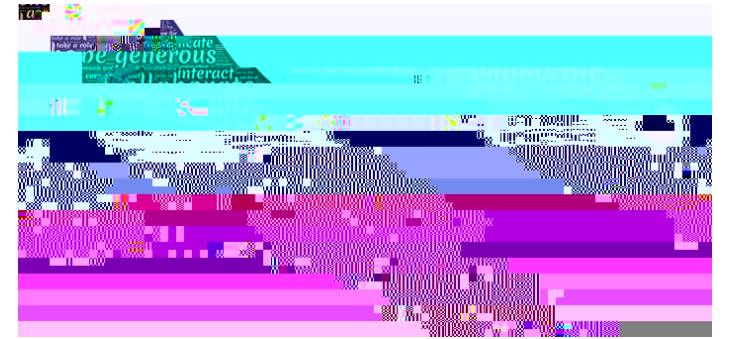




# Violence Prevention Program Training 2021-2022





Songhees

The Greater Victoria School District wishes to begin by acknowledging that we live, gather, learn and work on the ancestral lands of the Xwsepsum (Esquimalt) and Lkwungen (Songhees).





# Learning Objectives

How WorkSafeBC defines "violence"

The elements of the Violence Prevention Program

Their roles and responsibilities within the Violence Prevention Program

The six phases of the Violence Prevention Process Pathway



# How WorkSafeBC defines Violence

- WorkSafeBC's definition in Occupational Health & Safety Regulation (OHSR) Part 4 section 4.27 applies to non-worker to worker incidence of violence, including verbal, physical and psychological events.
- If any incident involves non-worker to worker violence, please complete the online "Worker's Statement of Incident" under the Violence Prevention Program button on the Staff Portal.
- If the incident involves worker to worker violence or student to student violence, each is handled through different regulatory citations.
  - If the violent actions are between workers of the same employer are covered by section 4.25 and is defined as "*improper activity or behaviour*".
  - If the violent action is between students, the documentation should be done on the Schools Protection Program (SPP) that is administered by the Risk Management Branch (RMB) of the Ministry of Finance, in conjunction with the Ministry of Education.

# Violence Prevention Program Elements

## 1. Violence Prevention Manual

The program manual is available on the Staff Portal under the Violence Prevention Program Tab.

## 2. Violence Incident Reporting System

There are two different report authorization levels:

- The first link is accessible to any District staff to report incidents.
- The second link is for the school administration, supervisors or District staff with the ability to oversee submitted forms to review, revise or close.

## 3. *Awareness-level Training on Violence Prevention in the Workplace*

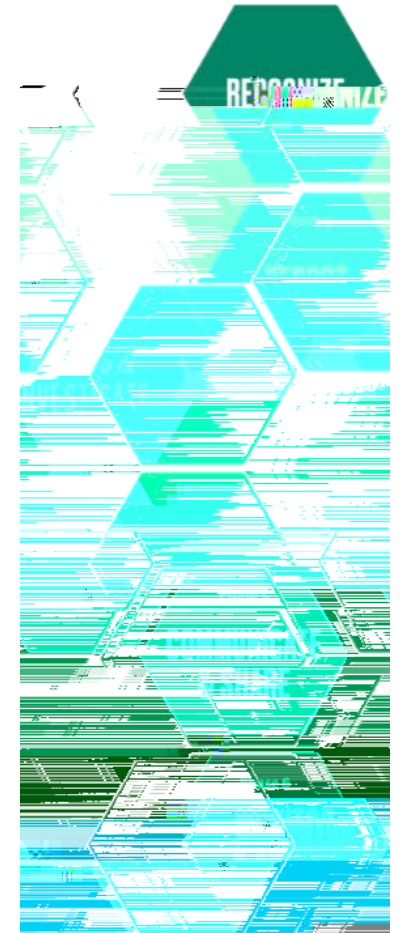
The purpose of this training to be available to all staff for the 2021-2022 school year and updated annually.

4.



# Worker Role and Responsibilities in the Violence Prevention Program

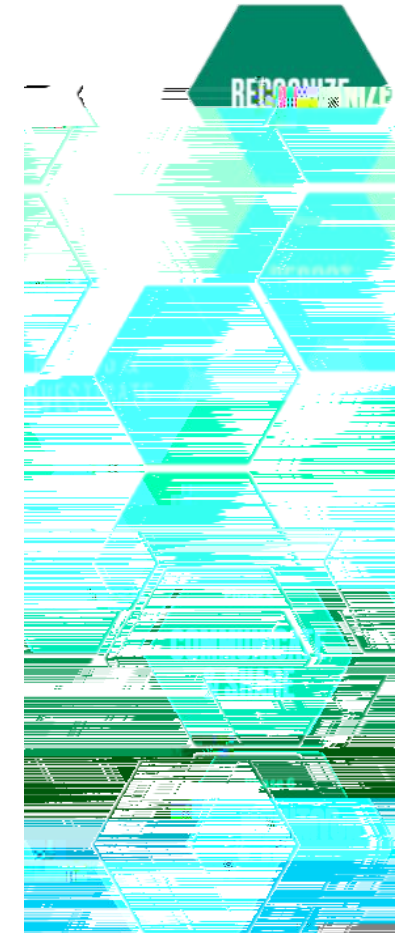
- Take reasonable care to protect themselves and others from workplace violence
- Actively participate in training and opportunities to improve the program
- Follow procedures for managing workplace violence
- Report all violent behaviours to the school administrators
- The three rights under Canada Labour Code:
  - Right to know and participate in the management of potential hazards
  - Right to participate in matters related to health & safety
  - Right to refuse unsafe work





