiving area, covering the duties of another worker who is absent due to illness. Some supplies are delivered that require the use of a forklift to unload the delivery truck. The worker normally works in the warehouse in an area other than shipping and receiving and has no prior experience or training in forklift operation. The worker believes that his lack of training and experience in operating a forklift would expose him to an undue hazard.
2. An offensive odour is present and apparent to all the workers in an office. One of the workers refuses to continue to work, saying that he suffers from a respiratory ailment and the odour is exacerbating his condition. He reports to the supervisor that he is suffering in health effects from the odour, including difficulty breathing.

Application of the Process:

To facilitate a timely resolution to a work refusal and ensure that work activities can return to normal as soon as possible, it is important that each step described in the Regulation is followed in an expedited manner. If the process outlined in section 3.12(3) fails to bring resolution to the matter, the investigation would continue as described by section 3.12(4). A person identified by section 3.12(4) who is available to participate in the investigation would be chosen without delay, so the investigation can continue.

To illustrate the application of section 3.12, consider the scenario described in example #1 above.

The worker who has been directed to unload the truck immediately reports his/her work refusal to his/her supervisor, as required by section 3.12(2). The supervisor who receives the report immediately investigates the matter, per section 3.12(3). Through his/her investigation, he/she establishes that this worker is not qualified to perform the work, and therefore the work presents an undue hazard for that worker. The supervisor locates another worker who possesses the necessary training and experience to perform this work safely, and reassigns the worker who refused the work to other job tasks. These actions satisfy the work refusal by removing the undue hazard created by assigning an inadequately trained worker to operate the forklift.

However, if in the opinion of the supervisor the initial report of the unsafe condition is not valid, the supervisor is required to inform the worker of that opinion. If no resolution to the work refusal is found following this report, the supervisor needs to immediately contact an available party identified in section 3.12(4) to continue the investigation. If a resolution is found after the matter is investigated in the presence of the person, the work refusal is satisfied at this stage. If no resolution is found to the work refusal, the supervisor, or the employer, and the worker must immediately notify a prevention officer.

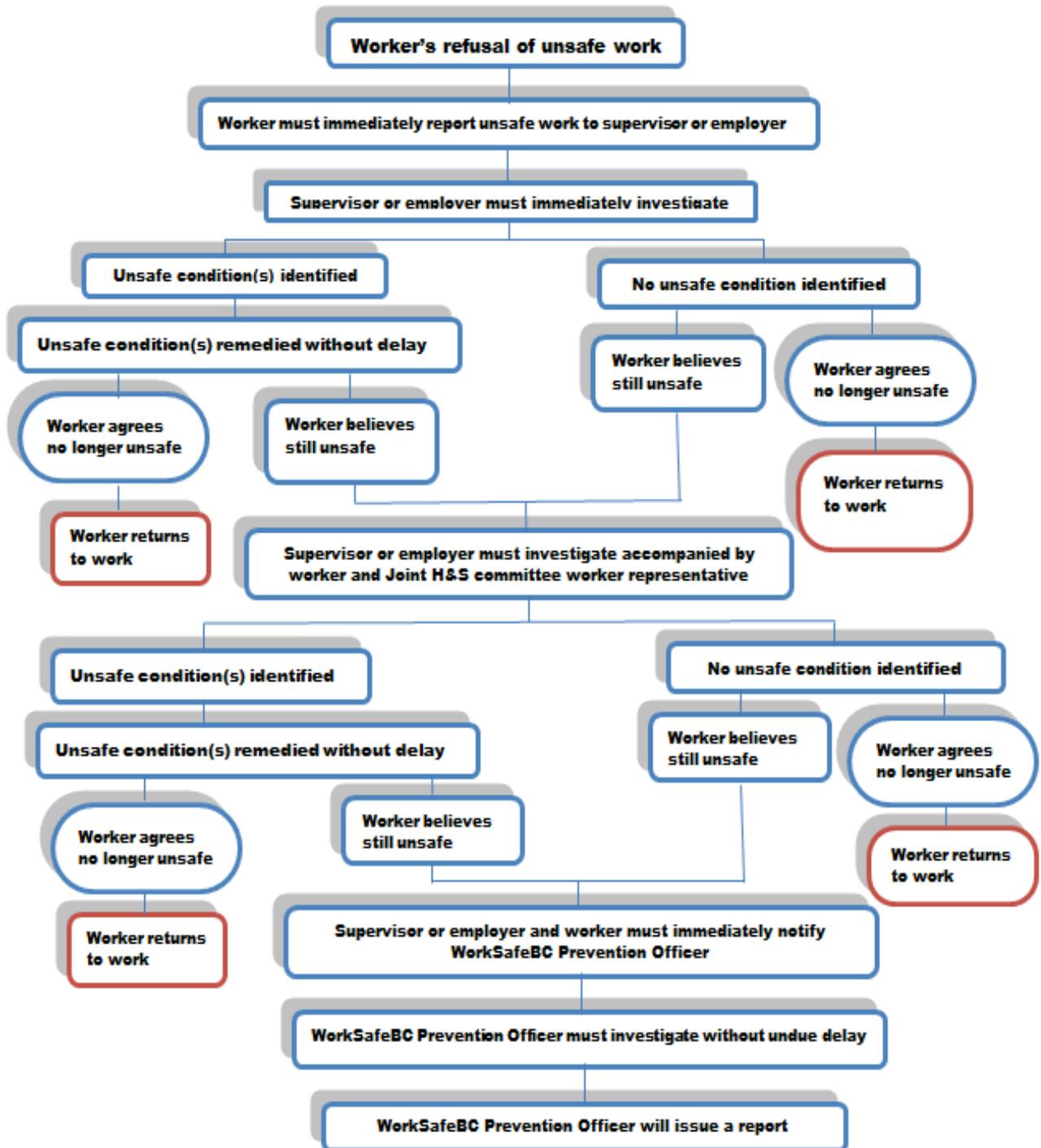
A prevention officer investigating work refusal under section 3.12(5) of the Regulation will perform the following:

1. Ensure that the worker(s) refusing to work and the employer's representative both understand the procedure described under section 3.12. If parties have not followed the procedure set out in section 3.12(4). The prevention officer will review the procedure with the parties, and direct them to continue their inquiries into the work refusal until such time as the parties have exhausted their efforts to resolve the matter.
2. The work areas, processes, equipment and practices associated with the work refusal. If the prevention officer finds that an undue hazard is present, the prevention officer will issue an inspection report addressing the violations that apply to the undue hazard, and include a stop use or stop work order, in accordance with the applicable guideline, G-D12-190 or G-D12-191.
3. Where the prevention officer identifies violations that are not related to the inquiry into the work refusal, he/she will address them in a separate inspection report.
4. If an undue hazard is not identified, the prevention officer will inform the parties of this finding, and include the following statement in the inspection text of the inspection report: An investigation into a work refusal under section 3.12 has not identified an undue hazard.
5. The prevention officer will advise the parties of the requirement of section 3.13 of the Regulation that A worker must not be subject to discriminatory action as defined in section 150 of Part 3 of the Workers Compensation Act because the worker has acted in compliance with section 3.12 or with an order made by an officer.

Note: Where a prevention officer has made a finding that his/her investigation into a work refusal under section 3.12 has not identified an undue hazard, and the worker refuses to return to work, the worker is no longer protected by the provisions of section 3.13 of the Regulation.

Please note that in all cases of declaration of unsafe work, it must be clear that the worker is refusing. It is not required that the declaration be in writing, it can be verbal so ensure that the intent is clear.

Refusal of Unsafe Work



Risk Identification and Assessment

Each year this school must complete a “**Site Violence Risk Assessment**” and implement corrective actions to minimize risk of potential violence. These risk assessments must be reviewed and updated (as needed) at the start of each school year or more often if work environment changes occur.

Site Risk Assessment Summary Report

A Site Violence Risk Assessment has been conducted at

_____ on _____
(Name of School) (Date)

by _____
(Name of Principal and Workers)

Administrators must ensure that a “**Violent Incident Risk Assessment**” (see Form E) is completed after a violent incident occurs or when a new student starts at their school and a history of violent behaviour has been indicated. The outcome of the **Violent Incident Risk Assessment** will determine the need for safety plans along with other corrective actions that are required to be implemented.

