

ALGONQUIN COLLEGE DIRECTIVE	NO. OF PAGES 7	DIRECTIVE NO. A22
	ORIGINATOR Physical Resources	
	APPROVED BY President's Executive Committee	
TITLE Workplace Violence Prevention	EFFECTIVE DATE 2009.06.24	REPLACES 2003.03.05

DEFINITIONS

Workplace Violence: The term “workplace violence” is used to describe a wide range of inappropriate behaviours in the workplace. These include, but are not limited to, aggressive, abusive or intimidating behaviours, harassment, sexual harassment, threats, obscene acts and communications and other socially unacceptable and disruptive behaviours as well as any violent criminal behaviours such as robbery, sexual assault, assault, weapons offences etc.

Risk Behaviour: The term “risk behaviour” is used to identify behaviours which coincide with many of the risk behaviour identification criteria listed in the Workplace Violence Prevention Program. (See Appendix B s. 6.2)

Zero Tolerance: “Zero tolerance” means that all reported incidents of workplace violence and concerns regarding risk behaviour will be responded to, as appropriate, in the context of an applied process that includes requirements for investigation and resolution and that may result in disciplinary measures or other sanctions.

PREAMBLE

All members of the College community are expected to conduct themselves in accordance with Directive A21 – “ Rights, Freedoms, Responsibilities and Code of Conduct for the Algonquin College Community”, which establishes standards of behaviour and embodies the values of human dignity, mutual respect, justice, security of the person and ethical behaviour. The Code of Conduct (See Appendix A) includes the following provisions and specifically requires that students and staff will:

- conduct themselves in a manner which respects and promotes the dignity of others, and interact with others in the community in a spirit of co-operation, goodwill, and mutual respect;
- conduct themselves in an honest and ethical manner, refraining from using their position or power to exploit any other individual, refraining from misrepresenting themselves, their work or qualifications in any manner, and refraining from violence, abuse, harassment, and discrimination of all kinds;
- assist in the maintenance of good order within their environment and refrain from creating a disturbance or a disruption to activities;
- refrain from creating or causing to create a false alarm or false threat;

- refrain from carrying a weapon or dangerous substances except where required for academic or work purposes.

Although the emphasis of College actions in the area of workplace violence is placed on maintaining an environment free of such behaviour, it is important to recognize that no workplace is immune from the risk of workplace violence. The effect that such incidents can have on the personal safety and emotional well being of staff and students is significant.

Persons determined to be engaged in acts of workplace violence may be subject to criminal / civil proceedings as well as internal College disciplinary processes and other sanctions established by regulatory bodies and professional associations, where applicable.

POLICY

Algonquin College is committed to maintaining a working and learning environment, which is free from violence and will undertake proactive measures to prevent such occurrences (see Prevention Measures). Algonquin College subscribes to a zero tolerance approach to any occurrences of workplace violence. Actions taken by the College in dealing with workplace violence relate to both response measures and prevention measures. All members of the College community are obligated to report incidents of workplace violence and circumstances where they believe that the behaviour of an individual represents a potential concern for the safety of any members of the College community.

RESPONSE MEASURES

Procedures for reporting an incident of violence (See Appendix D):

- Serious incidents requiring emergency response – ***Dial 5000 or 911***
E.g. you witness a fight taking place between two individuals.
- Incidents which do not require emergency response should be reported, in writing to the Manager / Chair. If the Manager/ Chair of the affected person is involved in the incident, the report should be made to the Director / Dean of the affected person.
E.g. A fellow worker or student is verbally abusive towards you or threatens you

Security Services will:

- Provide emergency response services, involve the Police as required and activate appropriate emergency measures
- Support the investigation of criminal matters in consultation with the Police, where necessary
- As an element of a response to an incident of workplace violence, the behaviour risk assessment team will be notified by Security Services if circumstances exist beyond immediate mitigating measures where the behaviour of an individual may continue to represent a potential concern for the safety of other members of the College community.
- Consult with and make recommendations to the affected person's Manager / Chair or Director / Dean regarding the outcome of the investigation
- Document all actions and report incidents to the Behaviour Risk Assessment Team

Upon receipt of a report the Manager / Chair or Director / Dean will:

- Determine the urgency of the complaint based on utilizing the Workplace Violence Prevention Model as a reference. (See Appendix C)
- Investigate non-criminal / non-urgent matters or seek investigative guidance from Human Resources or Security Services
- If the incident appears to be criminal in nature or if the incident involves behaviour which the Manager / Chair believes poses imminent risk to any member of the College community - contact Security Services
- If the incident relates to harassment / discrimination - follow procedures outlined in Directive A8 – Harassment / Discrimination
- Respond to the complainant in a reasonable period of time
- Initiate disciplinary action, where warranted, as a result of an investigation. In instances of student misconduct, the process for notification of a student and scheduling a disciplinary hearing are outlined in Directive E27 - Student Misconduct
- Document all actions

PREVENTION MEASURES

The Workplace Violence Prevention Program describes workplace violence hazards and processes to assess and control these risks. (See Appendix B) It promotes proactive strategies and awareness. Examples of these strategies include:

- **Workplace Design Measures**
A range of measures available for consideration through consultation with either Safety & Security Services or Facilities Planning and Development as they relate to the design of new and renovated spaces in the College.
- **Physical & Electronic Security Measures**
A variety of measures are available for consideration through consultation with Safety & Security Services
- **Administrative Systems & Procedures**
Describes committee structures and procedural environments concerned with personal security issues, as well as services such as Walk Safe.
- **Training programs**
Describes a range of training programs such as Non-violent Crisis Intervention, Rape Aggression Defence Techniques, Dealing with Classroom Emergencies and Managing Aggressive Behaviour, all of which are accessible to the College as general and targeted professional development.
- **Personal Safety Awareness Techniques**
As a reference, describes a host of techniques that can be practiced by individuals or encouraged by and supported by management staff through procedural means
- **Warning Signs**
As a reference, describes specific warning signs of potential violence as well as behavioural criteria for identifying potential risks
- **Behaviour Risk Assessment Group**

Algonquin College maintains a multi-disciplinary Behaviour Risk Assessment Group to review reported behaviour which poses a concern for the safety of members of the College community in the context of the risk behaviour identification criteria listed in section 6 of the Workplace Violence Prevention Program.

