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Healthy Workers.

# Transforming Safety in Education: Workplace Violence Risk Assessment Tool

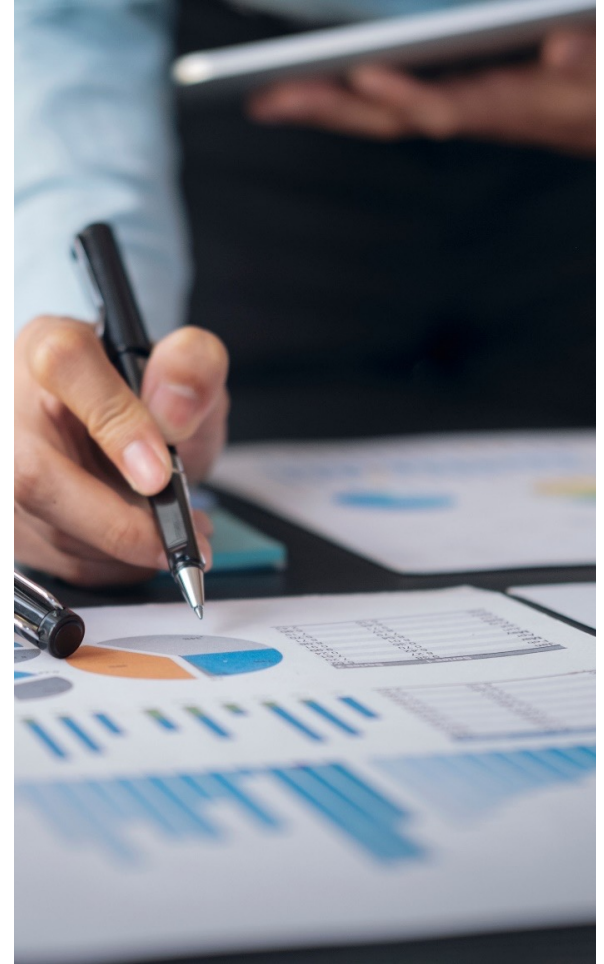
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Services





## Why Revitalize the WVRA tool

- Rates of violent incidents in Education Sector are increasing
- 2022-23 MLITSD workplace violence in Education compliance initiative indicated:
  - 347 field visits
  - 121 orders were issued and
  - 36% of these issued orders required the employer to assess or re-assess the risk of workplace violence
- Highlighting the challenge for employers to meet compliance





# Tool Development

- Funding and support from the Ministry of Labour, Immigration, Training and Skills Development.
- A collaborative effort with education sector employees, administrators, union representatives and health and safety experts.
- Adaptation of PSHSA's risk assessment tools and the Framework of the British Columbia's Public School Employers' Association's (BCPSEA) Workplace Violence Risk Assessment tool.







# Purpose of the Tool

- Create awareness about potential workplace violence hazards within schools or sites.
- Guide users in identifying hazards.
- Help users prioritize hazards.
- Help users develop and implement control measures.
- Prevent injuries and mitigate consequences.





# Intended Users

- Educators (teachers, educational assistants, instructional assistants, special education specialists, etc.)
- Non-teaching employees (secretaries, custodians, etc.)
- Principals or designates
- Members of Joint Health and Safety Committees (JHSCs)
- Health and Safety Representatives (HSRs)
- School boards and authorities

The tool promotes a collaborative approach for carrying out risk assessments, ensuring active involvement from all stakeholders throughout the process.



# Key Features

- Comprehensive and tailored risk assessment framework specific to the education sector.
- Developed collaboratively with education sector employees, administrators, union representatives and health and safety specialists.
- Freely accessible and user-friendly design.
- Easily integrated into e-tools and/or existing databases.
- Incorporates evidence-based practices.
- Includes additional resources: toolkit and infographic.



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# Workplace Violence Risk Assessment Tool Overview



# Workplace Violence

**The Occupational Health and Safety Act (OHSA) defines workplace violence as:**

- a. The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- b. An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker.
- c. A statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.