How to conduct an effective and accurate site Violence Risk Assessment survey

Here is a simple and effective way of conducting the survey portion of the site risk assessment in organizations of all sizes:

- If your School is small, include all the employees.
- Larger Schools should gather as many employees as possible; ensure that at least one from every area, section and shift is present. Gather groups by division or job description, or include a representative from each. Safety committee involvement is essential.
- Get the group to discuss the following three questions, asking each person to answer in turn.
 1. **What violence have you been exposed to on this job?**
 2. **What violence do you know of happening to others in similar jobs?**
 3. **What violence-related concerns do you have on the job?**
- In a very large School, you may want to supplement this process by sending all employees a form listing the three questions (see Forms attached). The forms can be anonymous, but make sure employees list their job types, shifts, and location (for example, “custodian/dayshift”). If at all possible this risk assessment should be conducted in a “round table” setting to allow free flow of information.
- List the answers on a chalkboard or a large sheet of paper. This should establish a comprehensive summary of the real and perceived risks.
- Many firms find it advantageous to include staff in establishing procedures for eliminating or minimizing risk. In any case, written procedures must be developed for the training of workers.

Reporting Incidents of Violence

- Staff must immediately report any act or threat of workplace violence to their supervisor. Staff must complete Part 1 of the, “Violence Incident Report Form” (see Form F) and submit it to their supervisor. A separate form must be completed for each staff member involved in the incident.
- If the incident also resulted in an injury to the worker, that required them to see a doctor or take time off from work, the “employee first aid/investigation report form” must also be completed and submitted to their supervisor.
- Supervisors will conduct an investigation with a member of the JHSC (or worker representative in their absence) and implement any corrective actions required. Supervisors will complete relevant forms and submit them to District Health and Safety within 72 hours of the incident.

Controls

When elimination of the risk of violence is not practicable or possible, the risk must be minimized through the application of the hierarchy of controls, including the development and implementation of policies, procedures, and work environment arrangements.

When minimizing the risk it is important to follow the hierarchy of controls:

1. ELIMINATION

First, look at the possibility of eliminating the task/source of hazard completely.

2. SUBSTITUTION

If elimination is not possible, try to substitute the task or aspects of the task for ones with less inherent risks.

3. ENGINEERING

If substitution is not possible, the next step is to implement engineering controls. These include technological changes as well as guards, barriers, changes to counter heights etc.

4. ADMINISTRATIVE

If engineering controls are not sufficient enough to lower the level of risk, the next step is administrative controls. Administrative controls include changes to the way the staff are scheduled, located and any written procedures.

5. PERSONAL PROTECTIVE EQUIPMENT

Finally, look at personal protective equipment. This includes the use of things such as Kevlar sleeves for SEA's

Violence Prevention Program Procedures for Administrators

1. Site Violence Risk Assessment & Job Hazard Analysis (Start of School Year/Site changes)

- Step 1 Develop Site Violence Risk Assessment Team and Conduct Site Violence Risk Assessment, Site Inspection Data Sheet and Work Environment Checklist (Form B, C & D)
- Conduct an all staff survey (Form D) to allow staff to provide information and input into the violence risk assessment process, ask:
 - What violence they have been exposed to?
 - What violence they know happens to others in similar jobs?
 - What violence-related concerns they have on the job- potential types of violence they feel may happen at the site?
 - Collect and Review Information listed on Site Violence Risk Assessment Form
 - Review Site Inspection Data Sheet & Work Environment checklist for physical layout of the site and systems that are in place for violence prevention.
 - Complete Risk Assessment table by assessing each nature, source and type of violence that could potentially occur at your site
 - Use the Violence Rating Score and Risk Score table on the back of the Site Violence Risk Assessment form to determine Risk Score for each potential risk of violence to determine and prioritize controls that need to be implemented, (redo risk scores after implementing controls to determine if they are effective)
- Step 2 Identify and Implement corrective actions (to mitigate risk of violence) for example:
- Physical site changes
 - Written Procedures
 - Working environment changes
 - Training
 - Safety Plans
 - Personal strategies (e.g. hair tied back, avoid high heeled shoes, no dangling items from body, kept safe distance etc.)
 - Personal Protective Equipment – e.g. safety goggles, Kevlar sleeves, steel toe boots)
- Step 3 Communicate results of Site Risk Assessment and controls that staff are required to use. Keep a record of when communicated.
- Step 4 File Completed *Site Violence Risk Assessment & Job Hazard Analysis Forms* in school H&S records.

2. Identify Students that require a Violent Incident Risk Assessment (Form F) completed (Start of School Year)

- Step 1 Collect information regarding new students from Parent(s)/Guardian(s)
- History of schools attended
 - Most recent school
 - Reason for transfer/change
 - Any past behaviour issues, including violence/threat
- Step 2 Collect information regarding new students from most recent school
- Request school records be transferred to the new school
 - If you have a student with a history of aggressive behaviour, ensure you pass the information along to the next school.
 - Inquire of the Principal/VP or Office Administrative Assistant regarding:
 - Reason for transfer/change in school
 - Any information not contained in the record that is pertinent to the safety of students or staff at the new school

- Step 3 Review information/student/school records for current/past students and new students with violent incident histories to determine which students require a Violent Incident Risk Assessment
- Step 4 If a violent incident happens in your school a Violent Incident Report must be completed and a Violent Incident Risk Assessment must be done. By following the procedures of the risk assessment, it may be determined that a safety plan should be put in place or revised. Violent Incident Reports must be submitted to the School Board as soon as possible to (604) 532-1425 or scanned and emailed to dsansome@sd35.bc.ca.
- Step 5 File Completed Violent Incident Risk Assessments in school records

3. Develop/Revise Safety Plan (When required by a Violent Incident Risk Assessment)

- Step 1 Review “Guide to Creating a Safety Plan” document and Contact Learning Support Services for guidance and assistance
- Step 2 Develop/revise Safety Plan
- Step 3 Communicate Safety Plan to affected Staff
 - Determine which staff require the information and how much each staff member needs to know for their safety
 - Determine means of communication (e.g. private verbal, small group meeting, general staff meeting) and communicate information regarding the safety plan.
 - Staff should have access to review safety plans that are on file.
- Step 4 Provide copies of Safety Plan to staff with regular interaction with student
- Step 5 Place copy in school safety plan file/binder, place copy or quick view safety plan in TOC/EOC binder
- Step 6 Provide copy to Supervisor-transportation if student will be riding a bus

4. Develop/Revise Site Violence Prevention Program including Safe Work Procedures

- Step 1 Review and customize Site Violence Prevention Program Template
- Step 2 Develop/Review site specific violence prevention safe work procedures in consultation with JHSC and
 - Travelling to and from work
 - Unruly/aggressive students
 - Irate parents
 - Intruders/Trespassers
 - Gangs/fighting
 - Storage/handling of money or medication
 - Aggressive students on school bus
 - Working Alone
 - Summoning Assistance
 - Working in portables
 - Violent incident Reporting
 - Other identified violence prevention procedures

Step 3 Communicate procedures to all staff; post where necessary, Provide copies to staff, and keep copies in school H&S records and Safe Work Procedure binder/file.

Violence Prevention Procedures Checklist

Procedures will:

- Include written instructions detailing the violence prevention to be followed by staff and principals
- Explain the work environment arrangements implemented to prevent incidents of violence
- Provide direction to staff outlining safe response methods and incident reporting procedures

_____ has developed the following Violence Prevention Procedures;
(School Name)
copies can be found _____
(Location of copies)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Travelling to and from work | <input checked="" type="checkbox"/> Working Alone |
| <input type="checkbox"/> Unruly/aggressive students | <input checked="" type="checkbox"/> Summoning Assistance |
| <input checked="" type="checkbox"/> Irate parents/other non-workers | <input checked="" type="checkbox"/> Storage & Handling of Medicine |
| <input type="checkbox"/> Intruders/Trespassers | <input checked="" type="checkbox"/> Violent Incident Reporting |
| <input type="checkbox"/> Gangs/fighting | <input type="checkbox"/> Other: _____ |
| <input checked="" type="checkbox"/> Storage/handling of money or medication | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Aggressive students on school bus | <input type="checkbox"/> Other: _____ |

STAFF TRAINING

Benefits of staff training include:

- Preventing/minimizing consequences of incidents of violence
- Providing staff at risk with correct response procedures
- Helping to ensure the violence prevention procedures are understood and followed.
- Allowing for the maintenance of training records

Violence Prevention Training will include:

- Policy, procedures, workplace arrangements and regulatory requirements
- The nature and extent of the risk of violence to exposed workers
- How to recognize potentially violent situations
- Responsibilities of the Employer, Supervisor and Worker
- The appropriate response to incidents involving violence
- How to obtain assistance and how to report and document incidents
- Typical control procedures

VIOLENCE PREVENTION PROGRAM DOCUMENTS/ACTIVITIES CHECKLIST:

1. Complete/Revise **Site Violence Risk Assessment**- communicate to staff
2. Complete/Revise **Work Environment Checklist**-communicate to staff
3. **Review Student Records**
4. Complete/Revise **Violent Incident Risk Assessments**- communicate to staff
5. Complete/Revise **Safety Plans** and possibly quick view safety plans- communicate to staff
6. Complete/Revise **Site Violence Prevention Procedures**- communicate to staff
7. Conduct/ensure Staff complete **Violence Prevention Education/Training**
8. Review **Violent Incident/Injury reporting** procedures and investigate all violent incidents
9. Initiate Threat Assessment Protocol, when necessary

Program Review

The Site Violence Prevention Program, Risk Assessments and Procedures must be reviewed at least annually, more frequently if the work environment or circumstances change.