At a minimum, the group consists of personnel who have professional training in the areas of security, mental health / medicine, management of the College area that may be involved and human resources management, where staff is the subject of concern.

Procedures for reporting risk behaviour (See Appendix D):

Out of genuine concern for fellow staff or students, it is important that members of the College community report circumstances where they believe that an individual has displayed behaviours which may be an indicator that they are in need of assistance. If any such behaviours cause a concern that they or other members of the College community may be at risk, it is important that this information be reported.

There are a wide variety of support mechanisms to assist persons who may be having social, emotional, or mental health difficulties. Persons may be in need of assistance from College and community health professionals and the College wants to be able to provide this assistance when necessary. Helping persons through the appropriate support processes is essential in maintaining a healthy and safe College community in a fashion that embodies our standards of care and supportiveness for the members of our community.

The following list identifies various life events and behaviours that may affect or reflect an individual's social, mental or emotional well being.

Please note that persons who demonstrate these behaviours or are influenced by listed events DO NOT necessarily pose a risk to themselves or others. Ensuring that these persons have adequate access to necessary social supports and assistance is the thrust of any preliminary intervention and can have a proactive influence over the potential for negative outcomes if not addressed. This is the context in which the following list is presented.

The following list is intended to generally characterize some traits and behaviours for reporting purposes.

History of Violence

- *Fascination with weapons, acts of violence, or both*
- *Demonstrates violence towards inanimate objects*
- *Evidence of prior violent behaviour*

Threatening Behaviour

- *States intention to hurt someone (verbal or written)*
- *Hold grudges*
- *Excessive behaviour (phone calls, gift-giving)*
- *Escalating threats that appear well planned*
- *A preoccupation with violence*

Intimidating Behaviour

- *Argumentative*
- *Displays unwarranted anger*

- *Easily frustrated*
- *Uncooperative*
- *Impulsive*
- *Challenges co-worker and management*

Increase in Personal Stress

- *An unreciprocated, romantic obsession*
- *Serious family or financial problems*
- *Recent job loss*

Negative Personality Characteristics

- *Suspicious of others*
- *Believes he or she is entitled to something*
- *Cannot take criticism*
- *Feels victimized*
- *Shows a lack of concern for the safety and well being of others*
- *Has low self esteem*
- *Blames others or his or her problems or mistakes*

Marked Changes in Mood or Behaviour

- *Extreme or bizarre behaviour*
- *Irrational beliefs and ideas*
- *Appears depressed*
- *Expresses hopelessness or heightened anxiety*
- *Demonstrates a drastic change in belief systems*
- *Marked decline in work performance*

Socially Isolated

- *History of negative interpersonal relationships*
- *Few friends or family*
- *Sees the workplace as a “family”*
- *Has an obsessive involvement with his or her job*

Abuses Drugs or Alcohol**Staff and Students will:**

- Contact their manager or academic chair to report concerns

Managers / academic chairs will:

- Discuss and document the stated concerns with the individual who reported them
- Contact Security Services at ext. 5010 to report concerns

Security Services will:

- Document initial information
- Conduct preliminary investigation of the information provided to determine validity
- Coordinate a meeting of the behaviour risk assessment team as soon as practicable
 - If a student is the subject of the concern, contact the chair of the student’s program to meet with the behaviour risk assessment team
 - If a staff member is the subject of concern, contact the staff member’s immediate

manager to meet with the behaviour risk assessment team

The Behaviour Risk Assessment Group will:

- Establish membership relevant to the circumstances as follows:

If a Student is the subject of concern:

Manager Safety & Security Services or designate
Manager Counselling or designate
Physician from Health Services or designate
Program Chair

If a Staff member is the subject of concern:

Manager Safety & Security Services or designate
Director Staff Relations or designate
EAP representative (psychologist, psychiatrist, counsellor) or physician from Health Services
Director / Dean or Manager / Chair

- Meet as soon as is practicable
- Undertake an assessment of the potential risks involved
- Formally review reported information and undertake such necessary internal investigation to determine the most suitable approach to intervention and management of the situation within the context of College policies and practices
- Involve additional internal and external resources as necessary, within the context of confidentiality practices and relevant privacy legislation, to address the risks and provide direction to resolve the situation in the interests of the safety of the College community.
- Dependant on the circumstances, resources may include support staff and faculty unions, student services, Ombudsperson, Centre for Students with Disabilities, Ottawa Police Services, mental health professionals, physicians, family members etc.
- Document all measures taken

Related Directives:

A21 - Rights, Freedoms, Responsibilities and Code of Conduct for the Algonquin College Community
A8 – Harassment & Discrimination
E27 – Student Misconduct

Additional References

Appendix A – College Code of Conduct
Appendix B – Workplace Violence Prevention Program
Appendix C – Workplace Violence Prevention and Response Model
Appendix D - Workplace Violence Process
Emergency Management Plan – Critical Violent Act

(original signed by)

President

Code of Conduct

The following Code of Conduct applies to students and staff of Algonquin College while at all College locations and while representing or carrying out activities related to the College at any off-campus location.

All members of the Algonquin Community will undertake to:

- conduct themselves in a manner which respects and promotes the dignity of others, and interact with others in the community in a spirit of co-operation, goodwill, and mutual respect
- conduct themselves in an honest and ethical manner, refraining from using their position or power to exploit any other individual, refraining from misrepresenting themselves, their work or qualifications in any manner, and refraining from violence, abuse, harassment, and discrimination of all kind
- assist in the maintenance of good order within their environment and refrain from creating a disturbance or a disruption to activities
- refrain from trespassing on or causing damage to College property
- refrain from creating or causing to create a false alarm or false threat
- refrain from carrying a weapon or dangerous substances except where required for academic or work purposes
- refrain from violating specific regulations of the institution such as the illegal possession, sale or use of alcohol or drugs or smoking anywhere other than in a designated location
- conduct themselves in an environmentally sound manner
- co-operate with officials acting in the performance of their duties including identifying themselves and the nature of their business on campus when so requested

Workplace Violence Prevention Program

Safety & Security Services

April, 2008



Workplace Violence Prevention Program

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2.0 Sources of Workplace Violence

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- 4.1 Non-Violent Crisis Intervention
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- 5.4 Pedestrian Walkways and Parking lots
- 5.5 Aggressive Clients
- 5.6 Threats and Stalking
- 5.7 Guidelines for Faculty

6.0 Warning Signs of potential violence

- 6.1 Physical Signs
- 6.2 Behavioural Criteria

7.0 Incident Outcomes

1.0 College Directives

Managing an issue such as workplace violence in a dynamic and complex environment such as the College requires participation and involvement from all members of the College community. All operating areas contribute through their individual work practices and operating procedures, the integrated nature of which is shown in the following program.

