

Risk Assessment Table

A TEMPLATE FOR K-12 PUBLIC EDUCATION -
COMPLIANCE

The following tool is to be used for identifying and rating locations and circumstances where there is a risk of workplace violence. The ratings should be used to consider the implementation of control measures that will support workplace violence prevention.

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

Instructions

- 1 Take a look at the worksheet titled "Risk Assessment Table - SAMPLE" to get an idea of what the finished assessment could look like.
- 2 Review the worksheet titled "Risk Ratings Matrix" to get an idea of how the scoring should be applied.
- 3 Move to the worksheet titled "Risk Assessment Table".
- 4 Consider the items line by line. Do those settings or circumstances exist at the site? If so apply the ratings for severity, probability and control measures. If the risk does not exist at the site leave it at "0" so that it is understood that it was considered.
- 5 For each setting or circumstance enter the type of existing control measures - Elimination, Substitution, Engineering, Administrative, and Personal Protective measures. You could have more than one selected.
- 6 Explain and describe the specific control measures that are in place.
- 7 Determine if more action is required to further minimize the risk - enter Yes or No.
- 8 Items with "Yes" should be addressed in the action plan in the report.
- 9 Enter the date of the review of this item.
- 10 Go to the worksheet titled: "Print or copy this table.
- 11 Copy and paste the content of this worksheet into the table in your site specific Workplace Violence Risk Assessment template. Or alternatively you could link to the worksheet if you are hosting the risk assessment information on an internal website.
- 12 Move to the worksheet titled "Print-copy Actions Table". Filter the worksheet for the action required column = "Yes". Then proceed to copy and paste the worksheet content into the risk assessment template action table. Or alternatively post that link or information on an internal website.

