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WORKPLACE VIOLENCE PREVENTION TOOLS GUIDANCE MANUAL

FOR K-12 PUBLIC EDUCATION

WORKPLACE VIOLENCE PREVENTION WORKING GROUP

Revision 1.2

Opening Statement

Violence[1] is a workplace hazard in some workplaces. It can come from a variety of sources and can have a significant impact on the physical and psychological health and safety of workers. In the K-12 public education sector we must have an appreciation for the unique complexity of our work and a commitment to prevent workplace violence. Violence as defined by the Occupational Health and Safety Regulation is best understood as an action and not necessarily its intention.

This is of particular importance when incidents involve students with diverse abilities/disabilities. Some students may not yet have the capacity to understand that their behaviour could cause physical and/or psychological injury to a worker. For many of these students, this behaviour may be considered a form of communication. Nonetheless, this behaviour can result in injury to a worker. Therefore, it is imperative to implement robust education plans, universally designed educational environments, inclusive systems and supports that mitigate the potential for, and the impact of, workplace violence as defined by the Regulation.

[1] The Regulation defines violence as "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."

Introduction

The Workplace Violence Prevention Tools Guidance Manual (the Manual) describes the tools and information created by the Workplace Violence Prevention Working Group for the K-12 public education sector in British Columbia.

Purpose

The purpose of the Manual is to provide a single source for all of the details and supporting information for the implementation and use of the workplace violence prevention tools.

Background

The BC Primary and Secondary Education Health and Safety Advisory Committee (K-12 Advisory Committee) was established by WorkSafeBC to review occupational health and safety issues and challenges in the BC public education system with CUPE, BCTF, BCPVPA, BCSSA, SSABC, and BCPSEA, and act in an advisory capacity providing recommendations for resolution of issues and challenges.

The K-12 Advisory Committee recognizes that the K-12 sector is uniquely impacted by workplace violence, and, as a result, took the initiative to establish a working group specifically focused on K-12 workplace violence prevention. With the understanding that the solutions to workplace violence could best be established by those from within the sector, the working group brings together the following stakeholders to work collaboratively on the issue: CUPE, BCTF, BCPVPA, BCSSA, SSABC, BCPSEA, Occupational Health and Safety specialists representing rural and urban school districts, and WorkSafeBC.

Established in March 2019, the K-12 Workplace Violence Prevention Working Group set out to develop tools and resources that could be used to support school districts with compliance and performance efforts related to workplace violence prevention. The tools are a mechanism to support compliance with the Occupational Health and Safety Regulation, however they do not replace a school districts obligations to carry out the community violent threat risk assessment (VTRA) and related Ministry of Education requirements.

Working Group Participants

Organization	Participant
British Columbia Principals and Vice Principals Association (BCPVPA)	Darren Danyluk, President BCPVPA *David DeRosa**
British Columbia Public Schools Employers Association (BCPSEA)	Hans Loeffelholz CRSP, EP Sector Lead Occupational Health and Safety
British Columbia School Superintendents Association (BCSSA)	Joanna Angelidis, Director – Learning Services, Delta School District
British Columbia Teachers' Federation (BCTF)	Toni Grewal – Assistant Director / Health and Safety Officer
Canadian Union of Public Employees (CUPE)	Tom McKenna, National Health and Safety Representative and National Representative WCB Advocacy
School district OHS representative - Rural	Surrena Craig OHS District Health & Safety Officer
School district OHS representative - Urban	Christine Merner, SD62 OHS Manager *Collette O'Reilly Director, Enterprise Safety Management**
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**Not a current member at the time of publishing*

Special thanks to all of the school districts in the province of British Columbia that have shared their workplace violence prevention processes and human resources over the course of this project. It was through this collaborative process that the working group was able to make progress in generating these tools.

Scope

This document and the content within was created for use in the K-12 education sector of British Columbia. It includes information related to supporting compliance with workplace violence prevention regulatory requirements.

How to use this document?

The Manual supports the management of workplace violence prevention initiatives. Within this document you will find instructions and background information to support the implementation of many of the tools that have been created. You may use the tools exactly as they are or implement them with modifications to suit your specific situation. The tools focus on both compliance and best practices for improved performance in our sector. Through the implementation of tools that are similar or equivalent the K-12 Workplace Violence Prevention Working Group believes that a school district will be putting themselves in a good position to have reliable outcomes and success in their most complex situations.

Although the tools are designed and developed in a paper based format in many cases these tools should be considered for implementation into electronic methods.

Regulatory changes

At the time of publishing there are amendments to part 4 of the Occupational Health and Safety Regulations are expected. It is believed that the tools are well aligned with potential changes and few additional revisions would be required.

The tools will be periodically reviewed and maintained to adjust for any significant changes. The user is responsible for the content and verifying accuracy. Use of the tools does not guarantee compliance with the Occupational Health and Safety Regulation.

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Glossary of terms and definitions

Behaviour means the actions by which an individual adjusts to their environment. It is commonly understood that behaviour is communication. It is the impact of the behaviour that dictates whether a behaviour is negative or positive.

Control measures means the instruments put in place to eliminate, or where elimination is not possible, minimize the potential risk of injury includes: elimination, substitution, engineering, administrative, and personal protective equipment, as well as worker knowledge and experience.

Dysregulation means an emotional response that is poorly regulated and does not fall within the traditionally accepted range of emotional reactions give the specific context and knowledge of baseline behaviour.

EIIR – means employer incident investigation report

Form means a document or electronic tool of capturing standardized content to support a procedure or instruction.

Impact to worker mental health means the worker's personal experience rating of either high, moderate or low with respect to the lasting shocking impression of the incident, and their expected ability to return to a baseline state. High is more shocking and longer time to recover, Low is not shocking and expected return to baseline shortly. The rating is individual as they are based on personal resilience, capacity, experience, exposure, knowledge, understanding and skill.

Incident intensity rating means the degree of strength, force, energy, or feeling connected to the incident actions categorized as high moderate low.

Instruction (Safe Work Instruction) means the specific and detailed information needed to carry out a task safely.

Investigation means an investigation as required by the Regulation

ISWI means individual safe work instruction

JHSC means joint health and safety committee

PBSP means positive behaviour support plan

PEET means person, employee, environment, and task and is used when conducting a point of contact risk assessment.

Physical Restraint (restraint) means a method of restricting another person's freedom of movement or mobility–in order to secure and maintain the safety of the person or the safety of others.

POCRA means a point of contact risk assessment which is used to determine the context of the work prior to initiating contact with an individual.

Probability means the chances that the incident will occur from never to it will happen immediately

Procedure (standard operating procedure – SOP) General guidelines on the various requirements to be in place.

Pursuing means when an individual intentionally advances toward another individual where the end result would be contact violence.

Regulation means the Occupational Health and Safety Regulation of BC

Review means collecting and summarizing the thoughts and ideas from a diverse group of affected workers in order to learn from incidents.

Seclusion means the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Serious injury means any injury that can reasonably be expected at the time of the incident to endanger life or cause permanent injury. Serious injuries include both traumatic injuries that are life threatening or that result in a loss of

consciousness, and incidents such as chemical exposures, heat stress, and cold stress which are likely to result in a life threatening condition or cause permanent injury or significant physical impairment.

Severity means the significance of the impact of an incident from no harm or damage all the way to permanent disability

Violence (Workplace)

Type I – actions conducted by a member of the public unknown – no relationship with the school or workers.

Type II – means actions conducted by those the K-12 education sector serves.

