

Workplace Violence Prevention Program

Safety & Security Services

August, 2002

ALGONQUIN
COLLEGE

Workplace Violence Prevention Program

Draft Outline

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- Student Misconduct

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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 it's effects.

3.0 Proactive Measures

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

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.

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 Campus Watch 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

Personal Security Committee

This is a multi-disciplinary committee with representation from Protection Services, Occupational Health & Safety, Student Life & Human Resources 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.

Campus Watch Program

Campus Watch escorts are available 24 hours a day, 365 days a year at both Woodroffe and Rideau Campuses. Campus Watch 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 C112a at Rideau Campus, or dial extension 5010 from any College phone.

4.0 Training

Non-Violent Crisis Intervention

Non-violent Crisis Intervention is 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.

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.

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.

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 Campus Watch 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 Campus Watch 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 you 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 Campus Watch Program. Student volunteers or Security Officers will walk you from place to place on campus at you 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 you vehicle, look to see if some is hiding underneath it
- Check in, and around, your vehicle before getting in
- Ensure that all doors are lock and all windows are up once inside you 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
- If safe to do so, get on the others persons physical level. Do as they do, rather than standing over them
- Do not pose in a challenging stance, such as 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 official language or complex terminology
- Avoid communicating a lot of complicated information when emotions are high
- Listen carefully, do not interrupt or offer unsolicited advise 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 persons shoes, so that you can better understand how to solve the problem
- Ask for his or her recommendations
- Repeat back to the person what you fell he or she is asking of you, to clarify what you are hearing
- Accept criticism in appositive way. When a complaint might be true use statements like "You are probably right" or "It was my fault". 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 Campus Watch 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 victims 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.

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/well-being of others, faculty have a responsibility to intervene and to steer 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, counseling and health services.

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.

Minimize
Opportunity

Constructive
Response

Crisis
Intervention

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 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.

MINIMIZE THE OCCURRENCE OF DISRUPTIVE BEHAVIOUR

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

1. 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.
2. Once established, maintain and enforce expectations. Consistent expectations reduce confusion.
3. 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. On occasion, it may be appropriate to assess and decide to ignore minor problems.

4. Use humour and face-saving techniques to reduce tension and prevent the escalation of conflict. Offering choices, and acknowledging the learner's situation and feelings are examples of face-saving techniques.
5. Acknowledge behaviours/moods/feeling tone of individuals and groups and allow opportunity of expression.
6. Use breaks and change of pace activities when you sense frustration and/or tension building in the group.

RESPOND CONSTRUCTIVELY

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

1. 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 chatter from the back of the room."
2. Use natural and logical consequences (rather than punishment) to respond to disruptive behaviour. Point out the natural or logical consequences of the disruptive action.
3. 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.
4. Hear out the student's side of the story. Often ventilating will reduce some of the tension.
5. If you feel angry, frustrated etc., try to reduce your expressed emotion. Avoid acting defensively. Take a moment to regain control. (A deep breath may help.)
6. 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.

CRISIS INTERVENTION

When disruptive behaviour threatens the safety of others or has reached a point where it is “out of control”, crisis intervention is appropriate.

Regardless of how complex the circumstances leading up to the crisis, the behaviour exhibited can usually be attributed to one of four common motives:

- Fear
- Frustration
- Manipulation
- Intimidation

Recognizing and understanding the motive behind the behaviour helps one to act appropriately.

Suggestions for handling behaviour that arises from each of these motives are outlined on the following pages.

In crisis situations, faculty member will require support. As you take action, arrange for help to be summoned. (See section on Reporting Documenting)

FEAR BEHAVIOUR

Fear is an irrational need to escape, defend against, or eliminate a perceived threat of personal injury.

HOW TO RECOGNIZE FEAR BEHAVIOUR

Posture: tense and prepared to defend, hide or run away

Skin colour: pale, fades

Facial expression: wide-eyed and fearful, breathing rapid, irregular, shallow.

INTERVENTION TECHNIQUES

FOCUS OF INTERVENTION – When dealing with individuals who are fearful and disruptive, the focus of your actions will be to reduce the threat.

A reduction of the perceived threat will have a calming effect, thus de-escalating the situation and reducing the need for physical restraint. Conversely, the opposite is true.

SUGGESTED APPROACHES

1. In order to reduce the threat be sure your posture is relaxed and open. Hands should be in full view.
2. Position yourself so that you are off to the side of the person and far enough away (8-10ft) to make it clear that you are not going to attack him/her. You should be at or below eye level.
3. Talk calmly. Be firm, reassuring and confident.
4. Don't promise something that is not possible to follow through with, but do offer to help if you can. Be calm, encouraging and supportive.
5. Be sensitive to both eye contact and physical contact. For some frightened people these interventions will assist in reducing threat, in others it will escalate it.
6. Acknowledge their feelings.

FRUSTRATION BEHAVIOUR

Frustration is a response to a situation that may result in a verbally abusive or physically destructive behaviour.