Further, there are several areas of policy that directly contribute to the process of managing workplace violence within the College and collectively reflect the College doctrine on workplace violence. These are intended to operate in a complementary and synchronized fashion to ensure that appropriate measures are taken in all circumstances and that the best possible practices are in place to help ensure a workplace that is free from violence, to the benefit of all members of the College community.

The following directives and policy references collectively represent all College procedures in the area of workplace violence:

Workplace Violence Prevention (A-22)

Rights, Freedoms, Responsibilities and Code of Conduct for the Algonquin College Community (A-21)

Harassment / Discrimination (A-8)

Student Misconduct (E-27)

Critical Violent Act section of the Disaster Response Plan

2.0 Sources of Workplace Violence

Workplace violence has emerged as a significant health & safety issue in workplaces across Canada. Increased risks of workplace violence have been linked to the following work settings.

- working with the public
- handling money, valuables or prescription drugs
- carrying out inspection or enforcement duties
- providing service, care, advice or education
- working with unstable or volatile persons
- working in premises where alcohol is served
- working alone, in small numbers or in isolated or low traffic areas
- working in community-based settings
- having a mobile workplace
- working during periods of intense organizational change such as strikes and downsizing initiatives

The College employs staff and conducts activities in many of the circumstances described above.

Further, the risk of a violent act occurring is subject to many other factors such as:

- time of day (mid-day vs. early evening vs. late at night)
- organizational activity (labour management disputes, performance appraisals)
- personal precipitating factors (Marital or other social issues, financial difficulties)
- geographical location and demographics

The College cannot be immune from the risk of violence, due to the public nature of college operations and the diversity of persons who occupy our premises. Recognizing this hazard, however, is important in order that measures can be taken to assess it and control its effects.

3.0 Proactive Measures

3.1 Workplace Design

The College actively pursues opportunities to enhance the personal safety of occupants through workplace design initiatives. During the construction of new facilities and the renovation of existing facilities the principles of Crime Prevention Through Environmental Design (CPTED) are considered in the planning stages. These principles embrace the concepts of natural surveillance, territoriality and physical and psychological barriers to crime. The effects that the proper implementation of these concepts can have on the reduction of crime and the perception of safety by occupants are important in advancing the establishment of a safe environment.

The following are some examples of CPTED principles, which can be found throughout College properties:

- Strategically located lighting (parking lots, entrance ways)
- Design of open spaces within buildings (lobbies)
- Creation of visible spaces using windows (buildings, classes, offices)
- Management of landscaping to reduce covered spaces and poor visibility areas near ground level windows and access points
- Use of fencing, bollards, barriers and thresholds between spaces
- Management of traffic flow patterns
- Management of workplace layout (furniture positioning, exiting)
- The installation of devices to enhance visibility and signage to create a greater security presence

3.2 Physical Security & Electronic Security Measures

High quality locking and door hardware is found throughout the College. In addition, the installation of high-security hardware and electronic surveillance capabilities is undertaken in those areas of the College, which warrant these measures based on their individual risk factors. Electronic security measures may vary from simple alarm systems to the application of sophisticated access control systems, intrusion systems and panic alarms, all of which are employed in conjunction with closed circuit television cameras (CCTV) capable of monitoring large areas of the campus or applied in a specialized use. In addition to the value this equipment provides for the detection and investigation of crime, the combined effect is one of deterrence. Emergency phones which communicate directly to the security office, are located throughout the College near fire exits and in parking lots. The presence of these phones provide for immediate access to emergency assistance for occupants.

3.3 Administrative Systems and Procedures

Administratively, personal security is considered in the development of operational procedures, policies and services to the College community. Many policies are in place throughout the College that relate to ensuring the personal security of occupants is maintained. These policies are implemented both corporately as well as on a departmental basis.

Examples of these initiatives include:

- Policies relating to the identification of persons on college premises
- Services to provide escorts to occupants of the college through the Security Office as well as the Walk Safe Program
- Keying and access strategies which limit accessibility of certain areas
- Cash handling and transportation measures
- Operating procedures, in areas of high customer service activity, which are designed to limit and discourage potential precipitating factors for violent behaviour

3.3.1 Personal Security Committee

This is a multi-disciplinary committee with representation from Security Services, Occupational Health & Safety, Student Services as well as academic schools and the Student's Association. The mandate of this committee is to initiate personal security awareness programs for students, staff and community and to ensure that personal safety audits are conducted. In addition, this committee manages the expenditure of

funding from a provincial grant known as “The Women’s Campus Safety Grant”.

The committee provides a forum to address matters of personal security, which are brought forward and reports to the College Safety Review Committee.

3.3.2 Walk Safe Program

Walk Safe escorts are available 24 hours a day, 365 days a year at Woodroffe Campus. Walk Safe student volunteers or Security Officers will accompany you from place to place on campus at your request.

To arrange an escort simply drop by Room C128 at Woodroffe Campus or dial extension 5010 from any College phone.

3.3.3 Behaviour Risk Assessment Team

Algonquin College maintains a multi-disciplinary Behaviour Risk Assessment team to review reported concerns of behaviour which poses a concern for the safety of members of the College community in the context of the risk behaviour identification criteria listed in section 6.

At a minimum, the team consists of personnel who have professional training in the areas of security, mental health / medicine, management of the College area that may be involved and human resources management, where staff is the subject of concern.