IIa - Parents

IIb - Students

IIc –contractors/visitors

Type III – actions conducted by a worker towards another worker – not currently regulated under section 4.28

Type IV – actions conducted by someone with a relationship to the worker from outside the workplace - personal

VTRA means violence threat risk assessment

Zones of Regulation means a concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored Zones with which the students can easily identify.

Yellow Zone describes a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone describes an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Implementation Strategy

There are many different tools that have been created by the Working Group. Below you will find a recommended implementation strategy.

Phase One – District Level Commitment

- OHS conducts a review using the *Workplace Violence Gap Analysis* tool.
- Executive team – discussion with OHS
    - Review - *What does compliance with the Regulation look like in schools*
    - Communicate results of the *Workplace Violence Gap Analysis* using *Summary* page
    - Obtain a commitment to workplace violence prevention process implementation
    - Obtain commitment to required resources –i.e. priority for supervisors and committees
    - Confirm the project implementation timeline
    - Communicate to the district with respect to workplace violence prevention initiative
- District Joint Occupational Health and Safety Team – Discussion of elements and implementation plan - slide presentation, discussion.
    - Discuss Gap analysis results
    - Discuss any SD specific items of concern for implementation/review
    - Discuss timeline
    - Develop a strategy on how tools will be reviewed, compared to existing process, changes implemented, changes communicated, and training where necessary

Phase Two – Risk Assessment and Learning Services tools implementation

- OHS and site-based teams
    - OHS to review the *Workplace Violence Risk Assessment Template* (WVRA) and ensure it is set up for the school district sites.
    - Distribute the *WVRA* template to the sites for completion.
    - Distribute the *Workplace Violence Worker Experience Survey* to workers and collect data to be used in the WVRA.
    - Ensure sites have access to historical quantitative data.
    - Sites to update the *WVRA* to be site specific and discuss with the site JHSC.
    - Generate list of actions to reduce risk as applicable.
- Learning Services
    - Review and consider implementation of:
        - Student enrollment / registration notification
        - Review samples of Positive Behaviour Support Plans, Functional Behaviour Assessments, and Behaviour logs
        - Field Trip Risk Assessment Form
        - Workplace Violence Home Visit Risk Assessment

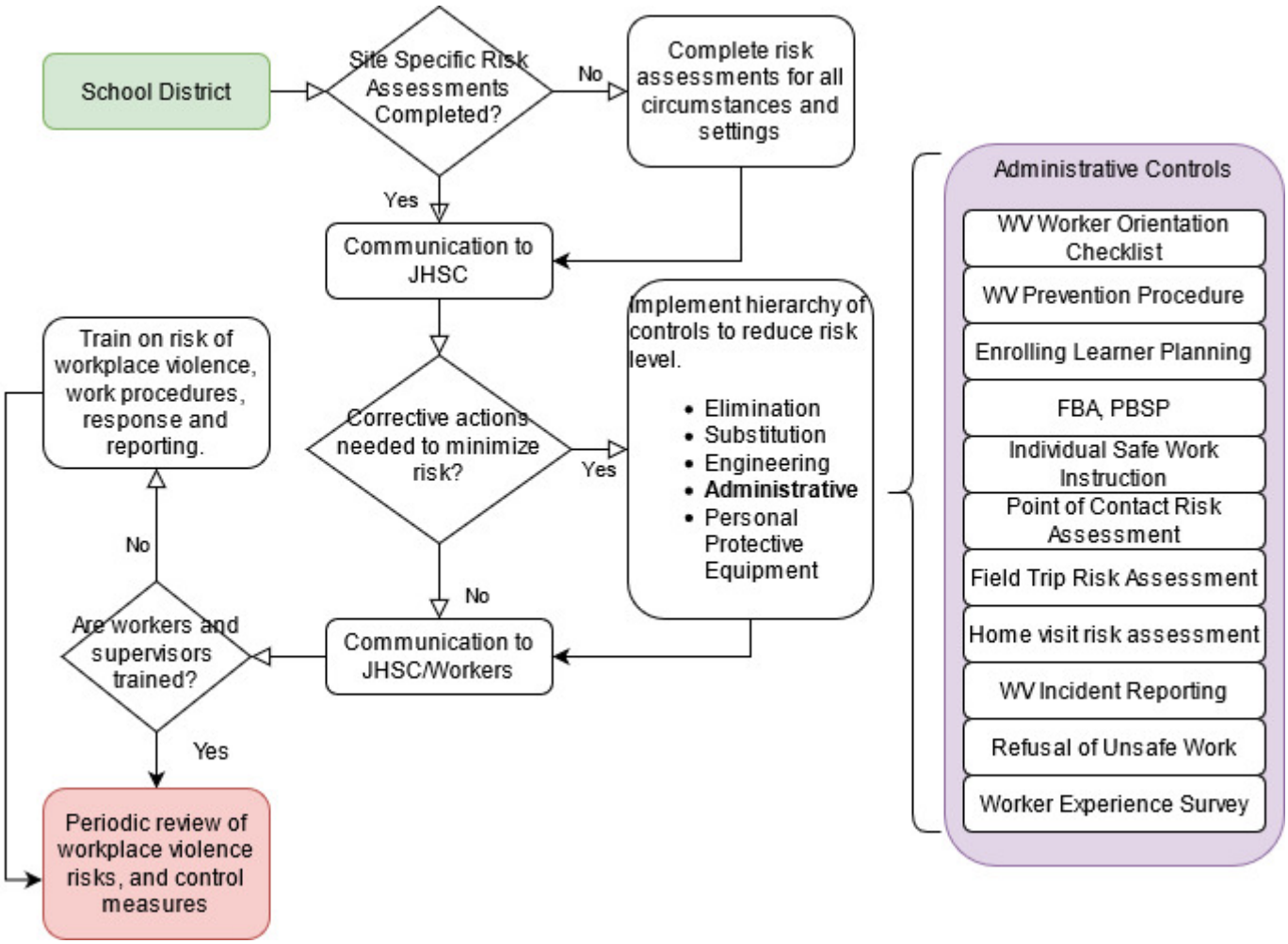
Phase Three – Remaining tools Implement

- OHS to review tools for implementation and discuss with District Occupational Health and Safety Team
    - Workplace violence prevention procedure
    - Individual Safe Work Instruction (Form)
    - Point of Contact Risk Assessment (Cards)
    - Workplace violence incident report and review (Form)
    - Refusal of Unsafe Work (Form)