A Quick Guide for Staff Reporting a Violent Incident

From time to time, staff members may have concerns about their safety when working with a specific student or other persons who come to the worksite. These concerns may arise from a review of a file of a student new to the district or school or from an actual incident involving a physical or verbal threat or interaction with a student.

First, it is important to recognize that *all* concerns are valid and must be taken seriously.

When a concern is raised:

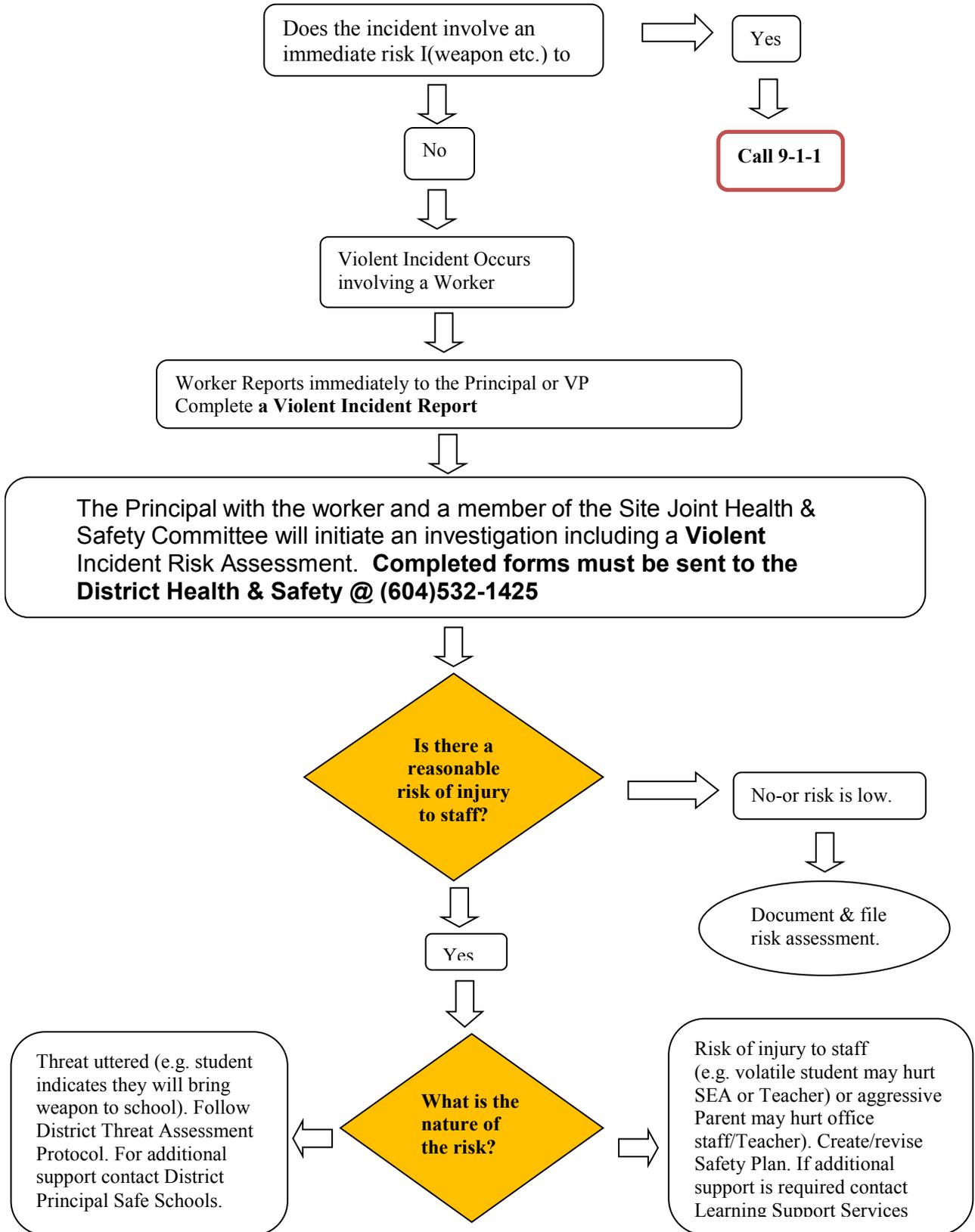
- Report all concerns immediately to the Principal or Vice-Principal
- If the Violent Incident is a result of Bullying & Harassment, and involves your Administration at the school level, contact the Director of Human Resources at (604)534-7891 and complete the Bullying & Harassment Report form (Form A attached).
- If there is an incident, file the SD # 35 Violent Incident Report Form located in the school office or on Outlook/Public Folders/All public folders/SD35/District Resources/Occupational Health & Safety. Provide the form to your Principal or Vice-Principal to investigate. The completed form must be forwarded to District Health & Safety, Fax # (604)532-1425.

Risk Assessment

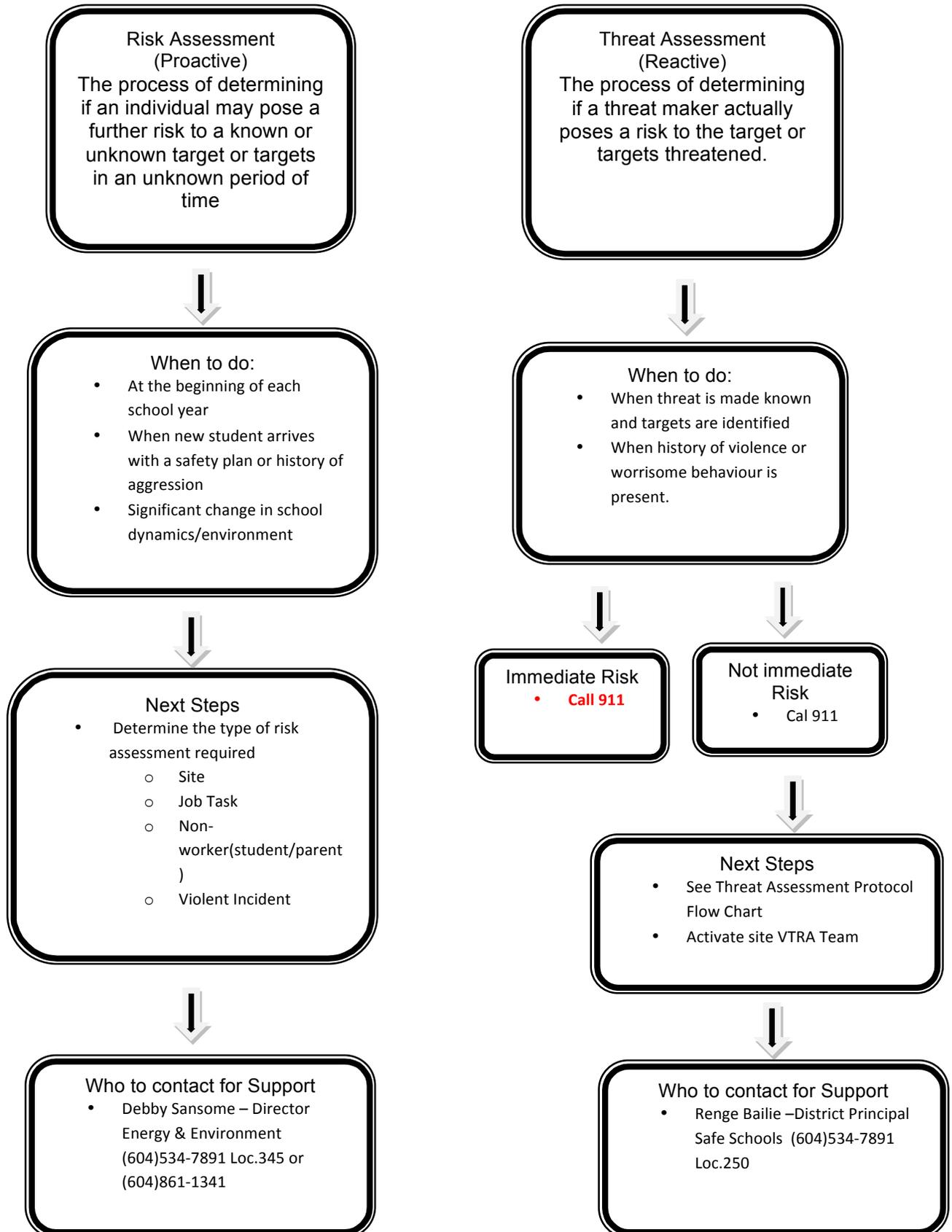
- As soon as a Violent Incident occurs, the principal, in consultation with the worker involved in the violent incident and a worker representative from the Joint Health & Safety Committee will conduct a **Violent Incident Risk Assessment**. (See flow chart). The risk assessment will determine if there is a level of risk to staff safety, and whether the risk, if identified, involves concern of injury or involves threat making behaviour.
- If the risk assessment indicates that a risk is present through uttered threats against a staff member, activate your school based VTRA team and contact the District Principal of Safe Schools. This process will include an identification of the risk and steps to eliminate or mitigate the risk.
- If the risk assessment indicates there is a risk that a student may injure a staff member in the performance of their duties, a procedure needs to be in place to eliminate or mitigate the risk. Contact District Vice-Principal Learning Support Services or designate for assistance in writing a safety plan.
- If the Worker is injured due to the Violent Incident, the worker should seek First Aid. The F/A attendant & the employer will complete the forms required for WorkSafeBC.