Work Condition or Setting	Area of Risk	Type of Violence (hazard source)	Consider	Those potentially affected	Severity Rating (1-4)	Probability Rating (1-4)	Capacity (1-4)	Total Risk Score	Controls In Place	Description of Controls	Action Required	Action Plan	Responsible Person	Action Plan Status Update	Target Date	Last Review Date
Parking Lots	Location	All Types	Take into consideration, lighting, site lines, security cameras, number of people around, community experiences with crime.	All Workers	3	1	1	3	Administrative, Engineering	Lighting, emergency call phone, after hours buddy system	No					2021-05-01
Building Interior	Location	All Types	Consider the significance of small hidden areas where perpetrators could hide, lighting levels, interior access, visibility. Internal and external threats should be taken into consideration.	All Workers	3	2	1	6	Administrative, Engineering	Cameras, door locks, procedures to lock doors during school hours, lockdown procedures, key/fob policy	No					2021-05-01
Surrounding Community	Location	Type I, Type II	The community surrounding the school or site could be a high risk area for workplace violence based on local knowledge, site based experiences. This could include violent crime - drive by shooting, gang related violence, or accepted culture of violent.	All Workers	2	1	1	2		No/low risk no action	No					2021-05-01
Access points	Location	All Types	Consider looking at policies and practices that control who has access to site or school. Risk is lower if there are tight controls on who has access to the building. Are entrances well lighted, with clear sight lines. Are runner doors also well lighted.	All Workers	4	2	1	8	Administrative, Engineering	Cameras, door locks, procedures to lock doors during school hours, key/fob policy	No					2021-05-01
Members of the public known or unknown at reception	Location	Type I, Type II	Review how the public or students have access to the workers in reception. Check if reception areas allow workers to maintain a safe distance from others as necessary. How do they contact someone if support is needed.	Child and Youth Worker, Manager, Office Staff, Principal/Vice Principal	4	2	1	8	Administrative, Engineering	Barriers - service counter, door access to area secured during off hours, silent call button to response team	No					2021-05-01
Learning spaces	Location	Type I	Take into consideration how classrooms and other learning spaces are managed both for student dysregulation response, as well as internal and external threats.	Child and Youth Worker, Counselor/Specialist, Educational Assistant, Principal/Vice Principal, Teacher	3	2	1	6	Administrative, Engineering, Personal Protective Equipment	Spaces - classrooms, and learning rooms - purpose designed. Items secured as needed based on classroom make up.	No					2021-05-01
Buses and Car Transportation	Circumstance	Type I, Type II	Consider student dysregulation, as well as driver road rage, defensive driving skills, de-escalation skills, policies and procedures that direct the management of transportation.	Child and Youth Worker, Driver, Educational Assistant	3	2	1	6	Administrative, Engineering	Door locks, communication systems, procedures on access and working alone or in isolation.	No					2021-05-01
Portable Teaching Units	Location	Type I, Type II	Determine if portables are equipped with similar mechanisms as the main site buildings to protect against workplace violence. Consider communication systems, and access controls.	Child and Youth Worker, Educational Assistant, Teacher	3	2	1	6	Administrative, Engineering	Fenced yard - secure, cameras, alarm system. Key/fob issuing policy	No					2021-05-01
Trade shops, Bus depots, Storage lots	Location	Type I, Type II	Review if these locations have been included during the implementation of controls and training and awareness. Consider communication methods, and access controls.	Custodians, Driver, Manager, Office Staff, Trades Persons	3	1	1	3	Administrative	Training on de-escalation,	No					2021-05-01
Student dysregulation	Circumstance	Type II	Determine if there are workers supporting vulnerable learners that are learning to self regulate. If there is no risk at the site then this does not apply. For sites where this risk exists, affected workers should be informed when working with individuals with a history of dysregulation so they can more safely support them.	Child and Youth Worker, Driver, Educational Assistant, Principal/Vice Principal, Teacher	3	4	3	36	Administrative, Engineering, Personal Protective Equipment	push button notification alerts, two way radios, procedures on appropriate attire or equipment	Yes	Update affected employee training to include trauma informed practice, and social and emotional learning.	J. Doe	In Progress: Train the trainer program completed. Beginning to schedule affected employees at each site for training.	2021-12-31	2021-05-15
Home visits	Circumstance	Type II	Look at what steps are taken prior to assigning a worker for a home visit. Information about the home site should be obtained by the worker prior to the visit.	Child and Youth Worker, Counselor/Specialist, Educational Assistant	3	2	1	6	Administrative, Engineering	push button notification alerts, Point of contact risk assessments (POCRA) training.	No					2021-05-01
Transporting students	Circumstance	Type II	Includes work placement, recreation facilities, busses	Child and Youth Worker, Driver, Educational Assistant	2	2	1	4	Administrative	procedures on transporting students. Training for employees.	No					2021-05-01
Student worrisome behaviour	Circumstance	Type II	Consider the knowledge level of the Violence Threat Risk Assessment process for identifying and reporting situations.	All Workers	4	2	1	8	Administrative	Violence Threat and Risk Assessment procedures	No					2021-05-01
Contact with parents or guardians	Circumstance	Type II	Consider all aspects of working with parents. Parent teacher meetings, parent volunteers, parent concerns and meetings, PAC involvement at the school.	Child and Youth Worker, Principal/Vice Principal, Reception, Teacher	2	2	1	4	Administrative, Engineering	Training, procedures and notification alarms	No					2021-05-01
Contact with members of the public unknown	Circumstance	Type I	Consider individuals without any association with the school or site coming onto the property or into the building. Notification protocols should be clear, Training on de-escalation and response procedures.	Child and Youth Worker, Educational Assistant, Executive, Office Staff, Principal/Vice Principal, Reception, Supervision Aid, Teacher	3	1	1	3	Administrative	Training and awareness on de-escalation and hazard recognition. POCRA	No					2021-05-01
Field trips	Circumstance	Type I, Type II	Consider both student dysregulation as well as third party confrontations within the field trip environment and context. Examine protocols to support and respond to an occurrence.	Child and Youth Worker, Educational Assistant, Teacher	3	1	1	3	Administrative, Personal Protective Equipment	Field trip risk assessments, communication and response plans	No					2021-05-01
Facility Renters	Circumstance	Type II	Take into consideration user groups that use the facility after regular operational hours when there are few employees in the building. Night school, or other facility uses should also be considered. Third party users should know the acceptable behaviours and consequences of actions or reports.	Custodians, Manager	2	2	1	4	Administrative	working alone or in isolation procedures. notification and check in. Rental agreements with code of conduct expectations.	No					2021-05-01
Contractors	Circumstance	Type II	Working directly with contractors for specialized services or with sales force rem	Manager, Principal/Vice Principal, Trades Persons	2	2	1	4	Administrative	contact agreements with code of conduct expectations.	No					2021-05-01
Working alone	Circumstance	Type II, Type IV	Consider workers that work on weekends, nightly work, coming in to the site over a break period or after hours. Checks and balances should be in place to ensure they are okay.	Child and Youth Worker, Custodians, Teacher, Trades Persons	3	2	1	6	Administrative, Engineering	communication tool, procedures on check in and securing the area.	No					2021-05-01
Intervening in student to student physical conflict	Circumstance	Type II	Consider policies that deter improper behaviour, planning for dysregulation, access to intervention tools, and training on de-escalation	Educational Assistant, Principal/Vice Principal, Supervision Aid, Teacher	3	2	4	24		Nothing in place at this time.	Yes	Update employee awareness on response protocols for intervention. Elementary school focus.	J. Doe	Not Started	2022-05-13	2021-05-01