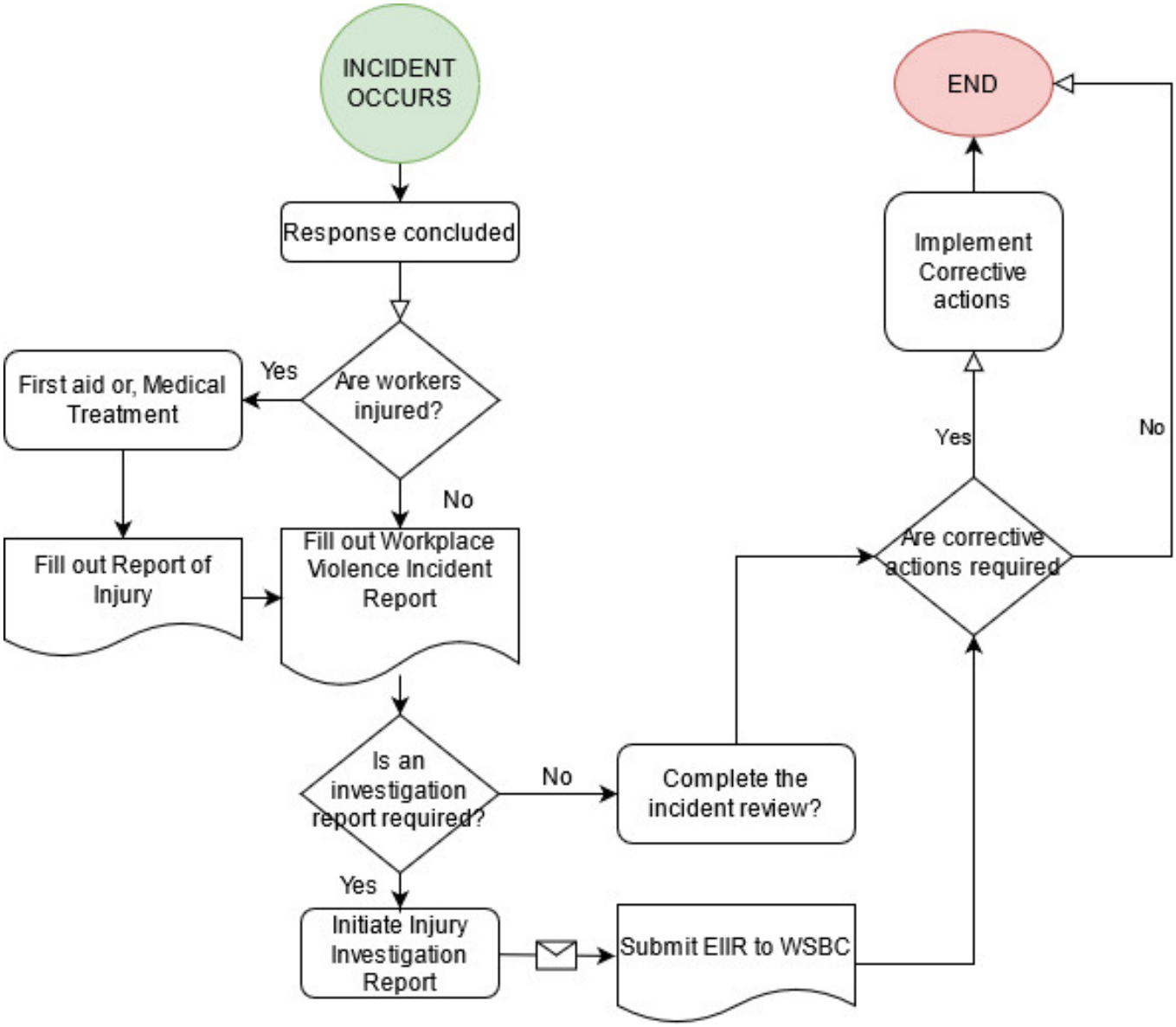
Phase Four – Training and Awareness

- Communication to workers about any updated process.

Workplace Violence Prevention Flow Chart



Workplace Violence Incident Flow Chart



Enrolling Learner Planning

Purpose
To ensure that all school districts have a process in place to support proactive planning with families to facilitate a successful transition for learners.

Background
Many existing registration processes involve obtaining information about student needs. This suggested amendment supports the school district enrollment process by initiating a dialogue with the parent or guardian when the need for social and emotional learning support is identified. By way of a dialogue, Learning Services can better understand the student's support needs prior to the student's first interaction with the school based education teams. Information gained from the discussion could be used to support the implementation of initial supports for the student and staff.

Compliance or Performance
This is a performance item as there is no regulatory requirement for learner planning.

Suggested users
Learning services, and Central Registration

Tool information
This tool is very simple as it suggests the addition of two simple statements on the registration forms for enrolling learners.
The first is a question: Does this student require additional supports for social and emotional needs? Which would allow parents and or guardians to indicate that they would like to further discuss the social and emotional needs of the student. Learning services can then establish a process the initiate that conversation for proactive planning. Through these discussion is it hoped that the school team will learn more about how to support a successful transition.

The second item is a statement that indicates: This information will only be used to initiate a dialogue between the family and the school with the aim of better supporting the student and the family. By being clear about the use of the information it is believed that there will be more transparency and a better partnership between the home and school based teams.

Link to tool

Home Visit Risk Assessment

Purpose

The purpose of the home visit risk assessment is to ensure that the safety of the worker has been considered prior to making the visit.

Background

There are a variety of risks that can arise when workers participate in non-routine work. Working in the community away from the structure of the school or office environment should be conducted with consideration for the safety of the workers involved. The ability to conduct a home visit risk assessment allows both the worker and the supervisor to evaluate and consider the needs of the support to be provided while planning for safe work. For the most part school districts are engaged in longer-term relationships with students and families and the risk assessment will be quick and easy to complete. It is however where the relationships are new or unknown or where they have been strained where the risk assessment is most effective.

Compliance or Performance

This is a performance tool. There is no requirement for a screening process in the Regulations.

Suggested users

Learning Services

Tool information

The tool is a straightforward checklist that can be initiated by the worker or the manager.

What do we know about the student? These questions are to ensure the worker is knowledgeable about the student they will be supporting.

Do any of the following apply to the home situation? These questions target our understanding of the various risks not related to directly working with the student.

Do any of the following apply to the local environment? These questions apply to safety related to knowledge of evacuation routes and procedures in emergencies, cell service, or the possibility of local or regional travel restrictions.

What processes are in place? Specifically focussing attention on working alone or in isolation processes to support worker safety.

Assessing the risk: For items that are answered “Yes” or “unknown” the worker should discuss this with the supervisor to evaluate the management of that risk.

Visit Details: This section is focused on the method of contact and the details of the home visit to support a safe work environment.

Point of contact: This section directs the worker to utilize the point of contact risk assessment using PEET. The section also includes instructions on following the check-in protocol and emergency actions.

Link to tool

Individual Field Trip Risk Assessment

Purpose

The purpose of this tool is to ensure that a risk assessment has been conducted prior to field trips and outings involving students exhibiting externalizing behaviours during dysregulation. The tool should be used to help support the successful participation of a student in a field trip through an appropriate planning process that assesses the risk.

Background

The field trip risk assessment tool has been developed to support the decision-making process around the school-based team's capacity to successfully prevent/minimize and respond to externalizing behaviour during an outing or field trip. The instruction and tool should be used to help support the successful participation of a student in a field trip through an appropriate planning process that assesses the risk.

Compliance or Performance

This is a performance tool. There is no requirement for a field trip risk assessment

Suggested users

Case manager, educator

Tool information

The field trip risk assessment tool provides two forms for the users. The first form is the risk assessment and the second form is the response plan portion.

The risk assessment evaluates the recent history, the capacity of the team to support the individual, as well as the likelihood that an incident would occur based upon the team's best available information. The overall risk score should help the team determine if other control measures are necessary to increase the potential for successful outcomes should an incident occur.

The response plan is something that would be put together prior to the trip so that the team has clear expectations on how to support the individual in this unique environment (outside of the school environment). The response plan would only be developed for non-routine field trips or walking trips. If the team is constantly going to a specific place – for example, the community swimming pool –then the response plan for that setting could be added to the ISWI.

Link to tool

Individual Safe Work Instructions

Purpose

The purpose of the individual safe work instruction (ISWI) is to clearly and concisely provide information to support safe work, when providing services to individuals.

Background

The ISWI supports the communication of hazards that may affect the worker. This document supports the workers "right to know" about the hazards of working with an individual. There could be several types of hazards that could impact a worker when working with an individual. These range from lifting, stooping, awkward postures, biological hazards or noise and extends to include externalizing behaviour.