Note: Implement *either* a safety plan or threat assessment process – not both.

Violent Incident Reporting Flowchart



Risk or Threat Assessment?



Safe Work Procedures

The following pages include some of the standard Safe Work Procedures for all sites as well as some that are unique to our District. Please include any additional Safe Work Procedures your school may have in place.

To and From Work Procedures

The sample below was provided by the Surrey RCMP Business Section and can be adapted to your specific needs. (This is also a valuable guide for you and your family to follow when travelling at night, and or using public parking.)

Pre-Arrival Planning

Before you leave for work:

1. Visualize where you will park when you arrive at work
2. Ensure that you have enough gas to get to and from work
3. Ensure that you have everything you need for work on the front seat beside you, if you are travelling alone

Then visualize a back-up plan you can use if your arrival at work does not go as planned.

Arrival at Your Parking Spot

1. Park in well-lit areas. Avoid alleys, wooded areas, and tunnels. Use caution in underground lots – stay in open, lit areas near exits. Vehicle should be locked and windows rolled up as you enter the parking lot.
2. As you enter the designated parking area and prior to leaving your vehicle, scan the area for suspicious persons. Have a back-up plan ready.
3. Prepare yourself to get out of the vehicle with everything you need prior to unlocking the vehicle door. Ensure you have the key to the building. A whistle or other personal alarm, and other personal belongings. Avoid having to reach back into the vehicle for items after you have exited.
4. Ensure the vehicle is locked and the windows are up while it is unattended.

Walking To Place of Business

1. Walking with your head erect, appearing alert, and scanning your route, proceed directly and quickly to your store or office.
2. Use the main entrance as much as possible – avoid rear or secluded entrances.

Returning To Your Vehicle

1. Prepare yourself to leave the school with everything you need, such as keys to lock doors, the key to open your vehicle, and a whistle or other personal alarm.
2. Use the main entrance as much as possible – avoid rear or secluded exits.
3. Scan the area for menacing individuals. Have a back-up plan if there is danger.
4. Walking with your head erect, appearing alert and confident and scanning your route, proceed directly and quickly to your vehicle.
5. If possible, avoid walking to your vehicle alone. Go with other workers, security guards, or other escort. Provide the escort with a ride back to the main entrance.
6. If you must walk to your vehicle alone, if possible, have a co-worker watch you from a window, and wave to him or her on the way to your vehicle. If no one is available, fake it: pretend you are being watched and wave to an imaginary co-worker on the way to your vehicle. Once you are in your vehicle, ensure all doors are locked immediately and windows are up.

Public Transit

1. Avoid isolated or poorly lit bus stops.
2. Plan your arrival time at the bus stop to get you there just before your bus arrives.
3. If you are alone or it's late at night, sit near the driver. If someone bothers you, tell the driver immediately.
4. Try to sit where you can see upcoming bus stops as you arrive. If you see suspicious or menacing individuals at your stop, get off at the next stop.
5. When stepping off the bus, check to see if you are being followed. If you are, walk directly and quickly - without running or looking back - to a service station or store. Call 911.
6. If possible, plan to have someone meet you at your home bus stop.

If You Are Confronted

1. If attacked, scream - as loud and long as possible - and run to the nearest well-lit area.
2. If someone grabs your purse, deposit bag, or other personal property, *do not* resist and *do not* chase the thief.
3. Call the police immediately after any incident and record appearance and mannerisms of the offender.

Working Alone Procedures

School Staff and Special Events Afterhours Critical Components

Special Events include, but are not limited to: student sporting activities; school dances; school social events; parent-teacher meetings, etc.

1. Authorization for the Special Event must be obtained from the _____ School Principal prior to the event.
2. Most activities will be required to end no later than 10:00 PM. Special arrangements between the School Principal and Maintenance must be made to extend the work hours for the Custodian to cover through to the scheduled end of the event. No event is to extend beyond its approved schedule.
3. Under no circumstances are employees to remain within the school later than the Custodian.
4. The School Custodian(s) will secure the school by 4 PM and again inspect between 9:00 and 10:00 PM on week-days.
5. When an employee is working in isolation, Moderate Risk Work is not permitted after 6:00 PM. This would include working within Portables on site. Moderate risk would include:
 - a. Using or climbing a ladder which is over 6 feet.
 - b. Working or entering a crawlspace in the building.
 - c. Working or being on a roof.
 - d. Lifting weights or other heavy objects.
6. The school must assign a limited number of evening exit doors. Employees exiting the school after 6:00 PM must use these designated exits. These doors will be secured immediately following the scheduled end of the Special Event.
7. As a minimum, employees volunteering to chaperone/supervise dances or social events should do so in pairs and should vacate the premises at the same time.
8. Employees intending to remain on the premises after-hours must locate/relocate their vehicles to parking that is in close proximity to a designated evening exit doors.
9. The communication system is to commence no later than 6:00 PM each school day.
10. Employees remaining in the school must sign-in on the After Hours Log Book. They should indicate their name and the room(s) they intend to work in for the evening. (The After Hours Log Book must be kept in a secured area within the secured building in which employees are working late.) The School's log book can be found in _____.
11. A Custodian will check the After Hours Log Book shortly after 6:00 PM and again after 9:00 PM.
12. Staff that have not signed-in for the evening and are found in the building after 6:00 PM, will be asked to sign-in by the Custodian and if they do not, the Custodian will make note of the staff member, time and location in the log book for the Principal to deal with the next day.

13. Employees must sign-out on the After Hours Log Book immediately prior to exiting the building.
14. At the scheduled end of the Special Event the Custodian will check the After Hours Log Book and see who has not vacated the building. At that time they will proceed to the location(s) of any employee who has not signed-out for the evening. The Custodian will request the employee sign-out and vacate the premises immediately.
15. Custodians working alone will be required to call-in to their sector Foreman every 2 hours. Contact the Facilities Supervisor for specific instructions and assistance.

Weekend Work at Schools

1. Employees may not work at the school site (including portables) on weekends without prior authorisation from the Administrator.
2. Employees are not to work alone at the school site on the weekends except with special authorisation from the Administrator.
3. If the Administrator authorises an employee to work alone in the school on a weekend, the employee must contact the Districts alarm monitoring service at (604)-731-4126 to advise them they are entering the building and the length of time they will be there.
4. All staff accessing the school must have a valid Personal ID# L35 _____ as well as the code and instruction on use to arm/disarm the building.
5. Employees are not to conduct Moderate Risk Work while in isolation at the school site on weekends. These activities would include but are not limited to:
 - a. Using or climbing a ladder which is over 6 feet.
 - b. Working or entering a crawlspace in the building.
 - c. Working or being on a roof.
 - d. Lifting weights or other heavy objects.
6. If an employee fails to contact the District Security Monitoring Station and disarm the building, a Security Runner will be dispatched to the school to investigate the situation.
7. Employee must sign-in the school After Hours Log Book noting date and time of arrival
8. Prior to preparing to exit the building, the employee must check the After Hours Log Book to ensure no other workers remain in the building.
9. The employee is responsible for contacting the alarm company and informing them of their departure and then signing-out on the After Hours Log Book.
10. If the employee does not contact the alarm company within ½ hour of their anticipated departure time, a District Security runner will be dispatched to the site to locate the employee. If the employee cannot be found the alarm company will call 9-1-1 and the on-Call Maintenance Supervisor.