Team Membership

If a Student is the subject of concern:

- Manager Safety & Security Services or designate
- Manager Counselling or designate
- Physician from Health Services or designate
- Program Chair

If a Staff member is the subject of concern:

- Manager Safety & Security Services or designate
- Director Human Resources or designate
- EAP Representative (psychologist, psychiatrist, counsellor) or physician from Health Services
- Department Manager

The mandate of the team is as follows:

- Meet as soon as is practicable following the report of risk behaviour
- Undertake an assessment of the potential risks involved
- Formally review reported information and undertake such necessary internal investigation to determine the most suitable approach to intervention and management of the situation within the context of College policies and practices
- Involve additional internal and external resources as necessary, within the context of confidentiality practices, relevant privacy legislation and ethical and professional practice guidelines to address the risks and provide direction to resolve the situation in the interests of the safety of the College community
- Document all measures taken

Scope and Authority:

The scope of authority of the team in carrying out its mandate includes, but is not limited to, conducting such interviews of staff and students, including the SOC, as necessary to gather required information, reviewing any internal documentation / correspondence / reports / records and receiving any other relevant information that may be readily available.

The team is not a disciplinary body. Its role is to understand the nature of potential risks and to guide College management in decision making related to the SOC. Employee discipline and student discipline are independent processes which may or may not result from demonstrated behaviours and a behaviour assessment may be conducted independently of any other type of internal or external action.

The team is accountable to report and record its risk assessment and to make recommendations to guide College management in decision making. The team will involve other workplace parties as necessary and as soon as possible following the completion of a risk assessment. (Support and faculty Unions, Student services, Ombudsperson, Centre for Students with Disabilities etc.)

Matters considered by the team in assessing the potential risks to the College community are confidential.

The team will utilize such resources as may be required to assist in its assessment and, to the extent possible, will generally follow the model of a four pronged approach to threat assessment which includes

consideration of behaviours in four areas: personality of the subject of concern, family dynamics, workplace dynamics and the subject of concern's role, social dynamics.

4.0 Training

4.1 Non-Violent Crisis Intervention

Non-violent Crisis Intervention is a safe, non-harmful behaviour management system designed to aid human service professionals in the management of disruptive and assaultive people, even during the most violent moments. It had been developed by the Crisis Prevention Institute, a training organization devoted solely to training staff in the safe management of violent individuals. The program has several primary objectives:

1. Training staff with techniques effective in approaching and reducing the tension of an agitated person.
2. Focusing on the alternatives if the person loses control and becomes violent
3. Instructing staff in techniques to control their own anxieties during interventions and maintain the best possible professional attitude.
4. Providing nonverbal, paraverbal, verbal and physical intervention skills to allow the staff to maintain the best possible care and welfare, as well as safety and security, for all involved even during the most violent moments.

The training program has been taught to over 3 million human service professionals throughout the U.S., Canada and overseas.

4.2 Rape Aggression Defence (RAD)

The Rape aggression defence system is a program of realistic, self-defence tactics and techniques. The RAD System is a comprehensive course for women that begins with awareness, prevention, risk reduction and avoidance, while progressing on to the basics of hands-on defence training. RAD is not a Martial Arts program. The course is taught by certified RAD Instructors who provide you with a workbook/reference manual. This manual outlines the entire Physical Defence Program for reference and continuous personal growth. The RAD System of Physical Defence is currently being taught and many Colleges and Universities. The growing, widespread acceptance of this system is primarily due to the ease, simplicity and effectiveness of the tactics, solid research, legal defensibility and unique teaching methodology.

The Rape Aggression Defence System is dedicated to teaching women defensive concepts and techniques against various types of assault, by utilizing

easy, effective and proven self-defence tactics. A system of realistic defence will provide a woman with the knowledge to make an educated decision about resistance.

Safety and survival in today's world requires a definite course of action. RAD provides effective options by teaching woman to take an active role in their own self-defence and psychological well-being.

4.3 Workplace Violence Prevention Awareness

This awareness training is available upon request by any departmental groups within the College. It is intended to provide an overview of the various measures taken to address workplace violence and the application of the policy framework. In addition, specific areas of personal safety awareness can be addressed, as required.

4.4 Managing Aggressive Behaviour

This course combines information from non-violent crisis intervention techniques, conflict management and aggressive behaviour management references to provide an understanding of the dynamics of aggressive behaviour in the workplace and basic personal safety measures that workers should be familiar with.

4.5 Dealing with Classroom Emergencies

This course outlines procedures for staff to follow in a number of emergency situations (i.e. Critical Violent act, bomb threat, etc)

4.6 Safety and Security Orientation Seminars

A variety of Safety and Security orientation seminars are available for new and long-term staff and students covering topics such as personal safety, emergency procedures, crime prevention, etc. All seminars are less than two hours in length and can be delivered on short notice to accommodate the scheduling needs of College students and staff.

These seminars will provide members of the college community with the basic knowledge required to deal with violent or emergency situations should they occur.

5.0 Personal Awareness Techniques

5.1 Retail and Cash Handling Operations

Handling Cash:

- Keep cash register funds to a minimum
- Use electronic payment systems to make robbery less attractive, for example: automatic ticket dispensers or collectors, debit cards, credit cards, cheques, and tokens
- Vary the time of day that you empty or reduce funds in the cash register
- Remove all large bills from the register as soon as you receive them
- Install and use a locked drop safe where possible
- Change the combination of the safe at frequent intervals
- Post visible signs which let customers know that minimum cash is kept on the premises
- Ask customers for exact change or the smallest bills possible
- Use cash drawer covers
- Install security screens in high risk areas
- Be familiar with proper cash handling procedures
- Encourage employees to make a conscious effort to keep the amount of cash on hand low
- Contact your supervisor in the event of a suspicious exchange with a client
- DO NOT handle large amounts of cash or count money in public view
- Use two persons, whenever possible, for cash counting operations

Banking Money:

- Bank money as frequently as possible
- Use an unmarked bag or container to carry cash and/or securities
- Vary the route taken to the bank or financial institution
- Avoid making night deposits
- Observe your surroundings before making your transaction
- Vary times of deposit
- Rotate the task so that it isn't always the same person making the deposit
- Have one person face the other way to act as a look-out while the other makes the deposit
- Travel to the financial institution by vehicle, rather than on foot or by public transit
- If necessary to take a taxi, choose a reputable firm and do not disclose your specific destination. State your destination in general terms e.g. the corner of Broadway and Main; not the National Bank
- Avoid making deposits alone

5.2 Working Alone, Late or Off-Site

Working Alone or Late:

Working alone may present risks that can be reduced through various measures. Examples of these measures are described below:

- Be aware of emergency telephone locations and their use on campus.
- Take advantage of the Walk Safe Program. Student volunteers or Security Officers will walk you from place to place on campus at your request. This service is available 24 hours a day 365 days a year.
- Ensure well experienced staff work on higher risk shifts or in higher risk areas
- Maintain a means of emergency communication (e.g. a cellular phone). Check its proper operation regularly.
- Post emergency numbers
- Periodically check the well-being of an employee. Use the check-in procedures described in the "Working Off-Site" section
- Provide a protective enclosure where possible
- Post signs indicating employees are not working alone.
- Prominently display signs indicating that the premises are monitored
- Know the staff in other areas, departments or offices and be aware of their schedules
- Notify Security immediately if suspicious activity is observed.
- Check all lighting before it gets dark
- Use personal alarms or monitored video surveillance systems and properly maintain these devices
- DO NOT open back or secondary doors unless absolutely necessary
- DO NOT leave back or secondary doors unlocked, open and/or unattended
- DO NOT mention you are alone. Develop methods for suggesting that you are not alone. Use words such as "we" or "my partner and I"
- Let a security officer, friend or co-worker know you are working late and when you expect to leave
- Use the "buddy system." Arrange to work late the same night as a colleague or friend
- While accompanied by a co-worker, check that all doors and windows are locked.
- Before dark, move your car to a well-lit area, close to the building or a parking lot attendant
- If you enter a washroom and you suspect someone might be inside, DO NOT call out. Back out, go to a safe area with a lockable door and call for help
- Plan ahead which safe places you can retreat to and call for help
- If you encounter someone unfamiliar, indicate that you are not alone. Say, "My supervisor will be right here and will be able to help you."

- Review the tips provided for public transit, parking lot safety and working alone, as appropriate.

Working Off-Site:

- Have access to a cellular phone, two-way radio or car phone at all times
- Use an established check-in procedure which allows you to manage typical situations you may encounter off-site
- Prepare a daily work plan, so that you and others know where and when you are expected somewhere
- Arrange to meet in a safe environment, e.g. at your office, the client's office or workplace, a restaurant or other public place
- Check the credentials of clients and the place and arrangements for any meetings away from the workplace
- Avoid having new work contacts walk you to your car or escort you to your home
- Be alert and make mental notes of your surroundings when you arrive at a new or different setting
- Use the "buddy system," especially when you feel your personal safety may be threatened
- Determine under which circumstances unaccompanied visiting would involve unacceptable risk
- Exercise your right to refuse to provide services in clearly hazardous situations
- Disclose any feelings of discomfort or apprehension about an impending assignment to your supervisor
- Keep client records and indicate if the client is known to be aggressive, hostile or potentially violent
- Provide information on high risk geographical areas to all staff, particularly new staff
- Be more diligent if the nature of the assignment poses a threat to the client
- Limit the time of day visits can be made to specific high risk areas
- Carry hand-held alarms, noise devices, or other effective alarm devices
- Check for escape routes and position yourself near an escape route
- Mentally rehearse what you will do if the client becomes aggressive or hostile. Decide what your best preventive tactic will be
- Take control of the seating arrangements. If possible, seat yourself near the door
- Maintain a "reactionary gap" between yourself and the client, out of reach of the average person's kicking distance. Increase the gap by sitting at a table. Be aware of the client's proximity at all times
- Be well prepared for the meeting. Know your subject
- Rehearse the work and how you will do it in a safe manner
- If you are referring to written material, bring two copies so that you can sit across from the client, not beside

- Terminate the contact in a non-confrontational manner if the client appears to be: intoxicated, under the influence of drugs, emotionally disturbed or out of control
- DO NOT allow yourself to be backed into a corner. Leave a clear path to the exit
- DO NOT venture too far into the premises; e.g. remain near an exit
- DO NOT turn your back on the client or enter a room first
- DO NOT enter any situation or location where you feel threatened or unsafe
- DO NOT carry any type of weapon, including pepper spray. Weapons can just as easily be used against you and are illegal in some jurisdictions

5.3 Traveling

General

- Travel light and wear comfortable shoes that allow you to move quickly
- Use crowds as camouflage. Stand among a group when waiting for a taxi, bus or subway
- Make arrangements to arrive before dark, whenever possible
- Plan ahead, know your route or how you are going to get to where you are going
- Keep some money in an outside pocket to avoid fumbling through your purse or wallet for tips or other expenses
- Keep a clear head, avoid or restrict drinking alcohol
- Make sure your contacts at home know your schedule and have your telephone number
- Call your home or office when you arrive at your destination to report that you have arrived safely.

Driving Safety:

- Keep your car in good repair
- Keep your gas tank at least ½ full
- Always check yours tires
- Before you drive away in a rented car: Obtain advice from the rental agency regarding safe and unsafe routes; make sure the gas tank is full; make sure the tires are properly inflated; lock all doors
- Plan your route. Avoid dangerous areas
- If you need to drive in unfamiliar areas, try not to drive alone
- Go to a service station or store to ask for directions if you get lost. DO NOT stop on the side of the road

- Carry a cell phone and keep it handy. Program the phone to dial 9-1-1 or an emergency services number
- Carry a personal safety alarm on your key chain. Use it to attract attention, if necessary
- Always lock your car, even when you are in it
- Use your vehicle's security system, if it has one
- Drive away from anyone who makes you feel uncomfortable
- Avoid eye contact with an aggressive driver
- Stay cool. Do not react to provocation
- Keep away from drivers behaving erratically
- DO NOT identify your keys with your car plate number, name or address
- DO NOT open your car window more than one inch to speak to someone approaching your car
- If you suspect another car is following your car: Note the license plate number of the other car. DO NOT go home or to your place of business. Drive to a service, police, or fire station. Stay in your car. Honk the horn in short repeated blasts until someone helps you
- If you think you have been intentionally bumped from behind: DO NOT leave your vehicle. Motion to the other driver to follow you to the nearest police station or open service station
- If your car breaks down: Put on your 4-way flashers. Stay in the car with windows closed and doors locked. Place a "help or call police" sign in the window. DO NOT raise the hood of your car as it reduces your ability to see someone approaching the car. Only open the window one inch to speak to anyone other than the police. DO NOT accept unsolicited help. Ask the person to call the police or your towing service. When help arrives, ask for identification.
- Make sure someone knows your plans, your route and your estimated time of arrival