Compliance Performance

This document is a compliance requirement. The ISWI is a specific all in one risk assessment and safe work instruction for working with an individual.

Suggested user

Person designated responsible for OHS, case managers, principals and vice-principals and workers.

Tool information

The ISWI tool has a very detailed example worksheet that should be reviewed prior to its first use. The example worksheet explains all of the sections of the form and also includes sample text for the user to consider. It is of particular importance that the details included in the completed form are concise and worker directed. The ISWI is not about the student but about the tasks that must take place and the related potential risk of injury.

Link to tool

Point of Contact Risk Assessment

Purpose

The purpose of this procedure is to equip school districts with a risk assessment tool that when communicated, implemented, and used by workers, will allow the worker to quickly evaluate situations and the associated risk of workplace violence.

Background

The concept of making observations about the hazards of the work prior to initiation of work is not new. There are several existing tools being used for the identification of job hazards, including for example; toolbox talks, and pre-work job hazard analysis. Each tool aims to support safe work by clearly identifying the unique hazards and risks of the tasks to be completed prior to the worker starting work. The Point of Contact Risk Assessment (POCRA) discussed here is based on a health care sector tool called the "point of care risk assessment". Most healthcare point of care risk assessments includes elements of the Broset Violence Checklist (BVC). The BVC is a well-studied method to quickly assess a patient for the risk of violence in acute care health care settings. The six criteria of the BVC include: verbally threatening, irritable, physically threatening, boisterous, attacking objects, and confused. The BVC works well for the identification of risks when working with another person (clients, patients, customers). In the K-12 sector add the yellow and the red zones of Regulation to the assessment of the person in alignment with the existing and commonly used body of knowledge. Since the BVC focuses solely on the patient (or aggressor) it was also important to add a few additional areas in our development of a tool to cover items within the worker's control.

In total there are four (4) areas that must be considered for the POCRA in the K-12 sector. These include the person, the worker, the environment and the task. Using the Person, Employee, Environment, and Task (PEET) cue card with its list of criteria will help to assess the risk by including not only the person but also other key items to support the prevention of workplace violence incidents in the K-12 sector. The PEET cue card is a formal and defined process for what many skilled workers with experience have already learned to do before they initiate the complex work they do every day.

Compliance or Performance

This is a performance tool. There is no regulatory requirement to conduct a point of contact risk assessment.

Suggested users

Occupational Health and Safety, All supervisors, managers, and workers.

Tool information

The point of contact risk assessment using the Person, Employee, Environment, and Task (PEET) model allows the worker to deliberately approach each situation with preparation, engagement and awareness. By focusing on PEET it is expected that the worker will be better positioned to make decisions that support successful outcomes.

Link to tool

Refusal of Unsafe Work Process Form

Purpose

The purpose of this tool is to present a clear and comprehensive step by step approach to the refusal of unsafe work process as required by section 3.12 of the Regulation.

Background

Under the Regulation section 3.10 workers have an obligation to report hazards to the employer. It is expected that this obligation should be exercised prior to a work refusal. Where a worker reports a hazard to the employer and the employer fails to address the issue, the worker then has a responsibility to refuse unsafe work if they have reasonable cause to believe that carrying out the work would cause an undue hazard to the health and safety of any person. This is outlined in section 3.12 of the Regulation.

In order to have an objective basis for the refusal as well as be prepared to accept alternate work the workers must be at where they are performing the work.. Reporting of refusals of unsafe work by email or text message is not acceptable. Refusals of unsafe work must be done in person at the worksite where the steps of the refusal of unsafe work process can be completed without delay.

Employers are reminded of section 3.10 of the Regulation in which prohibited actions are outlined.

Compliance or Performance

This is a compliance tool. This tool supports compliance with section 3.12 of the Regulation.

Suggested users

Person responsible for occupational health and safety, supervisors/principals and vice principals

Tool information

This tool offers a comprehensive step by step approach to completing the refusal of unsafe work process. There are a number of boxes for information and the review may seem more like an exercise in checking boxes. However, the refusal of unsafe work process should be done in a way that works for the employer to make the best decisions possible about the situation. The forms provided will guide that process to ensure that no steps are skipped.

Identifying the lead Review - This section is to be fill out by the person conducting the investigation into the refusal of unsafe work. This may or may not be the worker's direct supervisor depending on who is on site.

Understanding the issue – In this section collect of all the details that lead up to the refusal of unsafe work. Gather as much relevant information as possible so that appropriate decisions can be made. No decisions are made at this time. This is a time to listen to the worker, as well as others, and gather key information to make a decision in the next part of the process.

Temporary assignment of worker to alternate work – The employer may re-assign the worker to alternate work while the matter is investigated or a resolution is implemented. This is not considered a prohibited action.

Step 1 – Supervisor Review and Initial Assessment –

In this step the reviewer will assess the information collected in order to make the first decision about the refusal of unsafe work.

Identifying the risk factors section gives a list of items that could be in place and if not then these items could be contributing to the complexity of the refusal of unsafe work. Gaining this understanding will aid in the decision making process.

The risk assessment matrix is included in order to support the quantification of the level of risk to the worker. This helps to evaluate the applicability of refusal of unsafe work meeting the "undue hazard" condition. Ratings that fall in the High Risk score range may have more justification than those that are medium or low risk.

After completing the review and risk assessment the reviewer must summarize the situation. Use clear concise language that is based on the facts identified during the investigation process. It is based on this summary that a decision must be made by the reviewer about the undue hazard to the health and safety of any person. When the decision is made it must be communicated to the worker. If the worker is still concerned about the undue hazard and the investigation has not established that there is an undue hazard, then the process moves on to step two.

Step 2 – Joint Review of unsafe work –

Step two only proceeds if the worker still has concerns about the undue hazard and the employer representative that investigated the matter believes that the refusal of unsafe work is not valid.
The employer representative must continue the investigation along with a member of the JHSC, a union representative of the worker or if none are available another worker as well as the worker participating in the refusal of unsafe work. This step must be done without delay. Therefore, one of the three options for joint representation must be exercised so the refusal of unsafe work process can be carried out.
If after reviewing the issue the worker agrees that there is no undue hazard or if the employer representative acknowledges that there is an undue hazard the matter is resolved by the worker returning to work or the supervisor correcting the situation.
However, after reviewing the information with the worker representative and the worker if there are no changes and the worker continues to refuse unsafe work then the process must immediately move to step 3.

Step 3 – Involvement of WSBC

When step two has failed to resolve the refusal of unsafe work, then both the supervisor and worker must immediately notify WSBC.
The information collected during this process will facilitate this discussion with WSBC.

WSBC will make a decision with respect to the matter. This will end in either direction to the worker about the refusal of unsafe work not being valid or direction to the employer about the validity of the refusal of unsafe work and the need for corrective actions.

Link to tool

Sample Workplace Violence Prevention Procedure

Purpose

The purpose of the Sample Workplace Violence Prevention Procedure is to set out the guideline for the minimum requirements for the school district to have in place.

Background

There is no requirement for an overarching procedure that details all of the items in the employer's workplace violence prevention process. The standard operating procedure (SOP) is a method to demonstrate that all the related items of the process are in place to support the health and safety of the workers. Having all the smaller details in one place helps for training and onboarding as well as when there are questions about the process. The sample outlines the requirements of the Regulation.

Compliance or Performance

This is a performance-related document. An overarching procedure document is not required for compliance.

Suggested user

District level occupational health and safety designated person.

Tool information

This tool is a sample/template of a procedure that could be used to support the school district with the compliance requirements. The sample procedure could be adapted to the process followed in the school district. The information in the template aligns with some of the related tools that have been generated for compliance with the Regulation.
The procedure should cover all of the processes related to workplace violence prevention.