# Steps of a Risk Assessment

Recognize Hazards

Assess Hazards

Control Hazards (Action Plan)

Evaluate Action Plan



# Overview

RECOGNIZE		ASSESS			CONTROL				EVALUATE					
*Recognize Hazards: Look for anything in your school or site that could cause physical injury, illness, or property damage such as unsafe, working in isolation, or a student with high needs.		*Assess Risk: Consider how likely it is for someone to get hurt because of a hazard and how serious the physical injury, illness, or property damage could be.			*Control Risks: Take action to reduce or eliminate the risk, whether it's installing panic buttons, enhancing communication processes, or providing training.				*Evaluate Controls: Regularly check to see if the measures put in place are effective in preventing physical injury, illness, or property damage. If not, adjust and try different approaches.					
Work Condition or Setting	Area of Risk	Consider	Those Potentially Affected	Probability of Occurrence	Severity of Outcome	Total Risk Rating	Examples of Controls	Controls Already in Place	Potential New Controls	Action Items	Target Date	Responsible Person	Action Plan Status Update	Completed Date
Parking Lots	Location	<ul style="list-style-type: none"> <li>*Outdoor safety in the vicinity of parking lots (for example, the nature of ground around, including experiences with cars)</li> <li>*Adherence to nature of activities during the day versus evening (for example, control activities occurring after hours)</li> <li>*Physical features of the location such as lighting, signage, security cameras</li> <li>*Nighttime entry rules (lockdown or no entry)</li> <li>*Time of day for bus drop</li> <li>*Who has control during school drop-off</li> <li>*Shared parking lots with other employees or public</li> </ul>	All Workers				<ul style="list-style-type: none"> <li>*Adequate lighting</li> <li>*Clear signage</li> <li>*Clear signage</li> <li>*Security systems (for example, cameras, alarm, motion detectors)</li> <li>*Access control measures</li> <li>*Communication procedures for outside of regular hours</li> <li>*Communication devices (for example, two-way radios, emergency call boxes, cell phones)</li> <li>*After-hour, buddy system</li> <li>*Warning alarm testing</li> <li>*Emergency response procedures (for example, summoning immediate assistance)</li> </ul>							
Bus Stops and Storage Lots/Buildings	Location	<ul style="list-style-type: none"> <li>*Who has access to bus stops and storage lots</li> <li>*Physical features of the location (for example, lighting, sight lines, security cameras)</li> <li>*Storage conditions, on critical paths</li> <li>*Waste receptacles (bins/dumpsters)</li> <li>*Who has access to receptacles (for bus depot, school board vs. housing company)</li> </ul>	All Workers				<ul style="list-style-type: none"> <li>*Communication devices (for example, two-way radios, phones)</li> <li>*Emergency response procedures (for example, summoning immediate assistance)</li> <li>*Access control measures</li> <li>*Visible identification and labeling</li> <li>*Training for workers accessing these locations</li> </ul>							
Building Exterior	Location	<ul style="list-style-type: none"> <li>*Exterior shape and design of the building</li> <li>*Physical features of the location (for example, landscaping around the building, emergency egress routes, pathways, access, lighting, sight lines, security cameras)</li> <li>*Nighttime entry rules (lockdown or no entry)</li> <li>*Adherence to nature of activities during the day versus evening (for example, control activities occurring after hours)</li> <li>*Time of day for bus drop</li> <li>*Who has control during school drop-off</li> <li>*The level of risk of the community surrounding the school (for example, open, drug trafficking, high concentrations of individuals, vehicles, property damage, civil unrest or racial tensions due to religious, cultural, or racial dynamics)</li> </ul>	All Workers				<ul style="list-style-type: none"> <li>*Physical barriers (for example, fencing, gates)</li> <li>*Adequate lighting</li> <li>*Clear signage</li> <li>*Clear signage</li> <li>*Security systems (for example, cameras, alarm, motion detectors)</li> <li>*Access control measures</li> <li>*Communication procedures before and after "regular" hours</li> <li>*Communication devices (for example, two-way radios, alarm systems)</li> <li>*Emergency response procedures (for example, police/first responder contacts, summoning immediate assistance)</li> <li>*Warning alarm testing</li> </ul>							
Building Interior	Location	<ul style="list-style-type: none"> <li>*How hidden areas where personnel could hide</li> <li>*Physical features of the location (for example, lighting, sight lines, security cameras)</li> <li>*Control pathways and workstations</li> <li>*Locations where technical/electrical accidents (Btu) are working alone with a student</li> <li>*Who has access to the building</li> </ul>	All Workers				<ul style="list-style-type: none"> <li>*Adequate lighting</li> <li>*Clear signage</li> <li>*Clear signage</li> <li>*Security systems (for example, cameras, alarm, motion detectors)</li> <li>*Access control measures (for example, door locks, key/fob or card)</li> <li>*Communication procedures</li> <li>*Emergency response procedures (for example, lock down protocols, summoning immediate assistance)</li> <li>*Communication security measures (for example, door lock procedures during school hours)</li> <li>*Risk management practices (for example, sign-in/sign-out procedures)</li> <li>*Warning alarm testing</li> </ul>							
Surrounding Community	Location	<ul style="list-style-type: none"> <li>*The level of risk of the community surrounding the school (for example, open, drug trafficking, high concentrations of individuals, vehicles, property damage, civil unrest or racial tensions due to religious, cultural, or racial dynamics)</li> </ul>	All Workers				<ul style="list-style-type: none"> <li>*Community threat assessments</li> <li>*Emergency response with local police and/or businesses in close proximity to the school or site</li> </ul>							





