

## WORKPLACE VIOLENCE RISK ASSESSMENT

There are four parts to the workplace violence risk assessment:

1. General physical environment hazard assessment;
2. Hazard assessments for specific risks involving students/parents/public;
3. Determining the risk;
4. Implementing control measures.

Before you start to use the assessment tool:

- Decide who will fill out the assessment(s). Think about the knowledge this person should have. At least one member from the safety and health committee should be involved in the risk assessment.
- Decide with whom you will consult to fill out the assessment. You are encouraged to involve workers, supervisors, joint health and safety committees, and/or unions in this process. Your risk assessment will be the better for it.
- Decide whether one set of assessments will be filled out for the entire workplace, or if there will be separate assessments for different jobs, tasks, or locations:

When you are filling out the assessments:

- At the top of the assessments, identify the job/department/location, the name of the person filling it out, and the date.
- The hazard assessment involves the identification of existing and potential hazards within each school. Once a hazard has been identified its risk must be analyzed so that controls can be considered.
- Check the boxes as accurately as possible, being sure to put a number opposite each question.
- When filling in recommended controls, take into consideration the protection of all workers in the workplace, including those who may be more vulnerable to violence.
- The risk analysis takes the hazards identified in the hazard assessment and determines the probability, frequency and severity of the hazard. It is also an evaluation of the risk factors associated with each identified hazard to determine the level of danger or risk the hazard poses to exposed employees. When determining the risk a decision must be made as to whether the risks are acceptably small and can be ignored, or whether action must be taken to reduce the risk. The hazard assessment and risk analysis are always ongoing activities.
- Use the risk matrix below to determine the degree of risk
- Once completed use the degree of risk (total) to prioritize the hazards from high risk to low risk and start applying control measures.

**Risk Matrix:**

As you are completing the two attached hazard assessments, there is a requirement to indicate the frequency (F), probability (P) and severity (S) next to each of the hazards. Use the table below to determine the appropriate value for F, P, and S. Calculate the degree of risk for each hazard by multiplying the values for the three factors together. The resulting figure is equal to the degree of risk for each hazard. Enter the final value for the risk (R) into the fourth column.

After the risk analysis has been concluded, hazards are classified as high, medium or low risk to establish priorities for action. Prioritize the most hazardous items first and start identifying control measures to reduce the hazard. Once control measures have been identified, determine a plan to implement the control measures. Remember you must go back and review the control measures periodically to ensure that they are working adequately.

**Calculation:**

Frequency x Probability x Severity = Degree of risk  
 (of exposure) (of occurrence) (potential consequence)

<b>Frequency of exposure (to the hazard) = F</b>	<b>Degree of Risk:</b>	<b>Risk Classification / Action</b>
1. Improbable – a person is exposed to the hazard once a year or less 2. Remote – a person is exposed to the hazard once a month or less 3. Occasionally – a person is exposed to the hazard at least once a month (2x – 4x / month) 4. Frequently – a person is exposed to the hazard at least once a week (1x – 2x / week).	Greater than 64	High Risk – take immediate action: eliminate the risk or implement appropriate controls to lower the degree of risk to a level as low as reasonable.
<b>Incident Probability (likelihood that exposure will result in a loss) = P</b> 1. Improbable – unlikely to happen or occur 2. Remote – not likely to happen but possible once every 1 – 5 years 3. Occasional – will happen once every 6-12 months (good chance of occurrence) 4. Probable – expected to happen several times / year (basically will occur if not attended to)	15-63	Medium Risk – Take timely action: implement appropriate controls to lower or minimize the degree of risk.
<b>Potential Consequences (severity of the resulting loss) = S</b> 1. Negligible – first aid or limited property damage; a person administers first aid to self. 2. Marginal – medical aid injury, minor illness or minor property damage 3. Critical – lost time injury / illness, temporary disability; considerable property damage	1-15	Low Risk – Continued operation is permissible with minimal controls; monitor the hazard and take action if the degree of risk increases.
Now that you have assigned the degree of risk to each hazard prioritize the hazards from the highest degree of risk to the lowest.		

