Violence Prevention Program Training

Fall 2020

School District #61



Training Objectives

At the end of this training, the learner will

- Know types of "violence" are covered in the Violence Prevention Program
- Roles and Responsibilities
 - Employer/Administration/Supervisor
 - JOHS Committee
 - Worker
- Process Pathways
 - Recognition
 - Reporting
 - Assessment and Investigation
 - Plan and Implement
 - Communicate and Share Responsibly
 - Monitor, Evaluate and Adjust
 - Review Frequently



Share Understanding of the Definition of Violence

WorkSafeBC's definition in Occupational Health & Safety Policies Part 4 section 4.27 has

"Violence is the attempted or actual exercise by a person, other than another 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/she/they are] at risk of injury."

It applies to all persons committing violence except where a worker of the same employer or student on student.



Roles of Employer

It is the employer's responsibility to ensure a healthy and safe workplace by:

- Establishing a Violence Prevention Program to minimize risk of injury to workers;
- Training employees how to do their work safely and reduce of risk injury from violence;
- Providing necessary support and training to carry out health and safety responsibilities;
- Regularly evaluating the workplace to ensure that administrative, engineering and PPE control measures are effective and followed as described;
- Identifying and remediating issues that are reported;
- Investigating incidents where workers are injured;
- Ensuring adequate first aid equipment, supplies, and attendants; and
- Reporting all injuries to WorkSafeBC that required medical attention



Roles of Joint Health & Safety Committee (JOHS)

JOHS Committee members play an important role in the recognition and prevention of workplace violence. The JOHS Committee will:

- Work collaboratively to develop, revise and improve the health and safety in our schools
- Address workplace violence hazards as part of their monthly meetings;
- Annually complete of the Environmental Violence Risk Assessment Survey;
 - Use the information provided from workplace violence incidents, inspections, surveys to make written recommendations for improvements;
 - Develop a hazard control table of control measures for the school;
- Follow-up on written submitted recommendations within 21 days



Roles of Workers

Workers must take reasonable care to protect your own health and safety, as well as the health and safety of other people who may be affected

In order to meet this duty, workers must:

- Carry out the work in accordance with established safe work procedures;
- Report all perceived hazards or risks immediately to the supervisor or administrator;
- Cooperate with requests from the administration and JOHS Committee
- Not engage in horseplay or conduct that may endanger others;
- Use or wear protective equipment or clothing as instructed;
- Actively participate in the health and safety activities



- Recognition
- Report
- Assessment & Investigation
- Plan & Implement
- Communicate & Shared Responsibly
- Monitor, Evaluate & Adjust





Recognition of Risk

- Violence can take different forms. It make be physical or psychological, and it includes threats.
- Similarly, a worker who experiences violence is at risk of adverse physical and mental health injury and/or illness. Violence can occur in isolated incidents, or can occur as a pattern of behaviour.
- Repetitive exposure to "low risk" incidents may have a cumulative impact on worker's health and safety, and this must be a consideration when determining the risk rating of the threat as a hazard.



Recognize of Risk

- Workers, administration and District staff members will know and understand potential aggressor's baseline behaviour
- Recognize that a change in behaviour is a warning sign, and recognize the precursors to incidents of violence.

Recognition of Risk

- The OHS regulations require assessing the risk of violence and implement a plan to reduce those risks in the workplace;
- Reduction of risk requires identification of the hazards, determine the degree of risk associated with each hazard, the frequency of the risk reoccurring and a plan to control the hazard;
- Revise risk analysis matrix and definitions were used to determine both the probability and impact of various forms of violence and aggression;
- Qualitative in nature and recognizes that individual incidents may occur that are higher or lower than determined risk levels



Recognition of Risk

*Note, violent acts include bu Descriptions are informed by	the Violence Prevention Initiative, 2013	
Violent Act	Description	Examples
Threats	Threats can be conveyed verbally, in writing, or through non-verbal behaviour(s). They can be direct or indirect.	Threatening violence against a person or their family members
Verbal Abuse	Verbal abuse occurs when someone uses language, whether spoken or written, to cause harm to an individual.	Yelling; lying; name-calling; insulting, swearing, etc.
Emotional/ Psychological Violence	Statement or act to make a victim feel stupid, worthless or fearful, to gain control over them.	Destroying possessions; intimidate; acting verbally aggressive, etc.
Physical Violence	The use of a part of their body or an object to injure or gain control of the victim.	Pushing; slapping; choking, etc.