Violence Prevention for Home Visits

There are many advantages to home visits:

- Parents are often more relaxed
- Sometimes it is a hardship for them to get to school
- Young children can be seen in their home environment
- It can help to assess the needs of a family and to identify parents in need of physical or emotional support

Note: home visits are not essential nor are they mandated as part of your job. If you do choose to do a home visit, you must first do a risk assessment.

You are responsible for your safety and taking some basic precautions before you step into the home will help you stay safe. There is a strong relationship between maintaining good boundaries and being clear about your role and workplace safety.

Your Role:

- Be clear about your role – take some time to explain it to people before you start working with them
- Ask them how you can be helpful to them, and clarify expectations.
- Demonstrate that you are willing to be transparent and honest about what you can and cannot do
- When you do something that is an exception to usual practice, talk about why you are doing it, and make sure that the client knows that your agency is in agreement.
- Be a real person, not just a worker in a role
- Be willing to understand and respond to the uniqueness of each client
- Consult with your supervisor and colleagues about your relationships with clients
- Be open and transparent with your supervisor and colleagues about the nature of your relationships with clients

Before you do a Home Visit:

- 🍏 Learn all you can about the family you will be visiting
 - Is there history of domestic violence?
 - Is there a history of mental illness in the family?
 - Are there reports of criminal activity in the neighborhood or at the home?
 - Is there alcohol or drug abuse in this home?
 - Who will be present when you arrive?
 - Are there dogs or other potentially aggressive pets?
- 🍏 Is this your first home visit?
- 🍏 Do you have any training in Violence Prevention?

This is called a Risk Assessment and a Safety Plan must be created if any of these items are involved. Safety Plans are designed to mitigate or eliminate the risks to you the worker. If the Safety Plan that is created does not make you feel safe, then the home visit should not take place.

Some things that can be done and included in your safety plan to mitigate or eliminate the risk are:

- 🍏 If new to home visits, you must be accompanied by an experienced colleague.
- 🍏 Notify your Supervisor prior to arrival and again at departure and provide them with:
 - Name of Client
 - Location
 - Anticipated Length of visit
- 🍏 Park your car on the street if possible to prevent being blocked in.
- 🍏 Before knocking on the door, listen for any sounds that might alert you to danger.
- 🍏 Wear flat or low-heeled footwear – easy for you to move quickly.
- 🍏 Never take your shoes off.
- 🍏 Keep your car keys in your hand or in an area easy to access on your clothing.
- 🍏 Ensure you do not have dangling belts on your coat or loose scarfs around your neck that can be easily grabbed.
- 🍏 Keep your cell phone turned on and easily accessible.
- 🍏 Do not carry a purse.
- 🍏 Have with you all the paperwork required for the visit.
- 🍏 Avoid repeated trips back to your car.

These are some measures that can be implemented to keep you safe when it is felt that a home visit is of benefit to the family situation. This list is not prescriptive and discussion with colleagues and supervisors is recommended to ensure that you have covered off all potential risks. Remember you have the right to refuse unsafe work. Your safety is the Districts primary concern.

Dealing with Irate or Aggressive People

Working within the school environment you may be in a situation where you are in close proximity to an irate or aggressive individual. There are some steps you should take to ensure your safety:

Physical area

Take a look at your normal working environment. How is it set up?

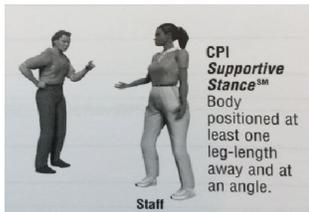
- Is there a clear path for you to leave the area?
- Is there someone close by if help is required?
- Are there any barriers, such as counters or desk that can be placed between you?

It is important to have a plan in place at the beginning of the school year to help minimize the risk of being confronted without support by irate parents or others in your place of work.

1. Pre-arrange meetings during times when other staff are nearby and can come to your assistance if required.
2. Take note of where you are meeting and ensure you have access to leave if necessary
3. Try to maintain a safe distance between yourself and the irate/aggressive person (minimum of 3 feet).

There are methods that can be utilized to assist in calming the situation:

1. Focus on the emotions first. Remain calm, and try to calm the other person.
2. Be an active listener, paraphrase and repeat back things they have relayed to you. E.g. “so, what I am hearing you say is”.
3. When speaking with the other person, keep your voice quiet which forces them to listen more intently on what you are saying.
4. Maintain a supportive stance.



5. If possible try to find ways the person can save face. E.g. “ I understand your concern and I will consult with my Supervisor to find the best way to make this work for everyone.”
6. If you can't calm the person down or if they show any signs of escalation, call for help.
7. Report all interactions of this type to your Supervisor or Principal.

Storage and Handling of Medication in Schools

District Regulation:

Except in emergency situations, school personnel should administer (or supervise the self-administration of) medication to a student only when absolutely necessary and if all of the following conditions are met:

1. The medication is required while the student is attending school.
2. A parent or legal guardian has requested the school's assistance and has given his/her written authorization to have the medication administered.
3. A copy of the parent/guardian request/authorization for medication has been placed in the Public Health Nurse box.
4. School personnel have received adequate instruction from the parent/guardian and assistance from Public Health Nurse where necessary concerning the administration of the medication. More than one employee at a school shall be adequately instructed in the administration of the medication in order to provide an alternative person in cases of absence or unavailability.

In emergency situations, teachers have a duty to render assistance to a student, including the administration of medication where necessary.

ADMINISTRATION OF MEDICATION

1. When absolutely necessary medication will be administered by personnel to a student in regular attendance at school only upon completion and receipt of a "Request for Administration of Medication" form signed by the parent or legal guardian.

The principal shall make certain that procedures are in place to ensure that:

- a. The completed form is received by the school prior to administration of medication.
 - b. The parent/guardian is informed of his/her responsibility to update medical information on an every September and as the need arises.
 - c. All forms returned by parents or legal guardians are kept in the student's file and a copy with the medication.
 - d. Teachers-on-Call and substitute teacher assistants are informed of the medical problems of students in their classes.
2. If a school is required to store medication, the principal shall arrange to have medication stored centrally in the school in a safe and appropriate place. All medication which is to be administered in accordance with these regulations shall be provided to school administration by a parent/guardian in the original container, which includes the prescription directions and doctor's name. In the event that the supply of medication stored at the school is used up, it is the obligation of the parent or legal guardian to renew the supply and keep the school stocked with the medication. Only authorized school personnel shall have access to medication which is stored in a central location. Any unused or expired medication shall be returned to the parent/guardian.
 3. If a parent or legal guardian requests, and when absolutely necessary, the principal shall arrange for the supervision of a student who leaves a class for the purpose of self-administration of medication.
 4. If requested in writing by the physician, a teacher will observe and report any change in a child's behaviour while on medication.
 5. A record sheet for the administration of medication for each student shall be maintained in the location where medication is stored, such sheet to show date, time and dose of each medication administration, any other pertinent information, and the initials of the administering person.
 6. In emergency situations, a parent/guardian or the emergency contact if the parent/guardian cannot be contacted shall be contacted or the student taken to a hospital/medical clinic.

Storage and Handling of Medicine Procedure for _____

(Name of School)

Student may require administration of medication while in the care of the school. The storage of medication on school premises can be a risk factor for staff. In order to minimize the risk of violence concerning the storage of medication, all medication is properly stored within a locked compartment, centrally located in:

_____ .

All contents within the locked compartment will included a copy of the completed Request for Administration of Medication form which includes student name, name of medication, instruction for administration and emergency contact information. Access to the storage will be limited to authorized personnel on site.

Administration of the medication must be logged showing student name, date, time, dose and initials of staff member who either assisted or administered the dosage. (See sample log below)

Access to the key is held by:

_____ Or _____
(Principal/Vice-Principal) (Alternate)

Storage and Handling of Money in Schools

Schools receive money for many varied reasons. The storage and handling of money can be a cause for violence within the workplace. The following steps are to be taken to minimize the risk of violence:

When employees receive money it should be brought to the office as soon as is practicable. Do not store money within the classrooms. Money should be counted and stored in a location within the school which can't be viewed from outside or by people passing by. In this school that room is located:

-
- The money is to be kept in the school vault/lockbox within this room
 - Key or code is known by a minimal amount of staff, normally the Administrator and Office Assistant.
 - The staff member counting the money must notify the Administrator of their intent
 - Never keep large amounts of cash at the school.
 - All Deposits must be in deposit bags and total cash/cheques in each bag should balance with the deposit slip in the bag
 - Deposits should be ready to pick up by 4 pm the night before scheduled pick-up day
 - Deposits should be locked away until the courier arrives to pick the deposit up
 - The courier is from Flash Couriers. Please ask for identification before releasing the deposit to them. (All Flash Couriers wear a uniform and carry ID)
 - The courier should sign the courier pick up form held at the school which details how many bags are being given to the courier and the numbers on the bags
 - Please ensure that you tear off the tear-off record and file it with your bank deposits slips/books
 - There is not a fixed schedule (for security reasons); however you will be advised of the day of your pick-up
 - All scheduled pick-ups will be paid by the District centrally
If you require an additional non-scheduled pick up, you will need to call Christine Sainsbury to arrange for an additional pick-up as soon as possible. This cost will be charged to the school at \$50 per additional pick-up
 - If you do not require a pick-up when you are scheduled to do so, please cancel your pick-up with Flash Couriers at 604-689-3278 by noon the previous day.