## General Physical Environmental & Security Measures – Assessment

This assessment focuses on the nature of the workplace. It takes you through a survey of your workplace’s physical environment and its security measures. There are spaces for you to note the controls that are already in place, and to identify what additional controls may be suitable for your workplace. You are not required to use all or any of the examples of controls. There may be other controls that are more suitable to your workplace’s circumstances and to controlling the risks of workplace violence that you identify.

Job / Department/ Location:

Completed by:

Date:

Physical Environment	Risk				Examples of Controls	Existing Controls	Recommended Controls (ID person responsible and expected completion dates, if possible)
	F	P	S	R			
Have you assessed the following?							
• Outside building and parking lot					<ul style="list-style-type: none"> <li>• Bolted entries / locks</li> <li>• Designated public entry doors</li> <li>• Clear sightlines (look at landscaping, layout, and bushes where someone could hide)</li> <li>• Good lighting</li> <li>• Motion/movement detectors</li> </ul>		
• Entry control and security system					<ul style="list-style-type: none"> <li>• Coded doors / security doors</li> <li>• Employee ID cards and guest passes with sign-in/out</li> <li>• Clearly labeled staff areas</li> <li>• Closed-circuit video system</li> <li>• Metal detectors</li> <li>• Alarms (silent or sounding)</li> <li>• Mirrors</li> <li>• Office is located at the entrance area so that people entering can be seen.</li> </ul>		
Reception and waiting areas					<ul style="list-style-type: none"> <li>• Clear sightlines</li> <li>• Means of communication</li> <li>• Signage (re: hours)</li> <li>• No heavy or sharp objects that can be used as weapons.</li> <li>• Layout - can people be observed?</li> </ul>		

Physical Environment	Risk				Examples of Controls	Existing Controls	Recommended Controls (ID person responsible and expected completion dates, if possible)
	F	P	S	R			
<ul style="list-style-type: none"> <li>Public counters</li> </ul>					<ul style="list-style-type: none"> <li>Widened service desks</li> <li>Barriers (e.g., unbreakable screens)</li> <li>Silent, concealed alarms</li> <li>Other means to summon help such as panic buttons / alarms.</li> </ul>		
<ul style="list-style-type: none"> <li>Interior design, hidden areas (utility rooms, etc.), and lighting</li> </ul>					Should have : <ul style="list-style-type: none"> <li>Restricted public access</li> <li>Clear sightlines</li> <li>Locked doors</li> <li>Mirrors</li> <li>Angled corners</li> </ul>		
<ul style="list-style-type: none"> <li>Stairwells and exits</li> </ul>					Should have: <ul style="list-style-type: none"> <li>Exit signs</li> <li>Good lighting</li> <li>No obstructions</li> <li>Panic bars to allow escape</li> <li>Requirements of Fire Code and Building Code</li> </ul>		
<ul style="list-style-type: none"> <li>Elevators and Washrooms</li> </ul>					Should have: <ul style="list-style-type: none"> <li>Clear sight lines</li> <li>Restricted public access</li> <li>Communication devices or alarms or emergency phones / emergency call button in elevators.</li> <li>Locks that can be accessed by security</li> <li>Emergency response for elevator Emergencies</li> <li>Staff washrooms controlled by lockable doors. Public access is not allowed.</li> <li>lights in the washrooms controlled by facilities staff only</li> <li>washrooms checked to ensure they are empty before the building is vacated</li> </ul>		