- Recognition
- Reporting



Reporting Incidents

- Staff members have a duty to report all violent behaviours to the school and/or applicable law enforcement.
- This includes both verbal and physical violent behaviours from member of the public and the students.
- No action will be taken against a person who makes a report unless the report is made maliciously and without reasonable grounds.
- All workers are encourage to contact their representative or Principal/Vice Principal/Supervisor if they have questions.



Reporting Incidents

- Seek first aid, if necessary;
- If injured, the worker should also complete the WorkSafeBC Form 6A;
- Workers will notify school administration as soon as practical;
- Complete a Worker's Statement of Incident (Form 1) online as soon as possible after the event;
- Other methods of reporting violence in the workplace are *Behaviour Logs* or *Student to Student Violence;*
- Reporting can be done by worker, witness, administrator or District personnel;
- Administration/supervisor and/or District staff will determine if the process needs to advance to the Assessment and Investigation.



- Recognition
- Reporting
- Assessment & Investigation



Assessment of Incidents

- The new On-line Violent Incident Tracker allows workers to complete the record of incident through the Staff Portal
- Tracker asks the same questions that were asked on the Form 1, 2, 3 and 4
- Workers, Administrators and District Supports will have appropriate levels of access
- Platform will allow better trending, control measures and recordkeeping



Reporting-Form 1: Statement of Incident

Site / Loc Arbutus	ation
Specific I	location
Date and day-month hour:minut	Time of Incident
	Time of Incident Reported By Worker
WORKE	R INVOLVED
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First Nan	ae
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P/VP OR	SUPERVISOR
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Witness 1	
Witness 2	
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	est professional judgment, this incident involving violence can be best categorized as: 'etoal Abuse Verbal Threat Written Threat Threatening Gestures Physical Assault
Weapon l	involved? Use, Specify:
AGGRES	SSOR (if known)
Type: Parent Studer Other	
Last Nau	



Assessment of Risk-Form 2: Worker's Statement

- Upon further investigation beyond *Worker's Report of Incident and Preliminary Incident Investigation*, the administration, supervisor or District personnel will complete the online Violence Risk Assessment (Form 2, Section A) within a timeframe of 2 working days to 2 weeks depending on the risk rating;
- The administrator /supervisor will identify corrective actions in the *Preliminary Incident Investigation* (Form 2, Section B) within a timelines and responsibilities;
- administration will complete the *Full Incident Investigation* (Form 2, Section C) within 10 working days of the incident being reported; and
- Communication of the corrective actions and or new control measures will be done to stakeholders, the school JOHS Committee and District OHS Committee on a regular basis



- Recognition
- Report
- Assessment & Investigation



Plan & Implement

- If the *Incident Investigation (Form 2)* reveals addition control measures are needed to avoid injury of staff, a *Worker Safety Plan (Form 3)* is needed;
- School administration or District personnel will complete the *Worker Safety Plan* within 2-10 working days to address control measures for protection of personnel working in direct contact with an documented aggressor; and
- Worker Safety Plan will be printed and reviewed by all personnel having direct contact with the aggressor, including all TTOC, Inclusive Learning team, maintenance staff, and spare board staff at the beginning of the shift/assignment



Assessment of Risk-Hazard Severity

Step 1: Assessment of Hazard Severity	The hazard severity (harm) is the extent of the injuries, illness, or damage that may be sustained if the hazard happens Injury Potential
i	Physical injury such as a scratch, small cut, slight burn, slight bruise or abrasion, threats that are unrealistic, vague, indirect and implausible or lacks detail
ii	Physical injury such as a laceration, requires stiches, moderate bruising, moderate burn; direct and concrete threats, lacks indicators that the threatening individual has taken steps to prepare, although there may be a degree of veiled reference or ambiguous or inconclusive evidence ; emotionally uncomfortable
iii	Serious physical injury such as broken bones, severe burns or bleeding, eye injury, concussion; threat is direct, specific and plausible;
iv	Major injury to one or more persons resulting in amputation, permanent disability; permanent emotional impairment



Assessment of Risk-Probability

Step 2 Hazard Probability	Probability is split into five categories ascending in scale of likelihood. Determine the probability of the occurrence
Α	Very unlikely to occur
В	Unlikely to occur
С	May happen
D	Likely to occur
E	Highly likely to occur