Link to tool

Worker Orientation to Workplace Violence in K-12

Purpose

The purpose of the workplace violence worker orientation checklist is to ensure that there is a clear process established to address the communication of information to new workers regarding workplace violence processes.

Background

As required under section 4.30 of the Regulation, the employer must inform a worker who is exposed to the risk of violence of nature and the extent of that risk. The worker orientation checklist is designed to cover all of the typical elements that are expected within a workplace violence prevention process. When completed the checklist could be maintained as a record of the training.

Compliance or Performance

This is a regulatory compliance tool that supports compliance to section 4.30.

Suggested users

Occupational Health and Safety, Supervisors or designates, workers

Tool information

The tool is meant to be in addition the review of other key information that a school district or site might have in place and training new workers on. This checklist is specifically directed toward workplace violence and does not cover all aspects of workplace safety.

Section 1

1. *Definition of workplace violence* – It is critical that workers know the applicable definition of workplace violence so that they can make informed decisions about what type of communication is required in various instances. Sites should include the information on from the *Workplace Violence Examples* document.
2. *Site specific Workplace Violence Risk Assessment* – Workers should know where to find the site specific risk assessment report. This could be a physical location or a virtual location. The worker should have an understanding of what risks exist in the workplace as identified in the risk assessment.
3. *Measures taken to address workplace violence* – Inform the worker about policies, procedures and work arrangements that have been established in order to eliminate or minimize the impact of workplace violence if it could not be eliminated.
4. *The appropriate measures to take if violence occurs* – Inform workers about the various response plans that are applicable to the workplace and their specific role in the response plan. This could include how to notify others for support, and steps to take to protect workers.
5. *Informed about consulting with a physician if necessary* – as required by section 4.31 of the Regulations inform workers about their ability to consult with a physician post-event. Consider this statement on a scale where the psychological safety of an worker would be impacted in some events more than others.
6. *Individuals with a history of violence* – Workers must be informed when they are working with persons with a history of violence. Not all workers are affected by this clause so it may not be applicable in all situations. For new workers, it is important to share any relevant individual safe work instruction information.
7. *Procedures, forms, and work arrangements* –
    a. Working alone – internal process on communication, check-in, de-escalation awareness
    b. Point of contact risk assessment – recognition of potentially hazardous situations.
    c. Reporting incidents – communication of incidents that meet the workplace violence definition.
    d. Incident response plans including lockdown
    e. Others not listed above

Section 2

8. *Universally inclusive designed learning environments* – This supports the worker's baseline understanding of the complex work carried out in the education sector.
9. *Procedures, forms, and work arrangements* – these are specific to educators and those working in a school environment. Anyone that would be involved in supporting students should be made aware of the process.

Link to tool

Workplace Violence Examples

Purpose

The purpose of this document is to further explain the term workplace violence that is defined in the Occupational Health and Safety Regulation so that it can be better understood in the context of the K-12 education sector.

Background

Violence is defined by the Regulation in section 4.27.

"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.

Workplace violence applies to all persons committing violence except where a worker of the same employer is the victim. Workers of the same employer are covered by section 4.25 of the Occupational Health and Safety Regulation.

Verbal abuse or harassing behaviour is not included in the definition of violence for the purpose of section 4.27 (violence) unless it includes threats or behaviour which give the worker reasonable cause to believe that the worker is at risk of injury.

Source: **WorkSafeBC**

Compliance or Performance

This is a performance-related document. These examples support further elaboration on the definition using experiences expected within K-12.

Suggested user

All workers, supervisors and the employer.

Tool information

Requirements:

School districts:

1. Must ensure that workers are trained on the definition of workplace violence.
2. Should ensure that workers and supervisors have access to the more detailed supporting information for the definition of workplace violence specific to the K-12 sector.

Table 1. Examples of workplace violence in the education sector (other examples may exist)
The specific context of the situation and the knowledge of the individual involved in the action must always be considered. The worker must have reasonable cause to believe they are at risk of injury.

	WORKPLACE VIOLENCE REPORTING REQUIRED		BEHAVIOUR LOGGING POSSIBLE
Body part where the action originates	**Contact violence (harmful/injurious physical contact) attempted or actual**	**Non-contact violence (verbal, written, gesture threat of contact violence)**	**Actions not typically considered Workplace violence***
Head region	Head butting, or biting a worker	Threats directed toward worker: verbal, gesture, or written, which give the worker reasonable cause to believe that the worker is at risk of contact violence including: comments that induce fear for the worker's physical safety, ganging up or stalking.	glaring, head banging – against object or person other than a worker, involuntary head movement causing harm to a worker, moaning and crying, name calling, not listening/non-compliance, screaming, staring, spitting, licking, mucus/phlegm, swearing, threatening to self-harm, yelling,
Upper body – arms and body	Worker contact by pushing, shoving, pulling/twisting, grabbing, scratching, punching, slapping, pinching, throwing, slamming against, checking, use of weapons or weaponized objects, inappropriate age touching.	Gesturing to punch, slap with credible ability to make contact, and cause injury, threats using weapons or weaponized objects	clearing flailing holding hands involuntary arm or body movements reaching toward rocking rubbing slamming objects smashing objects touching repeatedly twisting – their own body
Lower body (legs and feet)	Kicking, Stomping on someone, intentional tripping of a worker	Pursuing	Bolting Flailing involuntary leg movements Leaving area Stomping

*These items could be considered baseline behaviour or if not part of baseline behaviour could, under certain situations, be part of workplace violent actions.
Note: Sexual harassment falls under bullying and harassment. Follow the internal bullying and harassment procedures.

Link to tool

Workplace Violence Gap Analysis Tool

Purpose

The purpose of the Gap Analysis Tool is to simplify the review of the workplace violence prevention process against compliance requirements as set out in the Occupational Health and Safety Regulation.

Background

There is no regulatory requirement for the employer to conduct a gap analysis to determine gaps. Gap analysis tools are commonly used in compliance monitoring to allow the employer to assess what they currently have in place in comparison to the existing regulatory standards. This tool focuses on the workplace violence sections of the Regulation as well as a few other key sections that are connected to the workplace violence requirements.

Compliance or Performance

This is a performance-oriented tool that will support compliance.

Suggested user

The person responsible for occupational health and safety within the district.

Tool information

- Use this gap analysis to compare your existing workplace violence information (policies, procedures, work arrangements) to some of the core requirements within the applicable Act and Regulation.
- Each required section of the Regulation is summarized so that the user can identify how they specifically, comply with the section or if further action is required.
- Users can rate the process from “fully meets or exceeds” to “does not meet” the regulatory requirement. By entering the appropriate score from 0 – 5 where 0 means nothing in place and where 5 means meets or exceeds the requirement.
- There is also a spot for adding comments about your findings so the user can indicate what they found or used as evidence to support the finding. Be specific about what documents were reviewed, what versions, and the line item or page that meets that requirement. This will help in future reviews or looking back at what was in place.
- Once the gap analysis has been completed take a look at the “Results Summary” worksheet to quickly see how you are doing.
- Where there are gaps found make action plans to reduce the gap between where you are today and meeting the requirements.

Use the information from the gap analysis to support initiatives in key areas where opportunities exist. Communicate the result of the gap analysis to the senior leadership team.

Plan on periodically reviewing the gap analysis.

Link to tool

Workplace Violence Incident Report and Review Form

Purpose

The purpose of the Workplace Violence Incident Report and Review Form is to ensure that there is a clear mechanism in place for the communication of instances of workplace violence to the employer.