Public Transit Safety

- Avoid isolated or poorly lit bus stops
- Carry an up-to-date schedule, in case you are delayed or miss your bus or train
- Plan your route ahead of time
- Plan your arrival time, so that you arrive just before the transit vehicle is due
- Plan to have someone meet you at your destination
- Have your pass or fare ready in your pocket. Do not open your wallet or purse
- Sit near the driver if you are alone or it is late at night
- Tell the driver immediately if someone bothers you or you are concerned for your safety
- Sit where you can see your upcoming stop as you arrive

- Keep valuables out of sight
- Get off at the next stop if you see someone suspicious at your stop
- Check to see if you are being followed when stepping off the bus
- If you know you are being followed: Attempt to get back on the bus, walk directly and quickly, without running or looking back, to a safe place such as a service station or store, call 911

5.4 Pedestrian Walkways and Parking Lots

Walking Safety

- Ensure that employees are aware of emergency telephone locations and their use on campus.
- Take advantage of the Walk Safe Program. Student volunteers or Security Officers will walk you from place to place on campus at your request. This service is available 24 hours a day 365 days a year.
- Plan your route. Know exactly where you are going.
- Familiarize yourself with the area
- Wear comfortable, flat shoes, such as running shoes
- Scan your route. Be observant and aware of your surroundings
- Walk with confidence
- Keep your head up, look around and directly at people to assess them, but do not stare
- Stay on well lit streets, in the centre of the sidewalk, away from hiding spots such as bushes, doorways, alleys and parked cars. Cross the road if necessary
- If you know you are being followed: Attempt to get back on the bus, walk directly and quickly, without running or looking back, to a safe place such as a service station or store, call 911
- Walk around groups of people rather than through them
- Use main entrances as much as possible, avoid rear or secluded entrances
- If you use a stairwell, be sure it is well lit and that you can quickly exit to safe place
- Trust your instincts when you feel something is not right
- Secure packages by carrying them under your arm or with straps across your body
- Carry a personal safety alarm
- Report any suspicious incidents to the police or your place of business

Parking Lot Safety

- Ensure that employees are aware of emergency telephone locations and their use on campus.

- Take advantage of the Walk Safe Program. Student volunteers or Security Officers will walk you from place to place on campus at your request. This service is available 24 hours a day 365 days a year.
- Park near the building in a highly visible and well lit area
- Use main entrances as much as possible, avoid rear or secluded entrances
- Keep valuables, including purses, out of sight in your car
- Be prepared when you leave the building or your vehicle. Have access to: keys to lock or unlock doors, the key to open your vehicle, a whistle or other personal alarm
- Position the correct key to open the door lock as you approach your vehicle
- If someone is loitering near your vehicle, avoid them and walk to a safe place. Call Security
- As you approach your vehicle, look to see if someone is hiding underneath it
- Check in, and around, your vehicle before getting in
- Ensure that all doors are locked and all windows are up once inside your vehicle
- After dark do not walk to your vehicle alone
- If you must walk to your vehicle alone have a co-worker watch you from a window.
- Scan the area for suspicious individuals before you leave your vehicle or building. Have a back up plan if there is danger
- When waking to or from your vehicle keep your head erect, be alert and scan your route. Proceed directly and quickly

5.5 Aggressive Clients

Non-Verbal Communication

- Use calm body language – relaxed posture with hands unclenched, attentive expression
- Arrange yourself so that your exit is not blocked
- Position yourself at a right angle rather than directly in front of the other person
- Give the person enough physical space – this varies but normally 2-4 feet is considered an adequate distance
- Mirror the other person's stance. Sit if they are, stand if they are.
- Do not adopt a challenging stance, such as standing over someone who is sitting, standing directly opposite someone, putting your hands on your hips, pointing your finger, waving or crossing your arms
- Do not make sudden movements which can be seen as threatening

Verbal Communication

- Focus your attention on the other person to let them know that you are interested in what they are saying
- Do not glare or stare, which may be perceived as a challenge

- Remain calm and try to calm the other person. Do not allow the other person's anger to become your anger
- Remain conscious of how you are delivering your words
- Speak slowly, quietly and confidently
- Speak simply. Do not rely on formal language, jargon or complex terminology
- Avoid communicating a lot of complicated information when emotions are high
- Listen carefully, do not interrupt or offer unsolicited advice or criticism
- Encourage the person to talk. Do not tell the person to relax or calm down.
- Remain open-minded and objective
- Use silence as a calming tool
- Acknowledge the person's feelings and indicate that you can see that he or she is upset
- Do not confront, antagonize, criticize, challenge, threaten or belittle

Problem Solving

- Try to put yourself in the other person's shoes, so that you can better understand how to solve the problem
- Ask for his or her recommendations
- Paraphrase a person's concerns or questions, to clarify what you are hearing
- Accept criticism in a positive way. If the criticism seems unwarranted, ask clarifying questions
- Be honest, do not make false statements or promises you cannot keep
- Be familiar with complaint procedures and apply them fairly
- Remain professional and take the person seriously. Be respectful
- Break a problem or an issue down into small units and offer step-by-step solutions so that the person is not overwhelmed by the situation or issue
- Be reassuring and point out choices
- Try to keep the person's attention on the issue at hand
- Try to avoid escalating the situation
- Find ways to help the person save face
- Establish ground rules if unreasonable behaviour persists
- In a calm and non-threatening manner, clearly state that aggressive behaviour is unacceptable and will not be tolerated
- Calmly describe the consequences of violent or aggressive behaviour
- Suggest alternatives to violent or aggressive behaviour
- Avoid issuing commands and making conditional statements
- Do Not take sides or agree with distortions
- Do Not reject the person's demands or position from the start
- Do Not attempt to bargain with a threatening individual. If necessary terminate the interaction