# District Roles and Responsibilities in the Violence Prevention Program:

- Manage the number of claims related to violence in the workplace
- Create and maintain appropriate awareness of workplace violence risks
- Provide guideline and advise on matters related to the Violence Prevention Program
- Collaborate and direct the development of custom plans including but not limited to Worker Safety Plans, Individual Educational Plans, Student Support Plans
- Ensure that the annual report on violence in the workplace is completed and key action items have been addressed



# Roles and Responsibilities in the Violence Prevention Program:

## School Administrators/Management

- Ensure that workers are trained in addressing workplace violence
- Conduct specific hazard assessment to identify existing or potential risks from violence in the workplace for every incident that is reported. (Form 2). This process should not be confused with the District-wide procedure done annually which has a broader scope.
- Review the submitted documentation in a timely fashion to be proactive.
- Implement safety measures to reduce the risk of violence to workers.

## School JOHS Committee:

- Review the violence incident reports at each monthly meeting to suggest further tactics to manage the risk.
-



# Violence Prevention Process Pathway:

## Phase 1: Recognize & Observe

- Establish aggressor's baseline potential for violence
- Recognition of changes in behaviour, such as warning signs and precursors to incidents of violence

## Phase 2: Report

- District has the duty to address and control hazards in the workplace
- Everyone has the duty to report for incidents whether there is an injury or the potential for

# Violence Prevention Process Pathway

## Phase 3: Assess and Investigation



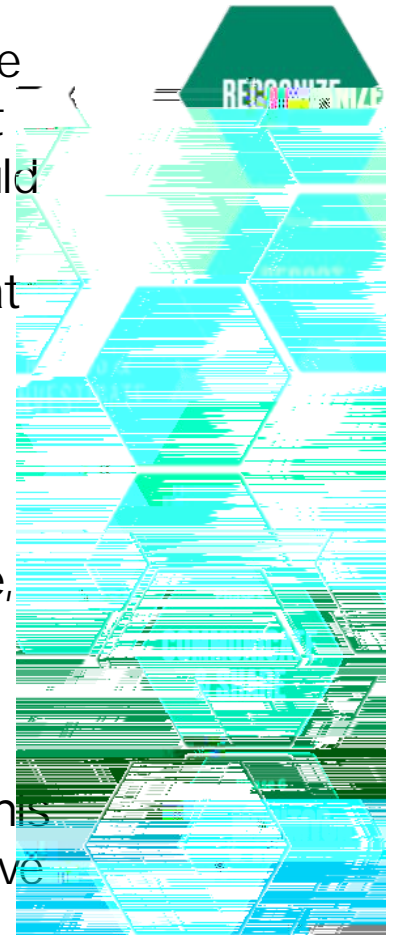
## Phase 5: Communication and Sharing

- When Worker Safety Plans and Threat Synopsis are created or revised, a redacted version must be part of the next JOHS Committee Meeting and/ or meetings to addressing support of the student aggressor (IEP), Worker Safety Plans and Threat Synopsis. Communication of these controls should only be done through official channels (no blanket emails between co-workers).
- School administrators will ensure that adequate time to review the Worker Safety Plan and Threat Synopsis is given when necessary.

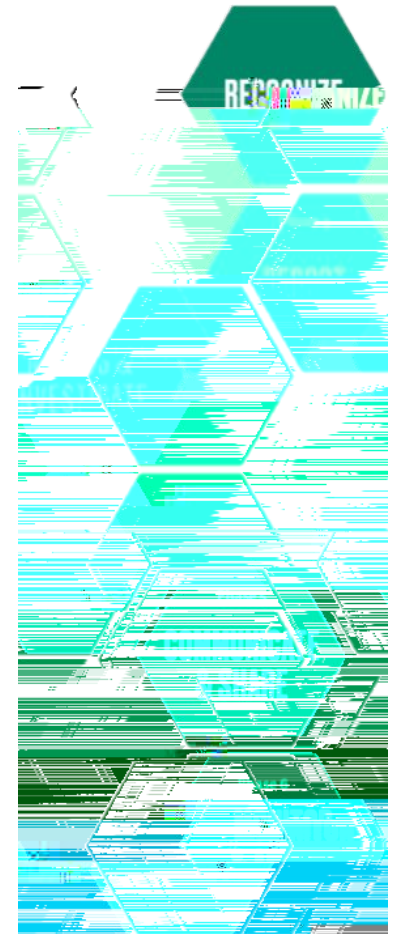
## Phase 6: Monitor and Adjust

Worker Safety Plan and/ or Threat Synopsis will be reviewed:

- After the first month of revising/creating with the school administration, the JOHS representative, and the worker(s) involve in the incident
- As necessary due to new behaviour(s) emerge, behavioural changes or when a current plan is found to be ineffective
- At the close of each school year and/or when the District is notified of a transition of schools. If this step is not possible due to extenuating circumstance, (i.e. COVID-19), it will be deemed to be active at the beginning of the next school year.



For additional guidance , refer to the [Violence Prevention Program Manual](#) or you can reach out to Melissa Pledger (mpledger@SD61.bc.ca



# Glimpse of the Online Violent Incident Tracker (Form 1)