Background

The Workplace Violence Incident Report is different from the report of injury report form. Information related to a workplace violence incident must be captured and reported using a workplace violence incident report. However, there could be instances when workplace violence also results in an injury to the worker. In these situations, both an injury report to the employer, as well as the workplace violent incident report must be completed. The key information that is collected on the forms is quite different. Where the injury required medical treatment, resulted in lost time, or could have potentially resulted in a serious injury the EIIR process must be initiated.

The Workplace Violence Incident Report Form collects information that will be supportive in preventing further incidents and a better understanding of the specifics of this incident. This information is critical for team learning and when dealing with how to respond to future incidents.

Although the paper-based report is supplied in this tool kit, the district is advised to adopt robust online reporting. This will ensure that workflow and routing of the forms is managed without the need for a hard copy to be distributed and potentially lost. Online reporting will also reduce time to report and could combine reports like injury reports and workplace violence reports so only applicable questions appear on the form.

Compliance or Performance

This is a compliance tool. This is required as part of section 4.30(3)d of the Regulation

Suggested user

The person responsible for occupational health and safety for the district as well as supervisors and workers.

Tool information

Incident reports should be completed each time there is a workplace violence incident.

Here is a breakdown of the form and the intent behind most of the fields.

Section One - Report

1. ***About You*** – This section is to collect all of the important information about the person involved in the incident of workplace violence. They must indicate if they are injured or not, or if there was potential for a serious injury if they were not injured. If any of these items are checked as “Yes” then they are directed to also complete a report of injury.

2. ***About the other person*** – This section presents three options to capture the type of workplace violence. Each type of violence will require different information.

3. ***Incident details*** – This section is designed to capture as many of the key details as possible. The use of checkboxes so that information can be easy to review in the future. Where there are no checkboxes use clear concise language.
    a. ***Which school/site did this workplace violence incident take place****?* Indicate the name of the site or if the incident occurred off school district property indicate the name and address of the location.
    b. ***Where specifically did this incident happen?*** Give the relevant specifics of the location – for example: at the workstation, in front of the reception desk, at the front entrance.
    c. ***What was happening prior to this incident (antecedents)?*** Give the key information to better understand the situation leading up to the incident. E.g. [Student] was on the i-pad for the set amount of time. The discussion about transition had begun.
    d. ***Date of incident and time of day***. This helps identify patterns – events happening prior to lunch break, near the end of the day and helps with planning future activities and preventing incidents.
    e. ***What happened during this incident? (Specific details of the workplace violence act)*** - use the check boxes to supplement the text description. Clear concise details of the incident.
    f. ***What might have contributed to this incident occurring?*** – Give details about specific knowledge around the incident lead-up and other items that led to the incident.
    g. ***What do you believe the individual gained from the action?*** Use the checkboxes to identify the area where gain took place. Give a description if possible, to add context.
    h. ***Violence Category*** – *Select the category that best describes the incident.*
    i. ***Violence action/behaviour/activity*** – Check off the specific behaviour that was attributed to the violence.
    j. ***Incident Intensity Rating*** – This rating can be made by considering the action(s) and the commitment to carrying out the action(s). The intensity is not connected to the outcome towards the worker. E.g. An adult threatening an administrative assistant and those who step in to redirect for 10 minutes, is more intense than the individual reaching out and scratching or grabbing the worker one time, even though there is an injury in the latter situation.
    k. ***Incident Duration*** – The duration the worker was exposed to the violent incident. This includes the time that workers have stepped back to safely observe and monitor the individual in distress.
    l. ***Impact to Worker Mental health*** – This is individual to the affected worker. The workers' training and experience will also impact their response to this question. Not all incidents of high intensity or long duration will impact a worker's mental health. The workers' training and experience will also impact their response to this question.

4. Response Actions

    a. ***Was the response plan used during this incident?*** Response plans are outlined in individual safe work instructions. If the response plan was followed, or not, or if it was unknown then this should be considered during the review process.
    b. ***Is there a safe work instruction for the work being carried out?*** Helps understand if there are clear instructions with respect to the work. This could be instructions for administrative assistants or receptionists on when or how to call for support. Also, there could be an individual safe work instruction for those working with a specific student where dysregulation has occurred in the past. In either case, if there are no current instructions on safe work then this could most likely be a corrective action during the review.
    c. ***Were external community emergency services called?*** - Helps with understanding the level of the incident requiring external support.
    d. **Details of response actions (clear and concise Who, What, When, Where, and How)** – To help understand how the response unfolded and the efficacy of this response.
    e. ***Please give any suggestions or observations for changes required to reduce these incidents***. – This helps with ensuring there is a clear feedback loop about what might need to change in order to have success.
    f. ***Was restraint used during this incident?*** Support to Learning Services event recording
    g. ***Was Seclusion used during this incident?*** Support for Learning Services event recording

5. ***Multiple Daily Incidents*** – when there are multiple incidents per day check off the "Yes" and proceed to fill in the table in section 5.1. This is an attempt to minimize reporting fatigue, failure to report, or a delay in reporting. There should only be one report per day related to a worker and another individual.
6. ***Report Received by Employer***
    a. The person receiving the report on behalf of the employer must review the form and determine if follow-up is required.
    b. This incident report requires follow up if any of the following are true:
        i. Injury, or time loss – because an EIIR will be required.
        ii. potential serious injury – because an EIIR will be required.
        iii. high intensity along with high worker mental health impact – because the incident had an impact on the student and the worker.
        iv. involved a known or unknown member of the public – because any violent incident involving an adult that ought to have understood the impact of their actions must have a response.

Section Two - Review

7. ***Incident Review*** – To be led by the supervisor or designate
    a. Review Team Members
    b. After reviewing the report and speaking with the affected worker(s) does the incident meet the definition of Workplace Violence? If you are unsure, review the supporting information on the definition of workplace violence in this Manual. Discuss with JHSC members to get other opinions.
    c. 7.1 Review of incidents involving students
        i. Student Support
            1. ***Frequency of incidents trend*** – helps establish if more interventions are needed or not. Increased frequency of incidents might require more adjustments to the PBSP.
            2. ***Intensity of incident trend*** - helps establish if more interventions are needed or not. Higher intensity might require adjustments to the PBSP, control measures and ISWI.
            3. ***Duration of incidents trend*** - helps establish if more interventions are needed or not. Longer durations might require adjustments to the PBSP, control measures and ISWI.
            4. Does this incident require the initiation of the Violent Threat Risk Assessment (VTRA) Screening Tool? For student worrisome behaviour the VTRA screening tool should be used as per your district protocols.
            5. Is there a Positive Behaviour Support Plan (PBSP) in place? Where student dysregulation results in externalizing behaviours towards others. The PBSP should be reviewed or implemented if required.
            6. Should a Functional Behaviour Assessment (FBA) and PBSP be considered? If these are not already in place initiate a process to have the FBA completed followed by the PBSP.
        ii. Process Support
            1. Is there an Individual Safe Work Instruction? Where there is a risk of injury when working with an individual, there should be an individual safe work instruction in place to support safe work.
            2. If an individual safe work instruction is not in place, then it should be implemented.
        iii. Worker Support
            1. Was(Were) the affected worker(s) advised to consult a physician for treatment? This is a requirement from the Regulation section 4.31
            2. Was the affected worker(s) referred to the employee assistance program or other community resources?
            3. Is there a short term, or long-term change required to support the worker?
            4. Is a team meeting with the affected worker(s) going to be completed to address feedback from the incident?
        iv. Review Summary
    d. 6.2 Review of incidents involving members of the public known or unknown
        i. Process Support
            1. Has the risk of this type of workplace violence been captured in the site-specific workplace violence risk assessment?

a. New information about the risk not previously included
b. Changes needed to the response
c. Changes needed to the environment
d. Changes needed to the engineering controls

ii. External Support
1. If external community emergency services were not involved in this incident response is there a reason to believe that the risk is still active and they should be involved?

iii. Worker Support
1. Was/Were the affected worker(s) advised to consult a physician for treatment?
2. Was the affected worker(s) referred to the employee assistance program or other community resources?
3. Is there a short term, or long-term change required to support the worker?
4. Is a team meeting with the affected worker(s) going to be completed to address feedback from the incident?

iv. Review Summary

e. 6.3 Corrective actions identified and taken to prevent recurrence of similar incidents.

