ACT Government Education

Risk Management & Implementation

Occupational Violence - Worker Safety Risk Assessment

Directorate/business unit:		**Manager/supervisor:**	
Description		**Date:**	

Hazard Identified **Identified behaviours / actions**	**Risk factor(s)** What can happen and how it can happen? (Examples can be found in the OV Risk Identification Checklist)	**Uncontrolled hazard risk assessment**			**Current controls used to reduce risks** (Examples can be found in the OV Control Checklist)	**RR with current controls in place**			**Accept risk with current controls in place?** Yes/No	**If No:** Proposed control(s) risk treatment strategy to reduce risk. (Transfer this content to the Treatment Plan)	**RR with new controls in place**		
		C	**L**	**RR**		**C**	**L**	**RR**			**C**	**L**	**RR**
1. Student's actions - verbal abuse	Worker receives temporary psychological trauma requiring either no treatment or first aid treatment only												
2. Student low level physical aggression toward workers eg. pinch, touch	Worker receives temporary psychological trauma or minor physical injury requiring no or first aid treatment only												
3. Student ongoing low level or a medium level physically aggressive toward workers eg. slap, punch, kick	Worker receives temporary psychological trauma or physical injury requiring medical intervention.												
4. Student violence with a weapon	Worker receives ongoing psychological trauma or physical injury requiring continued medical intervention												

Risk rating column key (from Risk Matrix, below): **C:** consequence level, **L:** likelihood level. **Risk rating**: **E** = Extreme **H** = High **M** = Medium **L** = Low

Note: High and extreme risks must be reported to senior management. All risks are to be placed on the WHS Risk Register.

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Treatment Plan

Where the risk assessment identifies that further work is require to reduce the risk those actions should be copied to the treatment plan and assigned to an appropriate action officer to complete.

	Action to be undertaken in order to implement the risk treatment strategy	Action Officer	Actions due to be completed by - Date	Date Completed	Comments
Action 1					
Action 2					
Action 3					
Action 4					

Principal		**School:**	
		Date:	

Controls Suitable / Plan Implemented to minimise risk	**Principal**		**Date:**	

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Instructions

To establish a risk rating follow Steps 1-3:

Step 1 - Consider the *consequences* of the risk in terms of people and financial factors and select the rating (1–5).

Step 2 - Assess the *likelihood* of the risk occurring, using the information under 'Probability' and 'Historical', and select the rating (1–5).

Step 3 – Where the consequences and likelihood ratings meet, in the coloured part of the matrix, this will give you the overall risk rating of L, M, H or E.

Risk matrix

E: Extreme risk — detailed action plan required

H: High risk — needs senior management attention

M: Medium risk — specify management responsibility

L: Low risk — manage by routine procedures

Note: *High* or *Extreme* risks must be reported to senior management and require detailed treatment plans to reduce the risk to Low or Medium.

					Consequences				
				People	Injuries or ailments not requiring medical treatment	Minor injury or first aid treatment case	Serious injury causing hospitalisation or multiple medical treatment cases	Life threatening injury or multiple serious injuries causing hospitalisation	Death or multiple life threatening injuries
				Financial	1% of budget or <$5K	2.5% of budget or <$50K	> 5% of budget or <$500K	> 10% of budget or <$5M	>25% of budget or >$5M
					Insignificant	**Minor**	**Moderate**	**Major**	**Catastrophic**
	Probability	**Historical**			**1**	**2**	**3**	**4**	**5**
Likelihood	>1 in 10	Is expected to occur in most circumstances	**5**	**Almost certain**	**M**	**H**	**H**	**E**	**E**
	1 in 10–100	Will probably occur	**4**	**Likely**	**M**	**M**	**H**	**H**	**E**
	1 in 100–1,000	Might occur at some time in the future	**3**	**Possible**	**L**	**M**	**M**	**H**	**E**
	1 in 1,000–10,000	Could occur but doubtful	**2**	**Unlikely**	**L**	**M**	**M**	**H**	**E**
	1 in 10,000–100,000	May occur but only in exceptional circumstances	**1**	**Rare**	**L**	**L**	**M**	**H**	**E**

Source: Adapted from AS/NZS ISO 31000:2009 Risk Management, and Australian Capital Territory Insurance Authority (ACTIA) *Risk Management Toolkit*, Canberra, viewed 12 June 2012 < http://www.treasury.act.gov.au/ACTIA/RM.htm >.