5.6 Threats and Stalking

- Take all threats seriously
- Notify security and the police
- Ensure that employees are aware of emergency telephone locations and their use on campus.
- Take advantage of the Walk Safe Program. Student volunteers or Security Officers will walk you from place to place on campus at your request. This Service is available 24 hours a day 365 days a year.
- If the threat has been received by a co-worker, immediately inform the threatened employee about the threat
- Remind all employees not to give out personal information about other staff
- Obtain an escort to and from your vehicle
- Ensure the employee informs his or her children's school and neighbours of any threats involving the children
- Make sure all staff in the office are aware of the threat so team supports can be put in place. Provide a description of the person who issued the threat
- Support the employee if he or she is laying charges
- Provide debriefing and/or counselling employee if necessary
- Record all pertinent information such as date and time of incident, witnesses, anything that will help identify the stalker
- Keep a log detailing every incident of unwanted contact (phone calls, letters, visits, etc.)
- Alter work pattern i.e. Working hours, location of work and parking arrangements. Make the employee more difficult to locate
- Change the victim's work telephone number
- Provide the victim with voice mail and let voice mail screen all incoming calls

5.7 Guidelines for Faculty

These guidelines have been developed to help faculty create and maintain a learning environment which is mutually respectful and conducive to learning for all. They suggest appropriate action to be taken both to minimize the occurrence of behaviour that interferes with the learning process and to deal with disruptive behaviour when it arises. The following section is an excerpt from the publication *"Handling Disruptive Behaviour in Teaching – Learning Environments"* which is available from the Publishing Centre.

5.7.1 Roles and Responsibilities

A respectful, secure learning environment is essential for student success.

If students behave in a manner that interferes either with the learning process or with the safety and well-being of others, faculty have a

responsibility to intervene and to guide the interaction in a positive direction.

Each faculty member has a responsibility to take action that will:

- Minimize the opportunity for disruptive behaviour in the teaching/learning environment
- Respond appropriately to disruptive behaviour when it occurs
- Report, document and refer as appropriate following occurrences of disruption

Faculty members are supported by their managers and other College services such as Security Services, Counseling Services and Health Services.

5.7.2 General Guidelines for Intervention

The scope, intensity and consequences of disruptive behaviour can be viewed along a continuum. Interventions are aimed at responding to the behaviour and preventing its escalation or recurrence. Different responses will be appropriate at different points on the continuum.

At any point on the continuum, these general guidelines apply.

- Separate the deed from the doer. Address the behaviour while being respectful of the person.
- Wherever possible, offer alternate behaviour choices.
- Use the least intrusive intervention needed to address the behaviour.
- Help the student learn from the experience and plan to prevent reoccurrence “the next time”.
- Be fair and consistent in your interactions with individuals and groups.

5.7.3 Minimize the incidence of disruptive behaviour

Some actions that faculty can take to minimize the occurrence of disruptive behaviour in teaching-learning environments include the following.

- In consultation with students, set clear and reasonable expectations for behaviour. Clarify the roles to be played by faculty and students to maintain a positive learning environment.
- Once established, maintain and enforce expectations. Consistent expectations reduce confusion.
- Use the least intrusive measures possible to deal with minor disruptions. For example, nonverbal signals such as nods, eye contact or moving around the room to have a physical presence may be sufficient to maintain order.
- Use humour or other techniques to reduce tension and prevent the escalation of conflict. Offering alternate behaviour choices and demonstrating empathy by acknowledging the learner's situation and feelings are examples of appropriate techniques.
- Acknowledge behaviours / moods / feelings of individuals and groups and allow opportunity for expression.
- Use breaks and change of pace activities when you sense frustration and / or tension building in the group.

5.7.4 Respond Constructively

When disruptive behaviour does occur, the following suggested responses may be used to contain it and to prevent its escalation.

- Use direct appeal and "I" statements to set expectations and identify the impact that undesirable behaviour is having.

For example: "I need your attention now."

"I cannot focus on the class when I am distracted by the noise from the back of the room."

- Use natural and logical consequences (rather than punishment) to respond to disruptive behaviour. Point out the natural or logical consequences of the disruptive action.
- Take the individual(s) aside and share your perceptions of the disruptive situation. Identify, in a concrete way, the impact that the behaviour is having and its likely consequences. Work with the student(s) to identify and agree on an appropriate course of action. In doing so, focus on the behaviour, not the student.

- Hear out the student's side of the story. Often venting will reduce some of the tension.
- If you feel angry or frustrated try to reduce your expressed emotion. Avoid acting defensively. Take a moment to regain control. (A deep breath may help.)
- You may want to delay the interaction or meeting time. This could provide time for emotions to cool and for individuals to think and, perhaps, to reconsider the situation.

6.0 Warning Signs of Potential Violence

6.1 Physical Signs – imminent risk

Use caution if someone exhibits one or more of the following non-verbal signs or body language during an engagement:

- Exaggerated or violent gestures
- Change in voice
- Loud talking or chanting
- Shallow, rapid breathing
- Scowling sneering or use of abusive language
- Glaring or avoiding eye contact
- Violating your personal space.
- Red-faced or white-faced
- Sweating
- Pacing
- Restless or repetitive movements
- Trembling or shaking
- Clenched jaws or fists
- Facial grimacing

6.2 Behavioural Criteria

It is strongly emphasized that there is no definitive list of behaviours that forms a checklist that can be utilized as an accurate predictor of human behaviour. Further, understanding the motivation for specific behaviours is an extremely complex process.

We do know that following many serious acts of violence there have been previous behaviours and personality traits within the offenders that have been identified with some consistency. Again, the only indication is that there are typically many traits or behaviours across four broad areas that have been recognized. No single trait or behaviour can predict future behaviour and there is no specific number of traits or behaviours that are required to imply more accurate predictions.

Out of genuine concern for fellow staff or students, it is important that members of the College community report circumstances where they believe that an individual has displayed behaviours which may be an indicator that they are experiencing some difficulties. If any such behaviours cause a concern that they or other members of the College community may be at risk, it is important that this information be reported.

There are a wide variety of support mechanisms to assist persons who may be having social, emotional, or mental health difficulties. Persons may be in need of assistance from College and community health professionals and the College wants to be able to provide this assistance when necessary. Helping persons through the appropriate support processes is essential in maintaining a healthy and safe College community in a fashion that embodies our standards of care and supportiveness for the members of our community.

The following list identifies various life events and behaviours that may affect or reflect an individual's social, mental or emotional well being.

Please note that persons who demonstrate these behaviours or are influenced by listed events DO NOT necessarily pose a risk to themselves or others. Ensuring that these persons have adequate access to necessary social supports and assistance is the thrust of any preliminary intervention and can have a proactive influence over the potential for negative outcomes if not addressed. This is the context in which the following list is presented.