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Handling cash - during events, or routine transactions	Circumstance	Type I, Type II	Consider situations where employees are required to handle cash. Determine if the risk of handling cash has been reviewed for receiving cash, storing cash onsite and conducting banking.	Office Staff, Principal/Vice Principal, Reception	3	1	1	3	Administrative, Engineering	safe boxes. policy on max dollar value kept on site, policy on banking and handling cash.	No					2021-05-01
Night school	Circumstance	Type I, Type II, Type IV	Consider how night time access is managed as well as supervision and response protocols during an incident.	Custodians, Principal/Vice Principal, Teacher	3	1	1	3	Administrative, Engineering	Cameras, limited access points, procedures on notification and supervision.	No					2021-05-01
Public meetings	Circumstance	Type I, Type II, Type IV	Consider how public meetings are managed including events held at the schools. Are there controls in place to minimize the risk to workers and are workers trained in steps to take in the event of an incident.	Custodians, Executive, Manager, Office Staff, Principal/Vice Principal, Reception, Teacher	3	2	1	6	Administrative	Secure access, sign in procedures, security as needed,	No					2021-05-01
Working from home	Circumstance	Type IV	Consider that working from home may happen from time to time and there must be options for employees that cannot work safely from their home. Communication with the supervisors is key to working from home.	Counselor/Specialist, Educational Assistant, Executive, Manager, Office Staff, Teacher	3	1	3	9	Administrative	Site self inspection, daily periodic check in procedure.	No					2021-05-01
Personal care - peri-care	Circumstance	Type II	Review those that work with students with care plans where toileting or other care that could be uncomfortable for the student and result in dysregulation.	Educational Assistant	2	2	3	12	Administrative	Training on de-escalation	No					2021-05-01
Off site community based learning	Circumstance	Type I, Type II	Consider workers that take a student on outings as part of their individualized educational plan.	Child and Youth Worker, Educational Assistant, Teacher				0	Administrative	training on de-escalation, policy on community work with students.	No					2021-05-01

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 = S*P*C	Severity (pts)	*	Probability (pts)	*	Control measures (pts)	= Total Risk Score
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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.