NB: The Risk Matrix has been modified to reflect that in the context of health and safety any chance, even a rare occurrence, of a death or multiple life threatening injury is considered extreme.

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Worker Safety Risk Identification Checklist

Plans, Policy and Procedure	Checklist (Y/N)	Comment
Emergency / Critical Incident		
Does the school have an Emergency Management Plan? Is it tested and how often?		
Are emergency escape diagrams posted on walls?		
Does the school have Critical Incident and Lockdown procedures? Are the procedures tested and how often?		
Are communication systems adequate in an emergency?		
Are workers trained in the emergency response plan (e.g. escape routes)?		
Are workers aware of who is responsible for safety and security within the school?		
Is there established liaison with local police?		
Are specific security measures in place in the school?		
Visitor / School Entry		
Does the school have a code of behaviour and values for students and parents? Is it posted on walls?		
Is there clear signage at school entry points		

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Occupational Violence

Worker Safety Risk Identification Checklist

directing visitors to the office?		
Visitors are authorised and sign-in		
Are visitors, students and parents escorted to offices/meeting rooms?		
Third Party Dispute Resolution		
Does the school have an established complaints and resolution process?		
Does the school have a process for managing 'parental concerns'?		
Are staff trained in how to handle and diffuse difficult situations?		
Physical Controls	**Checklist Y/N**	**Comment**
Egress		
Are means of escape / emergency exits identified and sign posted?		
Can exit doors only be opened from the inside to prevent unauthorised entry?		
Waiting Areas / Interview / Meeting Rooms		
Can workers observe waiting areas?		
Do areas used for visitor or student interviews allow workers to observe for problems?		
Are reception and work areas designed to prevent unauthorised access?		
Are duress alarms installed in rooms or reception?		
Classrooms / Teaching Spaces		
Does the layout of classrooms allow for quick exit for staff and students?		
Does the school have a School Yard Safety Pack (bright vests, mobile phones, first aid kit?		

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Worker Safety Risk Identification Checklist

Are there de-escalation spaces available for students?		
Student Management	**Checklist Y/N**	**Comment**
Are there students in the class with a known medical condition response plan e.g. Hypoglycaemic Diabetic?		
Are workers made aware of a violent student or students with a violent history within their class?		
Are workers made aware of violent students in collocated classes?		
Are workers trained in the Behavioural Response Plans for violent students?		
Are workers trained in Team Teach?		
Is a Learning Support Assistant (LSA) assigned to any students in the class?		
Are any students in the class returning from a suspension?		
Post Incident Support	**Checklist Y/N**	**Comment**
Is staff supported in reporting violent incidents or threats in Riskman?		
Is post incident support and debriefing readily available for all affected workers?		
Is the EDU Employee Assistance Programs (EAP) promoted by the school		
Are incidents reported to worker team meetings including discussion of corrective actions		

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Occupational Violence Worker Safety Control Checklist

Hierarchy of Control	Order of Completion	Checklist (Y/N)
Elimination	Short/long term suspension of student	
	Parent support and reinforcement with behavioural management plans	
	Third party (Police) assistance	
Substitute (Replace)	Learning options outside the mainstream classroom environment (external learning programs)	
Isolation	Lock down procedures	
	Withdrawal area for student	
	Identified safe places for staff to retreat	
Engineering	Method of communication for staff in the classroom environment	
	Effective lock in/lock out ability within classrooms	
	School perimeter fencing to control access and agress to site	
	Communication strategies outside classrooms e.g. playground/sports fields	
	Specific alerts established for occupational violence occurrence	
	Secure and monitored access to front office area	
	Egress doors only open from the inside / self securing to prevent re-	

Occupational Violence Worker Safety Control Checklist

	entry	
	Visitor or student interview areas allow for observation	
Administrative controls	Training: • Team Teach training • Affected workers consulted on implemented Behavioural Response Plans - BRP reviewed and regularly updated	
	Behavioural Management Planning	
	Consultation with parents/carers	
	Management support for staff	
	NSET support and consultation	
	Regular staff consultative meetings	
	Documented protocols	
	Employee Assistance Program to provide psychological support	
	Regular liaison established with police – Police called to search for absconding children	
	Student issues complaints resolution process	
Personal Protective Equipment (PPE)	Provision of suitable and effective PPE where practicable in consultation with staff	