# 1. General Information



**PSHSA.ca**

**School Name:**

**Date:**

**Person Completing Assessment:**

**This is a:**

Initial assessment



# 2: Recognize the Risk

		RECOGNIZE	
		<b>Recognize Hazards:</b> Look for anything in your school or site that could cause physical injury, illness, or property damage such as unlit areas, working in isolation, or a student with high needs.	
Work Condition or Setting	Area of Risk	Consider	Those Potentially Affected
<b>Exterior Settings</b>			
Building Exterior	Location	<ul style="list-style-type: none"><li>•Exterior shape and design of the building</li><li>•Physical features (for example, <i>landscaping around the building, overgrown vegetation, pathways, alcoves, lighting, sight lines, security cameras</i>)</li><li>•Small hidden areas where perpetrators could hide</li><li>•Daylight saving hours (darkness and lighting)</li><li>•Differences in nature of activities during the day versus evening (for example, <i>criminal activities occurring after hours</i>)</li><li>•Time of day for bus duty</li><li>•Possible conflict during student drop off</li></ul>	•All Workers



# 3: Assess the Risk

## Risk Matrix

		Severity		
		Major	Moderate	Minor
Probability	High	High	High	Medium
	Medium	High	Medium	Low
	Low	Medium	Low	Low



## ASSESS

Assess Risks: Consider how likely it is for someone to get hurt because of a hazard and how serious the injury could be.

Probability of Occurrence



Severity of Outcome



Total Risk Rating



Medium

Moderate

Medium





# 4: Identify Current and New Controls

CONTROL		
<u>Control Risks:</u> Take action to reduce or eliminate the risk, whether it's installing panic		
Examples of Controls	Controls Already in Place	Potential New Controls
<ul style="list-style-type: none"><li>•Sufficient lighting</li><li>•Clear sight lines</li><li>•Clear signage</li><li>•Security systems: cameras, alarms, motion detectors, etc.</li><li>•Maintained landscaping</li><li>•Communication procedures outside of regular hours</li></ul>		



# 4: Identify Current and New Controls

tons, enhancing communication processes, or providing training.

Action Items	Target Date	Responsible Person
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# 5: Evaluate the Action Plan

EVALUATE	
<p><u>Evaluate Controls:</u> Regularly check to see if the measures put in place are effective in preventing injury or harm. If not, adjust and try different approaches.</p>	
Action Plan Status Update	Completed Date



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# Next Steps for the Risk Assessment



# Working with Public and Catholic School Boards

- PSHSA is working with School boards to transition the tool into an existing school-based software platform
- Allows administrators and educators to use the RA tool in an environment that they are familiar with.





## Independent and Private Schools

- Collaborating with the various associations and independent schools.
- Reviewing opportunities to bring a software solution to this group.