HOW TO RECOGNIZE FRUSTRATION BEHAVIOUR

Posture: tense and prepared to attack

Skin colour: flushed

Facial expression: anger

Aggressive, threatening voice, loud, deep breathing

May appear agitated and "ready to explode"

INTERVENTION TECHNIQUES

FOCUS OF INTERVENTION – When dealing with individuals who are frustrated and disruptive, the focus of your interaction is to demonstrate that you are "In control"

Demonstrating control can contribute to the frustrated individual resuming their own internal controls. Conversely, staff demonstrating a lack of control will increase the probability of the individual remaining out of control.

SUGGESTED APPROACHES

1. In order to maintain control your posture should be commanding. Use gestures that demonstrate your authority.
2. Position yourself 1 ½ to 3 feet away from the person at a ninety degree angle, so as not to communicate a desire to fight or challenge.
3. Keep your voice quiet but forceful.
4. Make confident commands, be repetitive but non-threatening. “no, you are not going to do that, you are going to...”
5. Maintain eye-contact. Use facial expressions that indicate command.
6. Avoid physical contact unless there is a very real danger of the individual hurting himself or others.
7. Give clear messages.
8. Acknowledge feelings.

MANIPULATIVE BEHAVIOUR

Manipulation is a form of behaviour used to control others to achieve desired ends.

HOW TO RECOGNIZE MANIPULATIVE BEHAVIOUR

Although the signals are difficult to interpret at any particular moment in time, there is a definite and recognizable pattern of change in signals.

The initial set of signals will be embedded in confusing demands often in a whining voice and words of a pitiable victim.

The next step is a series of marginally related accusations, comparisons, and other trivia, uttered in more aggressive tones.

The next step is threats and actions against property.

You are likely to feel “they are trying to make me do something”.

INTERVENTION TECHNIQUES

FOCUS OF INTERVENTION: When dealing with individuals who are manipulative and disruptive, use detachment – try to minimize your response to the behaviour.

Indicating a refusal to become involved in the manipulating decreases the likelihood that there is anything to gain by following through with the behaviour.

SUGGESTED APPROACHES

1. Keep your posture relaxed – indicate mild disapproval, ie: toe tapping.
2. Position yourself close enough to be able to physically intervene if necessary, but far enough away to express non-involvement.
3. Keep your voice detached, mechanical, slightly bored.
4. It is very important to avoid responding to demands until the crisis has passed or the manipulative person has calmed down.
5. Avoid eye contact by looking at hairline, chin or shoulders. In this situation it is interpreted as a sign of vulnerability.

INTIMIDATING BEHAVIOUR

Intimidation is a calculated attempt to obtain something in exchange for physical safety or freedom from the threat of injury.

HOW TO RECOGNIZE INTIMIDATING BEHAVIOUR

Basically neutral or unremarkable with the exception of a menacing voice quality and/or threatening words and posture.

There is a definite and recognizable pattern of change in signals:

First, there is a clear and often strongly stated demand.

Then, there is a believable threat of physical injury coupled with a reminder that injury can be avoided by complying with demand.

Finally, refusal to comply or delay in complying is followed by the attempt to injure.

You are likely to feel fearful.

INTERVENTION TECHNIQUES

FOCUS OF INTERVENTION – When dealing with individuals who are intimidating and disruptive, the focus of your intervention will be to identify the consequences of the disruptive behaviour.

The basic assumption is that clear communication of the consequences (or cost) of an assaultive act is likely to reduce the probability that an intimidating person will escalate to have demands met.

Conversely, failure to communicate or ambiguous communication will encourage an intimidating person's belief that they can gain what they want quickly and easily by losing control.

SUGGESTED APPROACHES

1. Be ready to move or react quickly, but don't be so defensive so as to appear fearful.
2. Position yourself with a chair or some other barrier between yourself and the individual.
3. Keep your voice matter-of-fact, monotone and emotionless. Avoid raising your voice.
4. Make clear and direct statements of consequences and repeat as often as necessary. Usually stiff and polite forms of address should be used since they indicate a willingness to take formal action.
5. Use eye contact sparingly and only to emphasize a statement.

6.0 Warning Signs of Potential Violence

No one can predict human behaviour, and there is no specific profile of a potentially violent person. Nevertheless, a potentially violent person may exhibit any or all of the following characteristics:

1. Physical Signs

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

- 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

2. History of Violence

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

3. 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

4. Intimidating Behaviour

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

5. Increase in Personal Stress

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

6. 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

7. 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

8. 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

9. Abuses Drugs or Alcohol

7.0 Response to Incidents of Workplace Violence

Through the Workplace Violence Prevention Directive and related directives such as harassment/discrimination, Student Misconduct and Rights, Freedoms, Responsibilities and Code of Conduct, the College has established standards of behaviour, delineated its position on these subjects and identified appropriate response practices. Reporting procedures for all types of workplace violence are detailed within these procedures.