Physical Environment	Risk				Examples of Controls	Existing Controls	Recommended Controls (ID person responsible and expected completion dates, if possible)
	F	P	S	R			
<ul style="list-style-type: none"> <li>Public meeting rooms, interview, treatment/medicine or counseling rooms</li> </ul>					<ul style="list-style-type: none"> <li>Clear sight lines</li> <li>Communication devices or alarms</li> <li>Lockable doors</li> <li>Furniture layout must permit workers to exit if threatened.</li> <li>Weighted furniture</li> <li>Extra exit</li> <li>Doors with windows</li> <li>Workers are trained in emergency alert procedures</li> </ul>		
<ul style="list-style-type: none"> <li>Isolated areas and other rooms</li> </ul>					<ul style="list-style-type: none"> <li>Clear sight lines</li> <li>Means of communication</li> <li>Mirrors</li> <li>Angled corners</li> <li>Are all unused rooms locked? If not why?</li> <li>These are places such as recessed doorways, unlocked storage areas, stairwells, etc., where someone could hide out of view of others.</li> </ul>		
<ul style="list-style-type: none"> <li>General building / work station and area designs</li> </ul>					<ul style="list-style-type: none"> <li>Work areas must be designed and furniture arranged to prevent entrapment of workers and / or minimize the potential for assault.</li> <li>Access to employee work areas are controlled – lockable doors.</li> <li>Tools and equipment must be locked away when not in use – can be used as weapons against staff.</li> </ul>		
<ul style="list-style-type: none"> <li>Location of cash, goods, and medicines</li> </ul>					<ul style="list-style-type: none"> <li>Locked and hidden storage</li> </ul>		

Physical Environment	Risk				Examples of Controls	Existing Controls	Recommended Controls (ID person responsible and expected completion dates, if possible)
	F	P	S	R			
<ul style="list-style-type: none"> <li>Workplace location (shared building, neighbouring businesses, neighbourhood)</li> </ul>					<ul style="list-style-type: none"> <li>Security tours</li> <li>Cameras</li> <li>Secured grounds</li> </ul>		
Are individual security devices necessary to protect workers?					Individual security devices could include: <ul style="list-style-type: none"> <li>personal alarms</li> <li>cell phones</li> <li>two-way radios</li> <li>Panic button</li> <li>GPS tracking devices or other locating Devices</li> </ul>		
If used in your workplace, are security systems and individual security devices tested?					If used in your workplace: <ul style="list-style-type: none"> <li>Test the security systems regularly</li> <li>Test individual security devices prior to use and regularly while in use</li> <li>Keep records of tests</li> </ul>		
Is there a designated safe area where workers can go during a workplace violence incident?					For emergency purposes, a safe area (for example, a safe room, the business next door, etc.) should be identified. If using a safe room, it should: <ul style="list-style-type: none"> <li>have clear entry</li> <li>have a lock that can be used from the inside, but which can also be accessed by security</li> <li>have a means of summoning immediate Assistance</li> </ul>		

Physical Environment	Risk				Examples of Controls	Existing Controls	Recommended Controls (ID person responsible and expected completion dates, if possible)
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Are there other measures or procedures needed to protect workers from the risks arising from the physical environment?					Measures and procedures will depend on the specific workplace.		
If your workplace has workplace security measures or individual security devices, are workers trained in their use?					Provide workers training on workplace security measures and in the proper use and testing of individual security devices.		
Are all garbage areas, external buildings, or equipment that employees use close to the main building with no possible hiding places?					All garbage areas, external buildings or equipment should be moved close to the building. Garbage bins should not be at the far end of a parking lot.		
Are all basement windows protected by wire grills or covers to prevent vandalism / break ins?					All basement windows should be protected by bars or wire grills or covers.		
Are locks on windows functional / lockable?					Non-functioning locks are easily broken into.		
Is the main entrance door monitored by video surveillance?					In the event that something goes wrong in the school the video surveillance will catch people on tape.		





**Specific Risks Associated with the type of Work or Conditions of Work:**

Use this tool to identify the risks specific to workplace tasks throughout the school. These may include working alone, working with money, working with special needs students, working in remote areas or transporting students, etc. You are not required to use all or any of the examples of controls. There may be other controls that are more suitable to the circumstances of your workplace and to controlling the risks of the workplace violence that you identify.