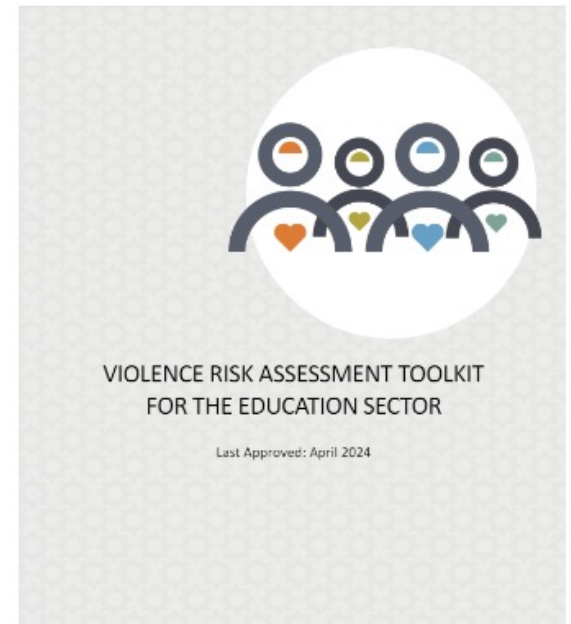




# Resources

RECOGNIZE		Assess Risks: Consider how likely serious the physical
Consider	Those Potentially Affected	Probability of Occurrence
<ul style="list-style-type: none"> <li>Exterior shape and design of the building</li> <li>Physical features (for example, Goddard's sign on the building, overgrown vegetation, parking, access to stairs, sight lines, security cameras)</li> <li>Small hidden areas where personnel could hide</li> <li>Daylight saving hours (darkness and lighting)</li> <li>Differences in nature of activities during the day versus evening (for example, normal activities occurring after hours)</li> <li>Time of day for bus duty</li> <li>Assess the conflict during student drop-off</li> <li>The level of risk of the community surrounding the school/site (for example, gangs, drug trafficking, and other criminal activities, arrangements, vandalism, property damage, theft)</li> <li>Quality of parking in the vicinity of parking lots (for example, the number of people around community entrances with cars)</li> <li>Differences in nature of activities during the day versus evening (for example, normal activities occurring after hours)</li> <li>Physical features of the location such as lighting, sight lines, security cameras</li> <li>Daylight saving hours (darkness and lighting)</li> <li>Time of day for bus duty</li> <li>Assess the conflict during student drop-off</li> </ul>	All visitors	
<ul style="list-style-type: none"> <li>Exterior shape and design of the building</li> <li>Physical features of the location such as lighting, sight lines, security cameras</li> <li>Daylight saving hours (darkness and lighting)</li> <li>Time of day for bus duty</li> <li>Assess the conflict during student drop-off</li> </ul>	All visitors	

- WVRA Tool (English and French)
- Toolkit | [Workplace Violence in Education](#) (English and French)





# Resources

## • Infographics | Workplace Violence in Education



### Education: Workplace Violence Risk Assessment Tool

#### THE PURPOSE

- Create Awareness
- Identify Violence Hazards
- Prioritize Hazards
- Develop and Implement Control Measures
- Prevent Injuries and Mitigate Consequences

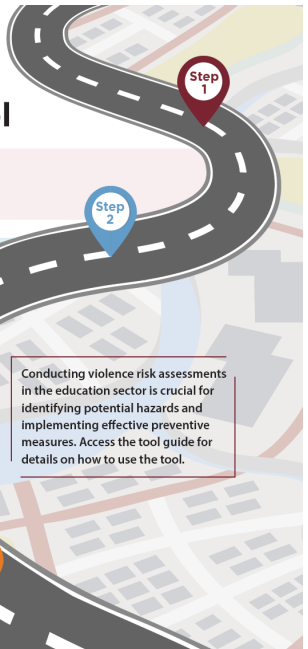
#### KEY FEATURES

- Comprehensive and tailored risk assessment framework specific to the education sector
- Developed collaboratively with educators, administrators, union representatives, education sector staff and health and safety specialists
- Freely accessible and adaptable to various school boards
- User-friendly design
- Incorporates evidence-based practices



### Education: Workplace Violence Risk Assessment Tool

- Step 1** Provide General Information
- Step 2** RECOGNIZE the Risk
- Step 3** ASSESS the Risk
- Step 4** Identify Current and New **CONTROLS**
- Step 5** EVALUATE the Action Plan



Public Services Health and Safety Association | Workplace Violence in Education (pshsa.ca)





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# Q&A



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# Thank you!

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