The following list is intended to generally characterize some traits and behaviours for reporting purposes.

History of Violence

- Fascination with weapons, acts of violence, or both
- Demonstrates violence towards inanimate objects
- Evidence of prior violent behaviour

Threatening Behaviour

- States intention to hurt someone (verbal or written)
- Hold grudges
- Excessive behaviour (phone calls, gift-giving)
- Escalating threats that appear well planned
- A preoccupation with violence

Intimidating Behaviour

- Argumentative
- Displays unwarranted anger
- Easily frustrated
- Uncooperative
- Impulsive
- Challenges co-worker and management

Increase in Personal Stress

- An unreciprocated, romantic obsession
- Serious family or financial problems
- Recent job loss

Negative Personality Characteristics

- Suspicious of others

- Believes he or she is entitled to something
- Cannot take criticism
- Feels victimized
- Shows a lack of concern for the safety and well being of others
- Has low self esteem
- Blames others or his or her problems or mistakes

Marked Changes in Mood or Behaviour

- Extreme or bizarre behaviour
- Irrational beliefs and ideas
- Appears depressed
- Expresses hopelessness or heightened anxiety
- Demonstrates a drastic change in belief systems
- Marked decline in work performance

Socially Isolated

- History of negative interpersonal relationships
- Few friends or family
- Sees the workplace as a “family”
- Has on obsessive involvement with his or her job

Abuses Drugs or Alcohol

Upon receipt of a report of concerns for a member of the College community, the Behavioural Risk Assessment Team will explore attributes across four broad areas in order to better establish an understanding for the risks to an individual or others. These broad areas are:

- Personality
- Family dynamics
- Workplace dynamics
- Social dynamics

7.0 Incident Outcomes

The College will investigate all reported cases of workplace violence. This investigation will either be conducted through the department management and Human Resources or through Security Services. In instances involving reported concerns of potential workplace violence episodes involving employees, Protection Services may conduct a risk assessment of the situation and propose various intervention measures in consultation with Human Resources, Union representative and department management, as appropriate.

Regardless of the type of investigation, the purpose of investigations is two fold. Firstly, the objective is to resolve the situation and create a basis of facts upon which decisions regarding disciplinary actions and involving outside agencies may be made. The second purpose is to assess the circumstances, which led to the incident and determine whether there are opportunities to prevent future occurrences through the implementation of additional controls or the modification of existing counter measures.

Following incidents of workplace violence, counseling services, through either Student Services or the employee assistance program (EAP) will be made available to all parties involved. These areas are in a position to provide internal counselling services or refer an individual to external community resources, as required. Additional community resources may also be accessed through the Police, who may be involved in a particular incident.

Prevention / Mitigation	<p>Broadly communicate Code of Conduct Establish behavioural expectations and consequences Workplace Design Measures (CPTED) Personal Safety Awareness Measures</p>	<p>Managing Aggressive Behaviour training De-escalation techniques Reporting processes Specialized behavioural services Disciplinary Processes</p>	<p>Training and awareness around emergency procedures, reporting and immediate actions</p>	<p>Training and awareness around specific procedures such as evacuation, lockdown, emergency communications systems</p>
Violence Level	<p>Low</p> <p>Individually managed, not frequent, not severe, no negative consequences for others or learning / work environment</p> <p>Includes behaviours such as: disruptions, potentially aggressive behaviour, authority challenging, verbal abuse, offensive comments, slurs etc.</p>	<p>Moderate</p> <p>Behaviour has a detrimental influence on the work / learning environment, objectively apparent, increased frequency or severity of violence beyond low level</p> <p>Includes behaviours such as: bullying, harassment, intimidation, aggressive, abusive, offensive, verbal threats</p>	<p>High</p> <p>Threat to personal safety or the safety of others is perceived</p> <p>Includes behaviours such as: Weapons threat, assault (pushing, hitting, Kicking, Punching, biting), other violent criminal acts, immediate threat to injure self or others</p>	<p>Critical</p> <p>Threat to life safety and / or imminent risk to College occupants creating College crisis</p> <p>Includes behaviours such as: use of weapons (guns, knives, explosives, agents or other items used as weapons), imminent threats of weapons and other imminent threats to life safety</p>
Impact	Anxiety	Personal Safety Concerns	Safety at risk	Imminent Danger to Life
College / Individual Response	<p>Recognize Respond Refer to specialized services where appropriate Classroom Management Skills Boundary setting Documentation</p>	<p>Intervention using classroom management techniques and de-escalation skills Ensure physical safety Report Documentation Disciplinary action as appropriate</p>	<p>Call 5000 (911) to report Avoid escalation Take necessary measures to mitigate risk to safety of self and others</p>	<p>Call 5000 (911) to report Avoid escalation / mitigate risk Evacuate if possible Lockdown if necessary Follow directions over emergency communication systems Follow directions of emergency personnel</p>

- Intended to be used as a guideline for the identification of appropriate prevention and response measures to various pre-defined levels of violence, in conjunction with Directive A-22 "Workplace Violence Prevention".
- Prevention and response measures are broadly identified with each level of violence
- The model should be viewed as a continuum, rather than a rigid process
- Establishing and practicing these measures creates a positive aggregate influence within the College community and demonstrates College commitment to preventing workplace violence
- Measures are shown on the continuum where they may be initiated, but the effect of any measures carries through the continuum from low to high violence levels. At a macro level, measures at each level contribute to prevention by visibly fostering a College environment where workplace violence is consistently managed and not tolerated
- The capacity to manage low level violent behaviour represents an individual, personal threshold which is subjective and often determined by:
 - *Personal Comfort* - The range in which the individual feels safe and confident in their ability to manage low level violence using their own skill sets
 - *Professional Comfort* - The range represented by professional boundaries and ethical behaviour demonstrated by the employee or the other party
- College faculty and staff may manage low level violence within these parameters and skill development in these areas is supported and encouraged.
- Regardless of an individual's ability to manage low level violence it is the additional responsibility of all staff to ensure the quality of the learning / working environment. A negative effect on the learning / working environment occurs at the point that an encounter or history of behaviour adversely influences the learning / work environment, infringing on the rights of others, in accordance with Directive A-21.

Workplace Violence Process Flow