Job / Department/ Location:

Completed by:

Date:

Work Includes	Risk				Examples of Activities, Situations, Or Controls.	Existing Controls (ID any existing controls already in place, if any)	Recommended Controls (ID additional controls, person responsible and expected completion dates, if possible)
	F	P	S	R			
What are the regular daytime school hours? What are the evening hours of building operation?					<ul style="list-style-type: none"> <li>• Are staff in the school alone during the early morning hours?</li> <li>• Are doors kept locked until school starts?</li> <li>• Is the school shared by other occupants? If yes do they have procedures in place in the event of a violent incident? How will they communicate with the rest of the building?</li> <li>• Are permits allowed in the school? If yes what plans are in place to deal with violence from permits?</li> </ul>		
If incidents of violence or threats of violence have occurred indicate which employee group it has occurred to:					<ul style="list-style-type: none"> <li>•PTTA</li> <li>•PTANTE/CUPE 5121</li> <li>•CUPE 4588</li> <li>•CUPE 4588-01</li> <li>•EAPT/CUPE 1112</li> </ul>		
What groups of persons have been the source of previous violence?  Are there any trends?					<ul style="list-style-type: none"> <li>•Students</li> <li>•Students with special needs</li> <li>•PTSD employees</li> <li>•Visitors</li> <li>•Parents</li> </ul>		

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Continued...					<ul style="list-style-type: none"> <li>•Spouses</li> <li>•Contractors/ Trades</li> <li>•Permits</li> <li>•Other</li> </ul>		
Has the worksite been free of any incidents of strangers approaching staff / students at the school?					<p>Information, instruction, or training could include:</p> <ul style="list-style-type: none"> <li>• Risks of workplace violence arising from interaction with strangers</li> <li>• Relevant measures and procedures when dealing with strangers on school property.</li> </ul>		
Has the school been free of any incidents of vandalism putting staff at risk (graffiti, objects thrown through windows, etc.)?					<ul style="list-style-type: none"> <li>• Were police called?</li> <li>• Was the graffiti been removed / debris cleaned up as quickly as possible?</li> <li>• Were windows boarded up quickly to protect staff in school / and its contents?</li> </ul>		
Are there staff that have direct contact with students / parents / community					<ul style="list-style-type: none"> <li>• Working in a fixed location in the presence of cash, goods, or medications that may be readily sold or pawned</li> </ul>		
Do members of the public enter from the designated entrance of the building only?					<ul style="list-style-type: none"> <li>• Schools are required to control visitor access at all times.</li> <li>•Is the reception / main office are the first stop for visitors?</li> <li>•Is the reception are / main office easily seen and access by all visitors?</li> <li>• Can staff clearly see incoming visitors?</li> <li>• Are rules for visitors clearly posted?</li> <li>• Is there a procedure in place for issuing visitor identification passes? Is it enforced?</li> <li>• Is there a sign in and out book for all visitors? Is it enforced?</li> </ul>		

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Are there signs at all entrances to identify and require visitors to report to the main office when they arrive at the school?					<ul style="list-style-type: none"> <li>• Signs must be posted at all operational exits</li> <li>• Are there maps providing direction to the main office?</li> </ul>		
Are there staff that handle cash?					<ul style="list-style-type: none"> <li>• Maintaining petty cash in a fixed location</li> <li>• Making cash deposits</li> </ul>		
Are there staff that work with unstable or volatile students?					<ul style="list-style-type: none"> <li>• Providing a service to persons with physiological, psychological, or psychiatric conditions and substance abuse issues</li> <li>• Providing a service that involves physical contact with students / parents / community who may be unpredictable due to influences outside the workplace</li> </ul>		
<p>Have students been assess prior to starting school for previous incidents of violence?</p> <p>Have control measures been put in place to protect staff and other students?</p>					<ul style="list-style-type: none"> <li>• Communicate with previous schools the student attended</li> <li>• Ensure the students file is transferred to the school prior to the student starting</li> <li>• Review the file for any previous incidents of violence or harassment.</li> <li>• Review any previous electronic VIR reports online.</li> <li>• Notify staff that will be working with the student of their previous history of violence.</li> <li>• Create a plan to ensure the safety of staff / students should the student have a violent incident.</li> </ul>		