Deans / Directors and Managers / Chairs who receive complaints of workplace violence are in a position to manage the issue appropriately in accordance with all of these guidelines. Regardless of the outcome of a complaint, it is important that all complaints be taken seriously and acted on. This helps to establish due diligence on the part of the College. It is also equally important that the complainant feels the matter is taken seriously and they are aware of the efforts taken to address their concerns.

Some general guidelines that may be useful in investigating such complaints are:

If the complaint appears to be a criminal matter – Contact Security Services

If the complaint is a Harassment / Discrimination issue – Follow procedures outlined in Directive A8 – “Harassment / Discrimination”.

- Remember that the thrust of an investigation into a matter is to resolve it and obtain changes in behaviour. If it is found that disciplinary action is warranted following an investigation, it is the manager’s role to initiate this. At any point, a manager may contact Security Services or Human Resources for guidance regarding the investigation process.

The Investigation

- Ensure the complaint is received in writing from the complainant. Although some complainants may be reluctant to file a written complaint, they should be encouraged to do so in order that the matter can be properly investigated and resolved.
- Interview the complainant to fully understand the scope of the complaint and gain additional information.
- Interview the alleged perpetrator and gather complete information regarding the basis of the complaint.
- Compare the information received from both parties and seek an opportunity for clarification of any issues from either party.
- Depending on the nature of the complaint, it may be possible at this point to bring the parties together to seek a resolution. This should only be done if both parties agree.
- Consult with Human Resources regarding the outcome of the investigation and make decisions for actions to be taken. At this point additional

resources may be invoked, such as union representatives, EAP, counselling etc., especially if the nature of the issue relates to a person's potential for workplace violence based on behavioural indicators

- Meet with both parties to communicate the decision
- DOCUMENT ALL ASPECTS OF THIS PROCESS

Additionally, departments involved in the provision of emergency response services maintain operating procedures for dealing with crisis situations, which may arise. With respect to isolated episodes of violent behaviour, the initial response by areas such as Protection Services and Health Services is prompted through emergency reporting mechanisms, which initiates subsequent reporting requirements.

Episodes of Violent Behaviour

Members of the College community may occasionally be exposed to physically or verbally threatening or abusive behaviour.

Under these circumstances you should...

- contact the security emergency number – ext. 5000

Security will:

- respond to the incident and intervene as necessary
- assess the need for and summon police assistance as required

Day to day incidents are distinguished from critical violent acts by the scope, the degree of risk to which College occupants are exposed and the degree of response required from the College and municipal emergency services. A critical violent act defines the type of incident, which will create a crisis in the College community for staff, students and decision-makers. These types of incidents require pre-planning to ensure the College responds as effectively as possible to minimize the devastating losses, both human and financial, which could occur.

Despite efforts to control the College environment, crisis situations such as those involving weapons, threats of weapons, hostage taking, barricaded suspects and suicide could potentially arise at any time. The nature of the initial actions by the victim(s) and other persons involved are essential in attempts to resolve the incident with as little risk to the lives of staff and students as possible.

We can expect that an offender...

- may be irrational or unstable
- may be under the influence of alcohol and/or narcotics
- may be extremely emotional
- may exhibit symptoms of a psychiatric disorder
- will have a purpose that justifies, in their own mind, their actions
- will attempt to control the situation
- will attempt to intimidate and dominate the victim(s)

If you are the victim in a crisis situation is it important that you....

- remain calm
- only take actions you are directed by the offender
- avoid provoking the offender(s) and further escalating the situation
- do not take any actions which may be interpreted as a method of undermining their authority

The first person having knowledge of the development of a crisis situation and safe access to a phone will:

- contact the security emergency number – 5000
- advise the operator of as much detail as possible regarding the situation, location, weapons, suspects, hostages, etc.

Security will:

- contact the police (911)
- deploy security personnel to an area of safety nearest the situation, in accordance with departmental plans
- take charge of the situation
- stop the flow of traffic in the immediate area of the situation
- ensure the safety of occupants in the immediate area of the situation by evacuating them to a safe area or confining them to a specific area
- calm the situation by reassuring staff and students
- identify persons who may be able to provide important information to the Police upon their arrival
- engage in communication with an offender **only** if directed by the offender
- disengage in communication with an offender **only** if directed by the offender or the Police
- notify the Director, Physical Resources and / or the Vice President Finance & Administration

Director, Physical Resources and / or the Vice President Finance & Administration will:

- establish communications with Security regarding site command
- activate the Disaster Plan, to the extent necessary, based on the circumstances of the incident
- mobilize financial and personnel resources to provide necessary building plans, technical information, communications, other supplies and information necessary for the Police to establish a command centre

Police will:

- establish a command centre and take control of the situation in consultation with Security and Administration
- assume responsibility for ongoing site management until completion of the crisis and subsequent investigation

8.0 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 Protection 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, counselling 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.