Assessment of Risk-Determination of Risk Rating

Step 3: Determination of Risk Rating by taking the hazard severity in step 1 (vertical) against the probability from step #2 (horizontal)

Severity from Step 1	i	1	1	1	1	1
	ii	1	2	2	3	3
	iii	1	2	4	5	5
	iv	1	2	4	5	5
Hazard Probabilit	У	А	В	С	D	E

An example, a moderate severity (ii) and a frequency of likely to happen (D) would result in #3 Moderate Risk Rating



Assessment of Risk-Risk Rating with Time Frames

Step 4: Determination of Timeline for Actions

- Notification of Occupational Health & Safety Advisor and the District Behavioural Consultant along with the documentation is required
- The severity will be bumped up one level (i.e. 1 to 2) if this a repeat occurrence that has not triggered a review of control measures in the Violence Prevention Program

5: Extremely High	Implement immediate short-term control measures with school administration;	
	Begin long-term control measures with 2 business/school days (Worker Safety Plan)	
	Review education and training for involved personnel	
4: High	Implement immediate short-term control measures with school administration;	
	Begin long-term control measures with 4 business/school days (Worker Safety Plan)	
	Review education and training for involved personnel	
3: Moderate	Implement immediate short-term control measures with school administration;	
	Begin long-term control measures with 2 business/school weeks (Worker Safety Plan)	
	Review education and training for involved personnel	
2: Low	Review incident and control measures within 3 months if there has not been another violent	Po
	incident	
1: As Low As Achievable	Review incident and control measures within 4 months if there has not been another violent	S
	incident	



Assessment of Risk-Risk Rating with Time Frames

Short-Term Control N	leasures	Long-Term Control Measures		
Have the aggressor go to the quiet room	Have the worker moved to another room for the day	Develop/modify a Worker Safety Plan	Schedule a meeting with all stakeholders to discuss the incident	
Call caregiver	Allow the student to take a nap, get food, or listen to music	Request additional resources to review long- term planning	Have only CPI or equivalent trained personnel working with the aggressor	
Use Nonviolent Crisis Intervention or equivalent training to de-escalate the situation	Call for assistance Don't take threats personally	Develop of plan with caregiver to determine the aggressor's level of compliance on a daily basis	Admin and worker make a plan to review procedures	
Maintain a minimum distance from the strike zone	Reduce verbal language and expectations	Ask to have medications reviewed	Use of Personal Protective Equipment, as last resort	



Reporting-Form 2: Violence Risk Assessment

П

irst Aid?
No
l you see a physician? suial for yes, complete Form 6A) 🗌 No
ou be absent from work?
antial for yes, complete Form 6A) 🗌 No
eport to P/VP/Supervisor if absent from work or medical aid sought and contact WorkSafeBC (1-888-
ivik Rating Matrix
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pload Select File

- Recognition
- Report
- Assessment & Investigation
- Plan & Implement



Reporting-Form 3: Worker Safety Plan

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- Recognition
- Report
- Assessment & Investigation
- Plan & Implement
- Communicate & Shared Responsibility



Communication & Shared Responsibility

- School administration will ensure that the workers have adequate time to review the *Worker Safety Plans and/or Threat Synopsis*; and
- New Statements of Incident (Form 1), Violence Assessment (Form 2), Worker Safety Plan (Form 3) and/ or Threat Synopsis (Form 4) are a standing element on the agenda of the school's Joint Occupational Health & Safety Committee meeting (JOHS) and or meetings to address support of the student aggressors (IEP). Information will be redacted when possible.



- Recognition
- Report
- Assessment & Investigation
- Plan & Implement
- Communicate & Shared Responsibility
- Monitor, Evaluate & Adjust



Monitor, Evaluate & Adjust

Review /establishment of the Worker Safety Plans & Threat Synopsis are triggered when:

- If is not reviewed at the end of one school year for extenuating circumstances (COVID-19), it will be deemed to be active the beginning of the next;
- At the beginning of each school year, the documents will reviewed by administration, JOHS and worker(s);
- At the close of each school year and/or when the District is notified of a transition of schools, the documents will be reviewed and the information will be communicated through official channels to the new school
- Within a month of the incident, administration, worker and JOHS will evaluated the control measures in place and adjust according;
- As new behaviours are observed or when a current plan is found to be ineffective in controlling the risk of injury;



Conclusion

• Please complete the quiz