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Are there staff that work alone or in small numbers?					<ul style="list-style-type: none"> <li>Working in a fixed location where there is limited or no access to communication tools and other security devices</li> <li>Working in a fixed location where there is a high potential for assault, sexual assault, or robbery</li> <li>Working in isolated areas within a worksite, away from other workers</li> <li>Working in a remote worksite where public may have access</li> </ul>		
Can workers call for immediate help when workplace violence occurs or is likely to occur?					<p>Measures and procedures could include:</p> <ul style="list-style-type: none"> <li>providing equipment to summon assistance, such as individual or fixed alarms (sounding or silent) or cell phones (pre-programmed to call an emergency number) or radio's</li> <li>providing GPS tracking devices or other locating devices</li> <li>providing internal and external numbers for workers to call at all hours of operations, posted or otherwise readily available</li> <li>establishing an internal code word or words to indicate that help is needed</li> </ul>		
Are all staff trained on how to report incidents of workplace violence?					<p>Information, instruction, or training could include:</p> <ul style="list-style-type: none"> <li>Inform staff at the beginning of the year and periodically throughout the year during staff meetings.</li> <li>Review IT videos of how to complete the violent incident online form.</li> </ul>		

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Are workplace violence concerns part of the agenda at staff meetings?					Discussing violence that occurs at work will encourage staff to come forward and report incidents and will help them feel supported.		
Are workers and supervisors trained in all relevant measures and procedures for protecting themselves from workplace violence associated with student/parents/ community contact?					<p>Information, instruction, or training could include:</p> <ul style="list-style-type: none"> <li>• the risks of workplace violence arising from their job or location</li> <li>• how workers will be informed about potentially violent people, situations, or high-risk locations</li> <li>• have plans in place to reduce the risk of violence during parent / staff interviews.</li> <li>• development of relevant measures and procedures by including divisional support groups such as OT / PT, psychiatric, counseling etc.</li> </ul> <p>Procedures should include:</p> <ul style="list-style-type: none"> <li>- characteristics of aggressive or violent people</li> <li>- signs of behaviour escalation</li> <li>- recognition of potentially violent situations, including situations of sexual violence</li> <li>- recommended actions and reactions, including when to leave or escape</li> <li>- protective measures for staff</li> <li>- appropriate responses to incidents, including defusing hostile or aggressive behaviours.</li> </ul> <p>• This information / training must be made available to any staff member that requires it or is required to work with a known violent student.</p>		

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Have staff received information and instruction on PTSD's Workplace Violence Policy / Regulation; Harassment Policy / Reg. and Working Alone procedures?					Information, instruction, or training could include: <ul style="list-style-type: none"> <li>• Inform staff at the beginning of the year and periodically throughout the year during staff meetings.</li> </ul>		
Are all violent incidents reported as required by Divisional policies and procedures?					Staff must complete a VIR form for every violent incident including those directed at principals, teachers, EA's, custodial, secretarial, etc.		
Have all staff that may encounter a person with a known history of violence been made aware of such a person?					Develop and implement procedures to identify, evaluate, and inform workers about the risk of violence related to specific situations or students / people / community, including possible triggers for violence.		
Do you have procedures for workers to follow when dealing with strangers or intruders?					Develop and implement such procedures, which could include: <ul style="list-style-type: none"> <li>• how to question strangers or intruders about the appropriateness of their presence in a non-confrontational manner</li> <li>• recommended actions and responses</li> <li>• when to call for help or go to a safe area</li> </ul>		

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Do you have procedures for workers to follow when dealing with aggressive or violent students / parents or members of the public?					<p>Develop and implement a plan for any student who poses an ongoing risk of injury whether special needs or not. The plan could include:</p> <ul style="list-style-type: none"> <li>• recommended actions and responses</li> <li>• when to call for help or go to a safe area</li> <li>• ways in which the worker can protect themselves.</li> </ul>		
Where students / parents / community could become aggressive or violent, are there any objects or equipment that could be used to hurt people?					<p>Consider the following measures:</p> <ul style="list-style-type: none"> <li>• Storing sharp and dangerous items so that only workers have access to them</li> <li>• Keeping public counters and public areas free of equipment and clutter</li> </ul>		
Do workers work at times of increased vulnerability, such as late at night, early in the morning, or at very quiet times of day?					<p>Assess higher-risk times and the need for additional measures to protect workers, such as:</p> <ul style="list-style-type: none"> <li>• having workers leave the building in groups</li> <li>• arranging for security patrols</li> <li>• joining with neighbouring businesses to coordinate security</li> <li>• have strict procedures for permits – if in noncompliance permit is revoked and permit is asked to leave the premises.</li> <li>• restrict visitors from entering areas of the building where no other employees are present by locking doors.</li> </ul>		