Link to tool

Workplace Violence Prevention Worker Experience Survey

Purpose

The purpose of the Workplace Violence Prevention Worker Experience Survey is to generate qualitative information that can be reviewed to support process improvements.

Background

Under section 4.28(a) of the Regulation employers are required to consider the previous experiences in the workplace. Sources of information included first aid reports or injury investigations where the employer will review for any trends and similarities of causes. However, those records may not provide insight into the risks as experienced by the workers. A Worker Experiences Survey, therefore, becomes a key part of the safety and operational performance feedback loop. The short six question survey will help to determine: the workers' involvement, exposure to workplace violence, and their qualitative evaluation of elimination and minimization strategies implemented by the employer.

Compliance or Performance

This is a performance tool. The survey is not a direct requirement within the Regulation. The employer must have considered the previous experiences in the workplace and there is no direction to conduct a survey.

Suggested user

- The person responsible for occupational health and safety at the district
- Site supervisors

Tool information

The worker experience survey tool is to be used to obtain information about the worker's perspective. It allows the worker to relay their experiences – exposure – about workplace violence to the employer. This will help the school district better understand the engagement in the process and the impact of incidents of violence.

- The survey could be re-created electronically
- There is no specific requirement for the worker experience survey to be completed at specific intervals. However, the survey value will increase if completed at least one (1) to three (3) years. This will depend on the amount of change that is taking place in the district with respect to workplace violence prevention.
- Send out the first survey prior to making significant changes to get a clear baseline.
- Below are the questions as well as the justification for asking these questions in the worker experience survey.

Workplace Violence Worker Experience Survey – Question, justification, and metric

	Question	Justification	Metric
1	Have you experienced workplace violence (contact or non-contact) in the last year?	This question aims to identify – anonymously – those in the workplace who have experienced workplace violence incidents. This helps illustrate the magnitude of workplace violence in the workforce. Due to the nature of our work in the K-12 sector we are the first line of support for students learning communication skills and self-Regulations. In isolation, year over year downward trends are not necessarily indicative of process improvements since schools are impacted significantly by the students enrolled in the programs.	% of workers directly impacted Lower percentage is better.
2	Have you submitted a report for a workplace violence incident in the last year?	The number of workers indicating that they have submitted a report should closely align with the number of workers experiencing a workplace violent incident. This question, when compared to question #2, should give clarity to the efficacy of the district's/sites' reporting system. At a district level a comparison from site to site could also help identify opportunities to improve controls. If workers are reporting then they are most likely seeing the benefits of reporting through implementation of corrective actions.	$\%Efficiency = \frac{\#\ directly\ impacted}{\#\ that\ submitted\ reports} * 100$ The higher the percentage, the better the reporting efficiency.
3	Have you personally been involved in the workplace violence process at the site? (This could include: risk assessment participation, reviewing reports, part of a review team, acknowledging Individual Safe Work Instructions, supporting during a response, reviewing procedures. Excludes incident reporting or being injured during an incident.)	Workplace violence has a significant impact on worker psychological safety. For the worker much of the risk is based on the fear of the unknown as well as what they may hear about the incidents. The more workers are engaged with the workplace violence touchpoints as appropriately applicable, the more they will understand the process and how things progress through the various phases or steps. Training and awareness are not included in this as they target knowledge, whereas being engaged in the process fosters understanding. The more we understand the more we can support, learn, and grow.	% of workers personally involved The higher the percentage the better.
4	Do you believe that internal processes and approaches on managing workplace violence are improving, staying the same, or declining?	This question provides valuable insight into the district's or site's processes and approaches and how workers are seeing the difference based upon the changes.	The status with the highest number of responses indicates how the workers see the impact of the process and approaches.
5	When was the last time you participated in training/awareness initiatives related to improving your knowledge and understanding of workplace violence prevention?	Frequent and ongoing training and awareness to increase the knowledge of workers on workplace violence will support improvements in the delivery of educational programming. These training events should include technical and non-technical information that will support a high level of reliability and predictable outcomes in complex situations.	The higher the percentage / number of workers selecting less than 2 years the better.
6	Your input is important to our review process. If you have any other comments on workplace violence please provide them here.	Open ended feedback loop – worker expression. More comments could mean that workers feel comfortable and safe about giving feedback on a process.	General trends – positive, negative,

Link to tool

Workplace Violence Risk Assessment

Purpose

The purpose of the workplace violence risk assessment is to identify all existing locations (settings) and circumstances where workers could be at risk of workplace violence so that the risk can be eliminated or where elimination is not possible then minimize the potential risk of injury.

Background

The Regulation requires employers to complete a risk assessment when there is the potential of a worker becoming injured as a result of workplace violence. The risk assessment process is a standard method of evaluating the workplace as it relates to safety and the potential risk of injury to workers. The requirements of the Regulation extend beyond creating a risk matrix. The risk assessment must include consideration of the following key items:

- Previous experiences in the workplace
- Occupational experiences in similar workplaces
- The locations and circumstances in which work will take place

Compliance or Performance

This is a compliance tool. The risk assessment is a requirement of section 4.28 of the Regulation.

Suggested users

- Occupational Health and Safety designated person at the district – to review the template and ensure it meets the districts unique needs
- Principal, Vice Principal, Building Manager – lead the review of the template and determine which setting and circumstances apply to the site
- Joint Health and Safety Committee – participate in the review of the site-specific risk assessment. Subject Matter Experts as needed for various groups.
- Workers – have access to the end product

Tool information

The tool is designed as a template so that the user can enter the key information. A lot of the information that is included already by default in this template can be used "as is" since it is general in nature and describes most of the K-12 sector. However, if your workplace is distinctly different then the information should be changed to suit your needs.

Due to the length of this tool each section will be explained below:

Site Description:

- The purpose of the site description is to demonstrate that the risk assessment is directly related to a unique workplace and not the school district as a whole or just a copy of another school district's document.
- The description allows the user to add specific details that will help define some of the expected risk based on the number of workers that work on each shift or period of the day.
- Define the type of site by selecting the appropriate box. It is expected that secondary schools would have different risks than elementary schools or maintenance shops and district offices.
- Include a short summary of the setting/environment. This should give the reader a clear picture as to the impact of neighbours or community members on the site. Consider a new worker reviewing this document, the summary should give them a clear understanding of the site and the immediate surroundings that might impact workplace violence risk.
- Listing the most recent changes helps to ensure that workplace violence prevention has been taken into consideration and that any new risks have been included in the assessment if necessary. For example, adding 3 new portables over the summer will have to be included in the risk assessment if there were no portables included in the last risk assessment. Also, if during a JHSC workplace inspection/ document review the JHSC members see that the last significant change does not include the listing of the three (3) new portables then some actions can be implemented to update the risk assessment. The changes identified should also include types of work circumstances.
- The names of those involved in the assessment or review of the assessment are to be included. This is to demonstrate that the document was reviewed by a cross-functional team (JHSC). This also helps when workers have questions about the risk assessment, they will know who to contact for information.