Forms

Following are the existing forms within the district to assist in development of your Violence Prevention Program.

Worker Checklist

Workplace Bullying and Harassment

Actions to take if I believe I am being bullied and harassed

If you are being bullied or harassed at work, you will need to take appropriate steps to report it, which is an obligation of all workers who are the targets of workplace bullying and harassment.

Document and keep a written record of the incident(s). Consider the context and surrounding circumstances of each situation.		
1. I have read my workplace policy statement and procedures on bullying and harassment. I understand how to make a complaint and what to expect in the investigation process.	Yes	No
2. I have read Occupational Health and Safety policy D3-116-1 Worker Duties – Workplace Bullying and Harassment.	Yes	No
3. I am comfortable discussing the situation with the individuals involved.	Yes	No
4. Can I/we resolve the issue or concern?	Yes	No
5. If the answer was no to questions 3 or 4, then report the situation to your Supervisor. If your Supervisor is the staff member involved in the Bullying and Harassment then you must report this to the Director of Human Resources. Include a written description and a timeline of events. Documentation provided to: _____ Date of expected follow-up response: _____	Yes	No
6. Key people who will support me (including people outside of the workplace): _____ _____		

Documenting Incidents of Workplace Bullying and Harassment

The table below must be completed if staff at School District No 35 experience, or observe, a workplace bullying and harassment incident. When reporting bullying and harassment incidents or complaints, staff must follow their District Policy 6200 reporting procedures.

Name of staff reporting incident: _____

Location of incident: _____ Date of Incident: _____

Complainants' signature: _____ Date of Reporting: _____

<p>People Involved (include witnesses)</p>	
<p>Describe the situation (words, tone, actions, etc.) and the impact (humiliated, intimidated, etc.)</p>	
<p>Next Step To be completed by the worker's immediate Supervisor; or in the event the complaint is against the immediate Supervisor, then this step is completed by the Director of Human Resources.</p>	

OHS Policy D3-116-1: Workers must report if bullying and harassment is observed or experienced in the workplace.

Form B
SITE VIOLENCE RISK ASSESSMENT-TEMPLATE

School/Site Name: _____ Date of Initial Assessment: _____

Administrator: _____ Date of Revision(s): _____

Risk Assessment team members:

A. Information Review	B. Physical Layout & System Review
<p>Records, stats and reports have been reviewed for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Violence prevention program and related forms available at site (including violent incident reports) <input type="checkbox"/> Which staff groups are most exposed <input type="checkbox"/> Previous incidents at the site (including patterns) <input type="checkbox"/> Experiences at similar sites <input type="checkbox"/> History of Students in the school <ul style="list-style-type: none"> • Risk Assessment on file? • Safety Plan in place? <input type="checkbox"/> Records of students transferred to your school <input type="checkbox"/> History of interactions with members of the public <input type="checkbox"/> History with Parents/guardians at the school <input type="checkbox"/> Work Alone Procedures <input type="checkbox"/> Security of the building outside of instructional hours <input type="checkbox"/> Storage and handling of money on-site <input type="checkbox"/> Storage and handling of medicine on-site <input type="checkbox"/> Surrounding community information (gangs, higher crime areas, businesses etc.) <input type="checkbox"/> Staff training 	<p>The building, interior and exterior, has been reviewed for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where incidents are most likely to occur (parking lot, hallways classroom, etc.) <input type="checkbox"/> Appropriate access control <input type="checkbox"/> Lighting- entrances, hallways, parking lots <input type="checkbox"/> Adequate Alarm system <input type="checkbox"/> Staff are able to visually monitor their surroundings <input type="checkbox"/> Ability to maintain a safe distance from others <input type="checkbox"/> Barriers between possible threat & staff (e.g. high and wide counter) <input type="checkbox"/> Cash handled out of view and secured appropriately <input type="checkbox"/> System for staff acquiring assistance when needed <input type="checkbox"/> Adequate working alone check-in system is used <input type="checkbox"/> Lockdown procedures completed and practiced <input type="checkbox"/> Trees & shrubs outside maintained to avoid concealment <input type="checkbox"/> Travelling to and from car- outside normal hours policy

RISK ASSESSMENT TABLE

A) Nature of Violence	B) Violence resulting from	C) Probable violence	Violence Risk Score				Comments/ Controls
			Use criterion from "Violence Rating Score" Table below to complete boxes and determine risk level				
			D) Consequence	E) Frequency	F) Probability	G) Risk Score	
Rebellion against authority	<input type="checkbox"/> Supervisory duties <input type="checkbox"/> School policy enforcement <input type="checkbox"/> Traffic control during peak times <input type="checkbox"/> Disciplining children, <input type="checkbox"/> Student non-compliance <input type="checkbox"/> Other	<input type="checkbox"/> Verbal threats <input type="checkbox"/> Minor physical <input type="checkbox"/> Serious physical <input type="checkbox"/> Psychological harm <input type="checkbox"/> Other:				Before	
						After	
Against the School	<input type="checkbox"/> Bomb threats, <input type="checkbox"/> Security breaches <input type="checkbox"/> Intruder <input type="checkbox"/> Trespassing <input type="checkbox"/> Other:	<input type="checkbox"/> Verbal threats <input type="checkbox"/> Minor physical <input type="checkbox"/> Serious physical <input type="checkbox"/> Psychological harm <input type="checkbox"/> Other:				Before	
						After	
Against a staff member in the course of their work	<input type="checkbox"/> Staff interaction <input type="checkbox"/> Parent-teacher interviews <input type="checkbox"/> Staff-parent meetings <input type="checkbox"/> Crossing guards <input type="checkbox"/> Noon Sups <input type="checkbox"/> Other:	<input type="checkbox"/> Verbal threats <input type="checkbox"/> Minor physical <input type="checkbox"/> Serious physical <input type="checkbox"/> Psychological harm <input type="checkbox"/> Other:				Before	
						After	
Against individuals	<input type="checkbox"/> Alcohol and drugs issues <input type="checkbox"/> Mental health issues <input type="checkbox"/> Harassment <input type="checkbox"/> Stalking <input type="checkbox"/> Domestic <input type="checkbox"/> Child custody issues <input type="checkbox"/> Irrate parents <input type="checkbox"/> Student based violence <input type="checkbox"/> Other:	<input type="checkbox"/> Verbal threats <input type="checkbox"/> Minor physical <input type="checkbox"/> Serious physical <input type="checkbox"/> Psychological harm <input type="checkbox"/> Other:				Before	
						After	
Opportunistic	<input type="checkbox"/> Working at night <input type="checkbox"/> Walking to/from parking <input type="checkbox"/> Access to washrooms <input type="checkbox"/> Working alone <input type="checkbox"/> Robbery <input type="checkbox"/> Vandalism <input type="checkbox"/> Working with Cash/medicine <input type="checkbox"/> Fundraising days/events	<input type="checkbox"/> Verbal threats <input type="checkbox"/> Minor physical <input type="checkbox"/> Serious physical <input type="checkbox"/> Psychological harm <input type="checkbox"/> Other:				Before	
						After	
Other						Before	
						After	

VIOLENCE RATING SCORE

(D) CONSEQUENCES	
Degree of Severity of Consequences	Rating
Fatality (1 or more)	10
Serious injury or occupational disease (permanent disability)	8
Disabling injuries, reversible tissue damage, post-traumatic stress	2
Minor cuts, bruises, irritations, minor damage, feeling of intimidation	1
(E) FREQUENCY	
The hazard event occurs:	Rating
Continuously (or many times daily)	5
Frequently (approximately once daily)	4
Usually (from once per week to once per month)	3
Occasionally (from once per month to once per year)	2
Rarely (it has been known to happen)	1
Very rarely (not known to have occurred but considered remotely possible)	0.5
(F) PROBABILITY	
The likelihood of violence or threat of violence, including the consequences:	Rating
Is the most likely and expected result if no changes are made	5
Is quite possible, would not be unusual, has an even 50/50 chance	4
Would be an unusual sequence or coincidence	2
Would be a remotely possible coincidence, it has been known to happen	1
Extremely remote but conceivably possible, has never happened after many years of exposure	0.5
Practically impossible, coincidence, "one in a million" chance, hasn't happened in spite of many years of exposure	0.1

RISK SCORE

(D) Consequences X (E) Frequency X (F) Probability = (G) Risk Score	
	Score
High – must be corrected/controls implemented immediately	>30
Medium – must be corrected/controls implemented	20-29
Low – Indicator – situation must be examined and may have to be corrected/controls implemented	4-19
Risk Acceptable – no change required	<3

1. Enter risk score into Risk Assessment table above.
2. Redo the risk scores after controls have been implemented to ensure that they adequately reduced the risk.

