

Workplace Violence Point of Contact Risk Assessment

A TEMPLATE FOR K-12 PUBLIC EDUCATION - PERFORMANCE

The implementation of this tool is not mandatory. The tool contains recommendations to support workplace violence prevention and regulatory compliance. The information presented can be adopted in whole, in part, or not at all.

REVISION: 1.0, DATE: 2021-06-02

Workplace Violence Point of Contact Risk Assessment

Terms of use

By accessing or using these BCPSEA posted resource materials, you agree to be bound by these terms and conditions.

Content: Although BCPSEA endeavors to ensure that the information provided within these resource materials is as accurate, complete and current as possible, BCPSEA makes no representations or warranties about the information, including in respect of its accuracy, completeness or currency. BCPSEA assumes no responsibility for any loss or damage to you or any other person, howsoever caused, that is in any way related to the information found within these resource materials or your use of it.

Intent: The content within these resource materials is provided for educational and general informational purposes. It should not be considered as solicitation, endorsement, suggestion, advice or recommendation to use, rely on, exploit or otherwise apply such information or services.

Workplace Violence 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.

Scope:

Applies to all workers and environments in the K-12 public educational sector.

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; tool box 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 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 violent 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.

Requirements:

1. The point of contact risk assessment should be implemented where workers deal with members of the public known and unknown as well as for workers assigned to work with students who have a history of externalizing behaviour during dysregulation.
2. Affected workers must be trained on how to conduct a “point of contact risk assessment” (POCRA) using the Person, Employee, Environment, Task (PEET) cue card (see Appendix A for samples).
 - 2.1. Where possible, all workers should be aware of how to conduct a point of contact risk assessment using PEET cue cards.

PEET

| Person | Employee | Environment | Task |
|---|---|--|---|
| <ul style="list-style-type: none"> • Verbally threatening • Irritable • Physically threatening • Boisterous • Attacking objects • Confused • Yellow/Red Zone | <ul style="list-style-type: none"> • Knows the plan • Emotionally ready • Mentally present • Skilled and adaptable • Appropriate energy • Listening • Ready to Respond not react | <ul style="list-style-type: none"> • Optimized for safe work • Equipment and devices in place • Time of day • Response capacity • Group or individual | <ul style="list-style-type: none"> • Supportive information • Consent • Inclusiveness • Comfort vs control • De-escalation • Respecting personal space • People centered |

Procedure for completing a point of contact risk assessment using the PEET cue cards

1. As applicable, and prior to initiating work for the first time, review your work environment or the site specific risk assessment to better understand the risk of workplace violence for your work environment and your work tasks or position/role.
2. If dealing with members of the public known or unknown be prepared to apply the point of contact risk assessment using the PEET cue card when being approached by someone or during conversations.
 - 2.1. Respond as appropriate to de-escalate situations according to training.
 - 2.2. Activate the crisis response plan if required.
3. If working with a student that has a history of externalizing behaviour during dysregulation, review their Individual Safe Work Instruction and be prepared to apply the point of contact risk assessment using the PEET cue card upon approaching the student.
 - 3.1. Respond as appropriate and de-escalate situations as indicated in the Positive Behaviour Support Plan and in accordance to the individual safe work instruction.
 - 3.2. Activate the crisis response plan if required.

Appendix A - SAMPLE PEET cue cards

|  Point of Contact Risk Assessment PEET Cue Card | | | |
|---|---|--|---|
|  Person |  Employee |  Environment |  Task |
| <ul style="list-style-type: none"> • Verbally threatening • Irritable • Physically threatening • Boisterous • Attacking objects • Confused • Yellow/Red Zone | <ul style="list-style-type: none"> • Knows the plan • Emotionally ready • Mentally present • Skilled and adaptable • Appropriate energy • Listening • Ready to Respond not react | <ul style="list-style-type: none"> • Optimized for safe work • Equipment and devices in place • Time of day • Response capacity • Group or individual | <ul style="list-style-type: none"> • Supportive information • Consent • Inclusiveness • Comfort vs control • De-escalation • Respecting personal space • People centered |

|  Point of Contact Risk Assessment PEET Cue Card | |
|---|---|
|  Person |  Employee |
| <ul style="list-style-type: none"> • Verbally threatening • Irritable • Physically threatening • Boisterous • Attacking objects • Confused • Yellow/Red Zone | <ul style="list-style-type: none"> • Knows the plan • Emotionally ready • Mentally present • Skilled and adaptable • Appropriate energy • Listening • Ready to Respond not react |
|  Environment |  Task |
| <ul style="list-style-type: none"> • Optimized for safe work • Equipment and devices in place • Time of day • Response capacity • Group or individual | <ul style="list-style-type: none"> • Supportive information • Consent • Inclusiveness • Comfort vs control • De-escalation • Respecting personal space • People centered |