Considerations for experience

Quantitative Site-Based experiences

- There are two tables presented in the risk assessment. The district may choose to use one or the other. In both cases, the tables are to help the reader to better understand the frequency of workplace violence incidents at the site. This supports an understanding of the risk-based on historical events.
    - Option 1: Choose this option if the employer has information on the number of violent incidents that have occurred in the past, but not the types of violence. This basic site-based experience table is to include the total number of workplace violence incident reports or workplace violence incident investigations conducted during the past three operational years.
    - Option 2: Choose this option if the employer has collected information regarding the type of workplace violence. This more advanced table helps the reader to understand the frequency of violent incidents by type which can support the understanding of risk as it might relate to their specific role in the organization.

Qualitative Site Based Experiences

- The qualitative information table should be populated with a summary of information collected from the Workplace Violence Worker Experience Survey.
- The general comments should be summarized to give an overall sense of the results.
- Year over year results should be collected and analyzed.

Similar Workplaces and Sector Based Experiences.

- The Regulation requires that workplaces look to similar workplaces for a comparison of experiences as they relate to workplace violence.
- The site should look to obtain a report from another similar school/site in the district.
- If all schools use the same template the transfer of information from one risk assessment to the other is easy.
    - This would require that the site complete their risk assessment in DRAFT and then share it with other sites so the information can be obtained to finalize the reports.
- In addition to the similar sites within the same school district, the template includes information from the sector as a whole. Since the sector is experiencing much of the same issues the template presents WSBC publicly available information, which has captured lost time claims related to workplace violence. The sector-based information helps to support a more provincial-level view of the issue. Some school districts may not share the experiences of others, but understanding that the issue exists is important.
  https://www.worksafebc.com/en/health-safety/industries/education/statistics (2015-2019 stats)

Locations and Circumstances –

This portion of the risk assessment is about quantifying the risk by assessing the severity, probability, and the control measures for each work setting and circumstance at the work site. This allows for easy identification of settings and circumstances with a higher potential risk of injury related to workplace violence incidents.

Workplace Violence Risk Assessment Rating Tool (.xlsx file)

The settings and circumstances information is evaluated against the severity, probability and control measures ratings. Points are awarded for each item and the risk score is calculated by multiplying the severity points, the probability points, and control measures points together. The higher the risk score the higher the potential risk of injury resulting from an incident.

Severity

- When considering severity, it is important to note that the impact to a worker in different settings or situations will impact the severity potential.
- Severity should consider both the physical and psychological injuries that could occur as a result of the setting or work circumstance.
- In general, the expected potential severity of adult actions would be higher than that of lower grade elementary student actions.

Probability

- When considering probability, think about the actual exposure to the action over the course of a work period (hour/day/work week/month/year). Is workplace violence taking place frequently or is it only happening occasionally?
- For this risk assessment rating consider typical possibilities that could be expected.

Control measures

- Control measures can include a variety of things including:
  - the hierarchy of controls (elimination, substitution, engineering, administrative and PPE) as well as,
  - worker knowledge, experience, and ability for decision making.
- The risk is lower when there are experienced, knowledgeable workers with the ability to make decisions working in environments where the severity and probability have been eliminated or engineered out.
- The risk is higher when relying on new workers, without the knowledge and experience and where only administrative or PPE controls are in place.

Steps to complete the ratings

1. Identify the work settings/location or circumstance at potential risk of workplace violence, including:
   a. Type of violence – type I, II, III, IV
   b. Which category of workers are potentially at risk?
2. Estimate the potential risk by:
   a. rating the severity, probability, and control measures
   b. calculating the total risk score,
   c. Identifying the specific controls in place (elimination, substitution, engineering, administrative, PPE), and
   d. describe the control measures.
3. Evaluate the risk scores that were estimated and determine the priority and need for a reduction, by
   a. sorting from the highest risk scores to lowest,
   b. determining if action is required, and
   c. entering a last reviewed date.
4. Eliminate the hazard or decide how to minimize the potential risk for injury by
   a. implementing more control measures.
   b. To do this enter the action item in the table at the end of the risk assessment.
      i. Not all risks are capable of being reduced significantly. The residual risk is the risk remaining after protective measures have been implemented.

Risk Assessment Rating Descriptions

	Low	Medium	High	Extreme
Severity Physical/psychological injury severity potential	(1 pt) Minor first aid treated at the site	(2 pts) Medical aid – healthcare professional required	(3 pts) Health care professional treatment and lost time >5 days	(4 pts) Health care professional treatment resulting in permanent disability
Probability Probability of an incident based on the current situation	(1 pt) Not possible or probable	(2 pts) Might happen in the future but not certain when	(3 pts) Will happen today or tomorrow if work proceeds as planned	(4 pts) Will happen immediately if work proceeds as directed
Control measures Existing control measures to support safe work	(1 pt) Controls in place, workers are aware, experienced, skilled, and have authority to address issue effectively	(2 pts) Limited controls in place, workers are aware, but with limited experience or skills, and cannot address the issue without additional support	(3 pts) No controls in place, limited worker hazard awareness, skills and experience are limited	(4 pts) No controls, no worker hazard awareness, no experience, young worker

Risk Score

Risk Score = S x P x C	Severity (pts)	X	Probability (pts)	X	Controls (pts)	=	Total Risk Score

Risk Level	Risk Score Range	Expected actions
Low risk	1-7	Could proceed as planned; the issue is not likely to lead to increased risk of injury.
Med risk	8-16	Could proceed but need to reconsider the context and the controls to manage risk.
High risk	18-64	Must review the work as planned and reduce risk by implementing controls.

Link to tool

Risk Assessment Table - Sample

The excel workbook includes tables prefilled with various locations and circumstances. This is a good seed document to begin your risk assessment rating process. The list is not exhaustive. School districts should look at the list and add additional items that are specific to that district. The school district could also remove items that are not relevant to them. Removing items from the list is probably best done at the site level during the JHSC review.

The workbook could be used as a working document to manage the various risks and action plans going forward.

1. ***"Risk Assessment Table – SAMPLE"*** This sample should give you an idea of what a finished product could look like.
2. ***"Risk Rating Matrix"*** worksheet – this worksheet is the same as in the risk assessment and is there as a reference for the rating system.
3. ***"Risk Assessment Table"*** worksheet – Review each line item and enter rating for severity, probability and control measures. The total risk score is calculated automatically. Select the type of control measure that is in place and a description of the controls.
4. ***"Print or copy RA table"*** worksheet – This worksheet content can be copied and pasted into the risk assessment directly. It removes some of the columns that are not needed in the risk assessment document.
5. ***"Print-copy Actions Table"*** worksheet must be filtered for the list of actions where the "action required" is "yes". Proceed to copy and paste the information into the risk assessment.

Link to tool

Revision Log

Major revisions include substantial changes to the meaning or wording of the document and are noted by a change in the whole number. For example, n+1.0, where n is the existing version number.
Minor revisions such as administrative corrections to language for clarity or formatting are noted as #.n+1 where n is the decimal point of the existing version.

Revision Number	Date of Change	Description of changes
1.1	20210924	Added “Link to tool” in each section so readers could go directly to the tool.
1.2	20211004	7(c)i. 1, 2, 3, & 6 Added additional information for clarification purposes.