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Are appropriate staff aware of the new emergency notification process including any codes?					Ensure appropriate staff have been given cards and know how to operate the system.		
Are portables safe?					<ul style="list-style-type: none"> <li>• Can the portable classroom doors be locked from the inside and outside?</li> <li>• Is there a notification system to the portables should a crisis occur?</li> <li>• Is there a means of communication inside the portables?</li> </ul>		
Staff that are working in a community-based setting					<ul style="list-style-type: none"> <li>• Traveling alone in the community</li> <li>• Entering the student's / parents personal dwelling</li> <li>• Limited or no access to communication tools and other security devices</li> </ul>		
Are workers trained in safety routines for parking, and leaving and returning to their vehicles?					<p>Training could include:</p> <ul style="list-style-type: none"> <li>• being observant – look and listen</li> <li>• not slinging purses or bags over the shoulder or around the neck</li> <li>• carrying keys in hand</li> <li>• walking around the vehicle and checking the back seat before unlocking the vehicle</li> <li>• locking doors and keeping windows up</li> <li>• how to carry and store valuables</li> <li>• dangers of reading or writing in parked vehicles</li> <li>• maintaining a full gas tank or filling up at well-lit and busy gas stations</li> <li>• how to choose a safe parking spot</li> <li>• looking for adequate light from street Lamps</li> </ul>		



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In addition to the above, are workers and supervisors provided with information, instruction, and/or training to protect them from the risks of working alone?					<p>Information, instruction, or training could include:</p> <ul style="list-style-type: none"> <li>• risks of workplace violence arising from their job or location</li> <li>• relevant measures and procedures</li> </ul>		
Working in high-crime areas					<p>Working in areas where there is a:</p> <ul style="list-style-type: none"> <li>• high risk of assault, sexual assault, or robbery based on police statistics</li> <li>• high risk of theft and/or property damage</li> </ul>		
Securing or protecting valuable goods					<ul style="list-style-type: none"> <li>• Working in the presence of cash, goods, or medications that may be readily sold or pawned</li> <li>• Working in the presence of valuable portable goods, such as precious metals, vehicles, or electronics</li> <li>• Transporting cash or valuable goods, especially to remote or isolated locations</li> <li>• Intervening in a situation to prevent theft or loss or attack</li> </ul>		
Transporting people or goods					<ul style="list-style-type: none"> <li>• Working in areas where there is exposure to "road rage"</li> <li>• Working in areas where there is limited or no access to communication tools</li> </ul>		

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	F	P	S	R			
Do you maintain regular contact with workers who are working in the community?					Maintain regular contact with workers by: <ul style="list-style-type: none"> <li>• providing cell phones or other communications or monitoring devices</li> <li>• establishing regular contact times or check-in points</li> <li>• designating a person to monitor contact with workers, and to follow up if contact is lost</li> </ul>		
Do you require a safe-visit plan before workers visit high-risk situations at student / parent homes?					Develop, implement, and communicate safe-visit plans for high-risk situations. A plan could include: <ul style="list-style-type: none"> <li>• provision of a cell phone to maintain regular contact with office</li> <li>• a buddy system</li> <li>• meeting a client at a safer location, where possible</li> <li>• deferral of visit until proper safety measures can be met</li> <li>• wearing shoes at all times for home visits (for quick exit, if necessary)</li> </ul>		
Do workers carry medications, syringes, or other valuable medical equipment?					Develop measures and procedures to protect workers and prevent robbery.		
Do passengers have physical access to drivers					Consider the following measures: <ul style="list-style-type: none"> <li>• any staff transporting violent students must be accompanied by a second staff member.</li> <li>• students must be positioned as far away from the driver as possible while being transported. The second staff member should be positioned directly behind the driver for the driver's protection.</li> </ul>		



