

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.