

# Violence Risk Assessment Tool – Education Sector



This form is to be completed by the School Administrator/Site Manager and in consultation with the In-School Health & Safety Team.

Name: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Site Name: [Click here to enter text.](#)

## Section A – Violence Risk Assessment

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

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

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

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

| 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)?   | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| <b>Communications system</b><br>Does the school/facility/location have a communication system?  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Does this system adequately reach the various rooms?<br><input type="checkbox"/> PA system <input type="checkbox"/> Radios <input type="checkbox"/> Walkie talkies <input type="checkbox"/> Cell phones<br><input type="checkbox"/> Other device: _____ | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Is the communication system working and being maintained?   | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Has an actual <i>lockdown/hold and secure</i> drill been conducted using the communication system?  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| <b>Physical facilities</b><br>Washrooms are equipped and designed with appropriate space to support student and staff?  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Classrooms are equipped and designed appropriately for specific student(s) enrolled for support?  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Portables are equipped and designed appropriately or specific student(s) enrolled for support?  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Outdoor grounds are equipped and designed appropriately to support student and staff? (e.g. fencing, courtyards)  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| <b>Site lines</b><br>Good visual surveillance of all entrance ways, parking lots, play areas/sports fields and bicycle racks, are maintained by routine groundskeeping?   | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| <b>Other</b><br>Are there other issues related to the physical nature of the workplace not covered above?<br>If yes, please provide details:<br>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                     |
| <b>Upon arrival to the school site</b><br>Does the school/facility have a communication system?   | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Are <i>Student Safety</i> and/or <i>Behavioural Plans</i> current, maintained and accessible to all education workers?  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Have updated and maintained <i>Students' Safety/Behavioural Plans</i> been made available in folders as per school policy? (e.g. "In the Office" or colour coded folders)   | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Is the <i>Notification of Risk</i> (student specific) current and accessible by all workers including workers on leaves?  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Have all workers and those on various leaves of absences been informed by Administration of the expectation to view specific <i>Student' Safety/Behavioural Plans</i> and <i>Notification of Risk</i> upon their return and provided sufficient time to review? | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| <b>Transportation assignments</b><br>Are staff safety protocols in place? (e.g. Kiss and Ride program, field trips)   | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| <b>PPE and training specific to your assignment</b><br>Required personal protective equipment (PPE) available, in place and being worn as appropriate?  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Are all workers up to date with their required training?  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Is student-specific training required at this school/facility/location?   | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| <b>Handling cash</b><br>Are there safe practice procedures in place? (e.g. changing timing in banking routines)   | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| <b>Other</b><br>Are there other issues related to the type of work not covered above?<br>If yes, please provide details:<br>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)?  | Click here to enter text.   | Click here to enter text. | Click here to enter text. |
| 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? | Click here to enter text.   | Click here to enter text. | Click here to enter text. |
| If there are classroom assignments with specific student(s), are behaviour/crisis response/communication procedures in place?  | Click here to enter text.   | Click here to enter text. | Click here to enter text. |
| 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?                | Click here to enter text.   | Click here to enter text. | Click here to enter text. |
| If transitioning or transporting are responsive behaviour triggers for specific student(s), is the timing appropriate?   | Click here to enter text.   | Click here to enter text. | Click here to enter text. |
| If transitioning or transporting are responsive behaviour triggers for specific student(s), are behavioural/crisis response/communication procedures in place?   | Click here to enter text.   | Click here to enter text. | Click here to enter text. |
| If personal care assignments are responsive behaviour triggers for specific student(s), are appropriate procedures in place? (e.g. washroom/toileting, feeding, personal hygiene)                                  | Click here to enter text.   | Click here to enter text. | Click here to enter text. |
| <b>Domestic Violence</b><br>If any concerns are known to the employer, are workers informed and are appropriate crisis response and communication procedures in place?   | Click here to enter text.   | Click here to enter text. | Click here to enter text. |
| Community location/neighbourhood risks – is the 911 response (rural/urban) understood?   | Click here to enter text.   | Click here to enter text. | Click here to enter text. |
| <b>Other</b><br>Are there other issues related to the conditions of work not covered above?<br>If yes, please provide details:<br>Click here to enter text.  | Click here to enter text.   | Click here to enter text. | Click here to enter text. |
| <b>TOTAL SCORE</b>   | Click here to enter text.   | Click here to enter text. | Click here to enter text. |
| Click here to enter text.  | <b>Risk Rating:</b> <input type="checkbox"/> Low (1-9) <input type="checkbox"/> Moderate (10) <input type="checkbox"/> High (15) <input type="checkbox"/> Very High (20+) |                           | Click here to enter text. |

Completed by Team Leader (Name / Designation): Click here to enter text.

Date: Click here to enter text.

## Section B - Overall Risk Rating

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

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

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

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

### Sample Interventions

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

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

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

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

These are a few suggestions but not all-inclusive.

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### Physical Environment of Work

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

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## Work Practices

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

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## Staffing

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

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## Training

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