TOTAL RISK CHART



Site Inspection Data Sheet for Violence Prevention Program

Work Environment Checklist:

Location:

Date:

Department:

Name:

Supervisor:

A. Job description within the School / Site							
1.							
2.							
3.							
B. Tasks involving public interaction							
1.				High	Medium	Low	
2.				High	Medium	Low	
3.				High	Medium	Low	
4.				High	Medium	Low	
5.				High	Medium	Low	
C. Events that cause anger / aggression with non-workers							
1.							
2.							
3.							
D. Is there staff that work alone within the School?							
				Yes	No		
If yes, who, when, where and how long?							
1.							
2.							
3.							
E. Safe Work Procedures							
Are all staff members familiar with the following safe work procedures							
Working alone	Yes	No	N/A	Reporting Violent Incidents	Yes	No	N/A
Emergency Procedures	Yes	No	N/A	Other	Yes	No	N/A

Work Environment Checklist

Work Environment Arrangement	Adequate		Location	Requirements/ Comments
	Yes	No		
Lighting/Visibility				
Is the indoor lighting appropriate?				
Is the outdoor lighting appropriate?				
Are bushes & shrubs pruned to prevent hiding places for assailants?				
Is your working environment clear of physical obstructions that may impact your view?				
Access Controls				
Is access to the worksite controlled?				
Are offices designed/arranged so that public & work areas are easily distinguished?				
Does the width/height of the counter provide an adequate barrier?				
Are workstations designed to get away quickly?				
Security Systems				
Are procedures in place & communicated for lock downs?				
Are after hour security measures in place for staff?				
Is emergency contact list available for staff?				
Is the monitoring stations number by the alarm panel?				
Parking Lots				
Do staff move vehicles close to school when working late or evening shifts?				
Do security staff patrol the parking lot?				
Is access to the parking area visible & well lit?				

Work Environment Checklist

Work Environment Arrangement	Adequate		Location	Requirements/ Comments
	Yes	No		
Washrooms				
Are there separate washrooms for staff?				
Do staff washrooms have locks on them?				
Is public access to staff washrooms controlled?				
Reception Area				
Is the reception area clearly marked?				
Is the reception area allowing staff to greet the public yet remain visible?				
Does the layout of the reception area make it easy to monitor the public?				
Are cash handling procedures in place?				
Is the area clear of tools/equipment that could be used as weapons?				

Form E Violence Prevention Survey

Violence Prevention Program – Staff Survey

This questionnaire has been designed to assist departments in conducting a Workplace Violence Risk Assessment to determine Violence Prevention Program requirements. All information provided on this form is anonymous and the employees are not required to provide their name.

Please fill in the information where applicable. Your response to any questions is optional.

Employee profile

- A. What is your current position?
- B. What is your main worksite?
- C. How long have you been employed in your current position?
- D. Sex: Male Female
- E. Which age group do you belong to?
 15-19 20-29 30-39 40-49 50-59 60+

Workplace Violence: (BC Occupational Health and Safety Regulation 4.27)

The attempt or actual exercise by a person other than a worker of any physical force so as to cause injury to a worker and includes any threatening statement or behaviour which gives a worker reasonable cause to believe that he or she is at risk or injury.

A threat against a worker’s family may be considered a threat to the employee where the threat rises out of the course of the worker’s employment.

Have you experience verbal abuse or the threat of physical violence while employed with us? Yes No

If yes, how many times in the last 2 years?

A Verbal Abuse	0	1-5	6-10	11-20	More than 21
B Verbal threats where you did not feel at risk of injury	0	1-5	6-10	11-20	More than 21
C Serious verbal or physical threats (where you did feel at risk of injury)	0	1-5	6-10	11-20	More than 21
D Physical Violence	0	1-5	6-10	11-20	More than 21

1. If you have experienced serious verbal threats or actual Physical Violence please answer the following questions relating to C and D above:

Did you report the Incident (s)
If yes, how did you report the incident(s)

Yes
Verbally

No
In writing

To whom did you report the incident(s)?

If no, why didn't you report the incident(s)?

Was the incident(s) you reported followed up appropriately? Please describe the follow-up:

What was the relationship of the aggressor to you?

student

parent

public

other

Please provide a brief description of the incident.

- | | | |
|---|-----|----|
| 2. Is there a written procedure in place to report an incident of workplace violence? | Yes | No |
| 3. Do you know how to report an incident of workplace violence? | Yes | No |
| 4. Do you feel at risk in for workplace violence in your current position? | Yes | No |

If yes, what situations could cause anger with students/parents or the public to become violent or threatening?

5. Are you aware of any incidents of workplace violence involving others in your workplace or similar workplaces?
- Yes No

If yes, please describe below:

6. Have you received any training that assists you in dealing with hostile/abusive/violent clients?
- Yes No

If yes, please list all courses taken:

7. What measures do you currently take to minimize your exposure to violent incidents?

8. Does your work area have adequate lighting and security provisions? (i.e. locked doors, security staff, access to parking, etc.)

9. At your present workstation or location, what changes could be implemented to make your job safer? (Physically, procedurally, training, etc...)

10. Have you experienced any work related serious verbal threats or physical violence while off-site of your workplace?

11. Do you have any additional feedback or comments not already asked on this questionnaire?

Thank you for participating in this survey. The information will assist your Violence Prevention Team in creating a safe working environment for both and the students in our schools.

SCHOOL DISTRICT #35 (Langley)
Violent Incident Risk Assessment

Student Name: _____ Date of Birth: _____
(or other person) Year Month Day

If other – Relationship to School: _____

This following chart is meant to assess and identify violent incidents directed toward staff **ONLY**.

Describe the Behaviour:

Intensity of Behaviour If an incident has occurred, how severe was the behaviour?		Frequency of Behaviour (including threats)
Physical	Emotional	How often are incidents likely to occur?
High - resulted in lost time Medium - resulted in a moderate injury that required site first aid be administered Low - resulted in a minor injury such as a bruise or scratch None - no physical injury	High - felt imminent threat of violence Medium - felt possible threat Low - felt uncomfortable None - felt no impact	High - at least once a week up to once or more a day Medium - at least once a month up to once a week Low - at least once a year up to once a month None - no previous incidents known
*The intensity of the incident(s) is: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None	*The intensity of the incident(s) is: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None	*The frequency of the incidents is <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None

* If any of these are rated as High, Medium or Low, please complete the reverse of this form.

Note: If this involves a threat, refer to Threat Assessment Protocol.

1. Review imminent Violent Incident
2. This student/other person does not present a risk of violence toward staff (see chart above)
3. A Safety Plan is presently in place for this student/other and was reviewed on
 (Date) _____
4. This student/other person presents a risk of violence toward staff (see chart above and complete reverse)
 - A Safety Plan must be written or reviewed when a frequency or intensity indicator is medium or high
 - The Principal or designate signature is required on this form
 - The principal or designate will arrange a meeting to develop or review a Safety Plan

Principal or designate Signature

Date Form Completed

*Please note: *This does not replace the Violence Incident Report.*

Copy to Student Behaviour File

Copy to Site V.I. File if other than student

Staff:	School H&S Rep:
Student/Perpetrator's name:	Administrator:
age:	
School:	Date:
Grade:	Review Date:

Describe the Behaviour / Risk / Hazard	Frequency of Behaviour / Risk / Hazard (include dates and times)	Who is at risk?	Where are staff at risk (Describe specific locations in workplace or other than workplace)	When are staff at risk?	Measures including responses to Behaviour / Risk / Hazard
		<input type="checkbox"/> Teacher <input type="checkbox"/> SEA <input type="checkbox"/> YCW <input type="checkbox"/> Custodian <input type="checkbox"/> Bus Driver <input type="checkbox"/> Noon Supervisor <input type="checkbox"/> Administrator <input type="checkbox"/> TOC <input type="checkbox"/> EOC <input type="checkbox"/> Clerical <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> All areas in workplace <input type="checkbox"/> School grounds / playground <input type="checkbox"/> Library <input type="checkbox"/> Field Trip <input type="checkbox"/> Classroom type <input type="checkbox"/> Gym <input type="checkbox"/> Shop Class <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Time of day: <hr/> <input type="checkbox"/> Working alone <input type="checkbox"/> During specific activities: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
RCMP Involvement <input type="checkbox"/> Threat Assessment <input type="checkbox"/> File Created # _____ <input type="checkbox"/> Officer Name _____ Comments: <hr/> <hr/> <hr/> <hr/>					