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Parking Lots	Location	All Types	All Workers	0	0	0	0		0	0	0
Building Interior	Location	All Types	All Workers	0	0	0	0		0	0	0
Surrounding Community	Location	Type I, Type II	All Workers	0	0	0	0		0	0	0
Access points	Location	All Types	All Workers	0	0	0	0		0	0	0
Members of the public known or unknown at reception	Location	Type I, Type II	Child and Youth Worker, Manager, Office Staff, Principal/Vice Principal	0	0	0	0		0	0	0
Learning spaces	Location	Type I	Child and Youth Worker, Counselor/Specialist, Educational Assistant, Principal/Vice Principal, Teacher	0	0	0	0		0	0	0
Buses and Car Transportation	Circumstance	Type I, Type II	Child and Youth Worker, Driver, Educational Assistant	0	0	0	0		0	0	0
Portable Teaching Units	Location	Type I, Type II	Child and Youth Worker, Educational Assistant, Teacher	0	0	0	0		0	0	0
Trade shops, Bus depots, Storage lots	Location	Type I, Type II	Custodians, Driver, Manager, Office Staff, Trades Persons	0	0	0	0		0	0	0
Student dysregulation	Circumstance	Type II	Child and Youth Worker, Driver, Educational Assistant, Principal/Vice Principal, Teacher	0	0	0	0		0	0	0
Home visits	Circumstance	Type II	Child and Youth Worker, Counselor/Specialist, Educational Assistant	0	0	0	0		0	0	0
Transporting students	Circumstance	Type II	Child and Youth Worker, Driver, Educational Assistant	0	0	0	0		0	0	0
Student worrisome behaviour	Circumstance	Type II	All Workers	0	0	0	0		0	0	0
Contact with parents or guardians	Circumstance	Type II	Child and Youth Worker, Principal/Vice Principal, Reception, Teacher	0	0	0	0		0	0	0
Contact with members of the public unknown	Circumstance	Type I	Child and Youth Worker, Educational Assistant, Executive, Office Staff, Principal/Vice Principal, Reception, Supervision Aid, Teacher	0	0	0	0		0	0	0
Field trips	Circumstance	Type I, Type II	Child and Youth Worker, Educational Assistant, Teacher	0	0	0	0		0	0	0
Facility Renters	Circumstance	Type II	Custodians, Manager	0	0	0	0		0	0	0
Contractors	Circumstance	Type II	Manager, Principal/Vice Principal, Trades Persons	0	0	0	0		0	0	0
Working alone	Circumstance	Type II, Type IV	Child and Youth Worker, Custodians, Teacher, Trades Persons	0	0	0	0		0	0	0
Intervening in student to student physical conflict	Circumstance	Type II	Educational Assistant, Principal/Vice Principal, Supervision Aid, Teacher	0	0	0	0		0	0	0
Handling cash - during events, or routine transactions	Circumstance	Type I, Type II	Office Staff, Principal/Vice Principal, Reception	0	0	0	0		0	0	0
Night school	Circumstance	Type I, Type II, Type IV	Custodians, Principal/Vice Principal, Teacher	0	0	0	0		0	0	0
Public meetings	Circumstance	Type I, Type II, Type IV	Custodians, Executive, Manager, Office Staff, Principal/Vice Principal, Reception, Teacher	0	0	0	0		0	0	0

Work Condition or Setting	Area of Risk	Type of Violence (hazard source)	Those potentially affected	Severity Rating (1-4)	Probability Rating (1-4)	Controls Rating (1-4)	Total Risk Score	Controls In Place	Description of Controls	Action Required	Last Review Date
Working from home	Circumstance	Type IV	Counselor/Specialist, Educational Assistant, Executive, Manager, Office Staff, Teacher	0	0	0	0		0	0	0
Personal care - peri-care	Circumstance	Type II	Educational Assistant	0	0	0	0		0	0	0
Off site community based learning	Circumstance	Type I, Type II	Child and Youth Worker, Educational Assistant, Teacher	0	0	0	0		0	0	0

Work Condition or Setting	Total Risk Score	Action Required	Action Plan	Responsible Person	Action Plan Status Update	Target Date	Last Review Date
Parking Lots	0	0		0	0	0	0
Building Interior	0	0		0	0	0	0
Surrounding Community	0	0		0	0	0	0
Access points	0	0		0	0	0	0
Members of the public known or unknown at reception	0	0		0	0	0	0
Learning spaces	0	0		0	0	0	0
Buses and Car Transportation	0	0		0	0	0	0
Portable Teaching Units	0	0		0	0	0	0
Trade shops, Bus depots, Storage lots	0	0		0	0	0	0
Student dysregulation	0	0		0	0	0	0
Home visits	0	0		0	0	0	0
Transporting students	0	0		0	0	0	0
Student worrisome behaviour	0	0		0	0	0	0
Contact with parents or guardians	0	0		0	0	0	0
Contact with members of the public unknown	0	0		0	0	0	0
Field trips	0	0		0	0	0	0
Facility Renters	0	0		0	0	0	0
Contractors	0	0		0	0	0	0
Working alone	0	0		0	0	0	0
Intervening in student to student physical conflict	0	0		0	0	0	0
Handling cash - during events, or routine transactions	0	0		0	0	0	0
Night school	0	0		0	0	0	0
Public meetings	0	0		0	0	0	0
Working from home	0	0		0	0	0	0
Personal care - peri-care	0	0		0	0	0	0
Off site community based learning	0	0		0	0	0	0

#N/A