VIOLENT INCIDENT REPORT FORM



Langley Schools VIOLENT INCIDENT REPORT – Part 1

INSTRUCTIONS

1. Complete one per employee involved
2. Provide the completed report to your Administrator/Supervisor
3. Administrator/Supervisor to follow investigation instruction on the reverse side.
4. If you have been injured, please complete an Employee Injury/Accident Report Form.
5. Incidents to be reported as soon as possible

Background Information:			
School/Site:		Specific Location:	
Date & Time of Incident	AM PM	Date & Time Employee Reported Incident	
Name of Employee Involved in Incident		Work Phone #	Position
Name of Administrator / Supervisor		Work Phone#	
Teleclaim #1 _____			
Name of witnesses: 1: _____ 2. _____ 3. _____			

Nature of injury or illness: (include body area/part affected; left vs. right; psychological; etc.)

Did the employee see a physician? Yes No If yes, when?

- Did the employee seek First Aid? Yes No (If no, remind the employee they should)
- Was the employee absent from work as a result of the incident? Yes

If yes, provide dates: _____
 If yes, please fill out an Employee Injury/Accident Form and file Teleclaim, 1-888-WORKERS

Description of the Violent Incident: (Attach supporting documents as required. Include sequence of events, sketch, equipment, etc.)

PERSON INVOLVED

Parent Other: _____

IF KNOWN: Name: _____ Student, Grade _____ Ministry Designated Student

ONLY COMPLETE IF PERSON IS UNKNOWN:

Male Estimate Age: _____ Height: _____ Hair Colour: _____ Hair Length: _____ Facial Hair: _____
 Female Weight: _____ Complexion: _____ Glasses? _____

Other identifying features (clothing, tattoos, scars, birth marks, accent, etc) _____

VEHICLE INVOLVED (if applicable): Make: _____ Model: _____ Year: _____ Licence # _____
 Colour: _____ Condition / Identifying features: _____

Signature (employee): _____ **Print Name** _____ **Date** _____

DISTRIBUTION KEY: School Records Assistant Superintendent Director H&S

Personal information on this form is collected by School District #35 (Langley) for the purpose of investigation, correction and prevention of violent incidents in the workplace and for the administration of the Health and Safety Program. Personal information on this form is collected and will be protected in accordance with the freedom of Information and Protection of Privacy Act.

For further information, please contact the Manager – Health and Safety at School District #35 (Langley), 4875 –222 Street, Langley, BC V3A 3Z7

VIOLENT INCIDENT INVESTIGATION – PART 2
(To be completed by Supervisor)

STOP!

If this is WORKPLACE MISCONDUCT call HUMAN RESOURCES IMMEDIATELY. DO NOT investigate locally. Read the instructions and definitions carefully.

Definitions:

Workplace Misconduct, Improper Activity or Behaviour: “includes: the attempted or actual exercise by a worker towards another worker of any physical force so as to cause injury, and includes any threatening statement or behaviour which gives the worker reasonable cause to believe he or she is at risk of injury”. (see WorkSafeBC OH&S Regulation 4.24 for full definition.)

Workplace Violence: “Means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury, and includes any threatening statement or behaviour which gives the worker reasonable cause to believe he or she is at risk of injury.” (See WorkSafeBC OH&S Regulation 4.27 for full definition).

Note: Worker as defined in the Workers’ Compensation Board Act, includes an employee or supervisor working at the time in question for the same employer or for a different employer.

Investigation Team: (Name / Position)

- 1) _____
- 2) _____

INSTRUCTIONS for Administrator/Supervisor

1. Administrator/Supervisor to read Definitions and determine if the incident reported is best characterized as Workplace Misconduct or Workplace Violence.
2. If Workplace Misconduct, stop here and immediately forward the report to the Director of Human Resources. Do not complete an investigation locally.
3. If Workplace Violence, assemble an investigation Team: 1 Administrator/Supervisor and 1 Worker Health and Safety Representative (typically of the same employee group as the employee involved).
4. Complete one investigation report per incident reported. Submit to District Health and Safety.
5. Investigations to be completed and submitted within 72 hours of the incident.

Investigation Team’s Summary of Incident: (attach supporting documents as required. Include sequence of events, sketch, equipment, etc.)

School/Site: _____
Incident Date: _____

Cause / Contributing Factor

School Administrator / Supervisor / Assistant Superintendent to Complete:

Corrective Action(s) Taken:

Actioned to:

Completion Date:

Checklist of Persons Notified: (if applicable)

- Assistant Superintendent Student’s Parent/Legal Guardian Relevant Staff Transportation RCMP RCMP Attended: Yes

Investigating Police Officer: _____ Case Number: _____

Outcome _____ Date _____

Recommended Corrective Action(s): (Attach supporting documents as required)

Signature: (Principal / Supervisor) _____ Print Name: _____ Date: _____

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For further information, please contact the District Health and Safety at School District #35 (Langley), 4875 – 222 Street, Langley, BC V3A

Langley School District (#35) SAFETY PLAN

NAME:	_____	DOB:	_____	_____	_____
			Y	M	D
SCHOOL:	_____				
GRADE:	_____	DATE:	_____		

OBJECTIVE: To ensure that staff working with _____ are aware of responses and safety procedures in place to maintain a safe, productive learning environment for _____, other students and staff.

RATIONALE: _____, on occasion, will:

KEY UNDERSTANDINGS ABOUT THIS STUDENT
(Provide a brief positive profile of this student)

1. PLAN:

Staff working with _____ will read and sign this safety plan.

2. SETTING EVENTS:

Do not cause the behaviour but increase the probability that the student will react to antecedents at school. Most often events or situations occur out of school and are likely physiological or social in origin.

Setting Event	Strategy

3. ANTECEDENTS:

Be aware of situations, surroundings and events that are immediate triggers for the escalation of behaviour. What occurs at school prior to problem behaviour?

Antecedent	Strategy

4. **CRISIS RESPONSE PLAN:** (staff responses to student's behaviour)

Designated staff will implement the following crisis management plan when necessary.

Precursor Behaviours (What you see)	Staff Responses (What you do)
Anxiety: (noticeable increase or change in)	Be Supportive: (empathetic, non-judgmental response)
Defensive: (cues that this student is beginning to lose the ability to think or process information)	Be Directive: (set simple, clear, enforceable limits)
Acting Out: (risk to self or others)	Crisis Intervention Plan*: (injury prevention)
Tension Reduction: (cues that this student is calm)	Therapeutic Rapport: (re-establish rapport - do not recriminate)

Response Progression Crisis Intervention Plan*: a) keep a safe distance; b) clear the area; c) assign one person to direct the actions of intervening adults; d) physical restraint strategies only as a last resort when there is a danger to self/others.

5. **OTHER MEANS TO MINIMIZE RISK.** (It is essential to consider any environmental factors that may affect risk, such as the wearing of clothing or jewelry, the positioning of furniture and doorways/exits, the availability of loose objects, for example).

6. **POST INCIDENT DEBRIEFING:** (ensure all involved employees are included)

7. **CRITERIA FOR CALLING HOME:**

8. **REINTEGRATION PLAN:** (if required)

9. **THIS PLAN WILL BE REVIEWED:**

- a. regularly by the principal or designate;
- b. if any change in behaviour occurs such that the risk of violence is different and/or an incidence of violence occurs.

10. **A SAFETY PLAN MEETING WILL BE CONVENEED**

The principal or designate will call a safety plan review meeting if new information indicates that the safety plan needs to be reviewed or modified.

11. **TERMINATION DATE:**

(To be completed ONLY if a new Student Risk Assessment indicates there is no risk of violence toward staff)

Y M D

12. ACTIONS:

<i>Action</i>	<i>Person Responsible</i>

I have read this plan and am aware of safety procedures to be followed when working with:

(Student's name)

Signature:

Title:

Date (Y/M/D):

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Working Alone After Hours Log

NOTE: Custodian Mobile Telephone: _____

In case of Emergency call 9-1-1

DATE: _____.

	NAME	LOCATION	TIME In	Sign-in	TIME Out	Sign-out
1						
2						
3						
4						
5						
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