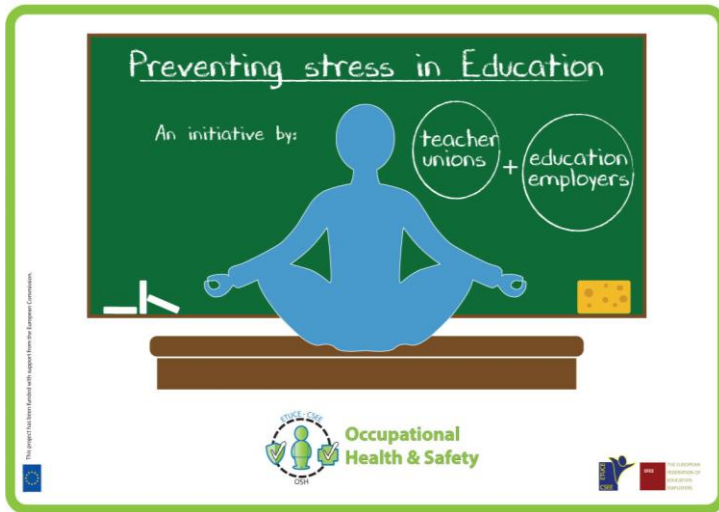


Education Social Partners' joint work on enhancing risk assessment in Education (2014-2021)

Martina Di Ridolfo, Programme Officer, European Trade Union Committee for Education (ETUCE)

Ulli Wabusseg, Policy Officer, European Federation of Education Employers (EFEE)

Introduction



- In 2018, ETUCE and EFEE launched the joint project, “[OiRA - Online Interactive Risk Assessment Tool](#)”, in collaboration with the EU-OSHA to develop OiRA tools for early childhood education and secondary education.
- The OiRA project is built on the following issues highlighted in the ETUCE-EFEE EU social dialogue project “[Social Partners Promoting Decent Workplaces in Education \(2014-2015\)](#)”:
 - ✓ Promoting decent and healthy workplaces in education for teachers and education employers;
 - ✓ Combatting physical and mental health related issues such as, psychosocial risks and work-related stress;
 - ✓ Exchanging good practices and challenges associated with health and safety in the education sector for teachers.

Development of the OiRA tools for the education sector

- Development of a comprehensive **list of occupational risks** in the ECE and secondary education
- Support from **EU-OSHA experts** and a **steering group** of 6 representatives of ETUCE and EFEE member organisations.
- **Categorisation into modules** → First aid, fire prevention and emergency preparedness; Wellbeing (including TPV) etc.
- Gathered **European OSH legal and policy references** pertaining to each occupational health and safety risk
- Coordinated a **users' testing phase** to assess the accuracy and usability of the tools before agreeing on a final version



European Agency
for Safety and Health
at Work



Social Dialogue
Dialogue social

OiRA - Topics addressed

- Promoting **decent and healthy workplaces** in education for teachers and education employers;
- Managing, combating and preventing **physical health related problems** (e.g. asbestos, heating, light, humidity, musculoskeletal problems, etc.) as well as **mental health related issues** (psychosocial risks, harassment, work-related stress, risks associated to ICT and cyber-security, etc) for teachers and educational personnel in a broad sense;
- **Exchanging, disseminating and recommending good practices** on safety and health in the education sector for teachers.
- **Third-party violence** is addressed in a specific section.

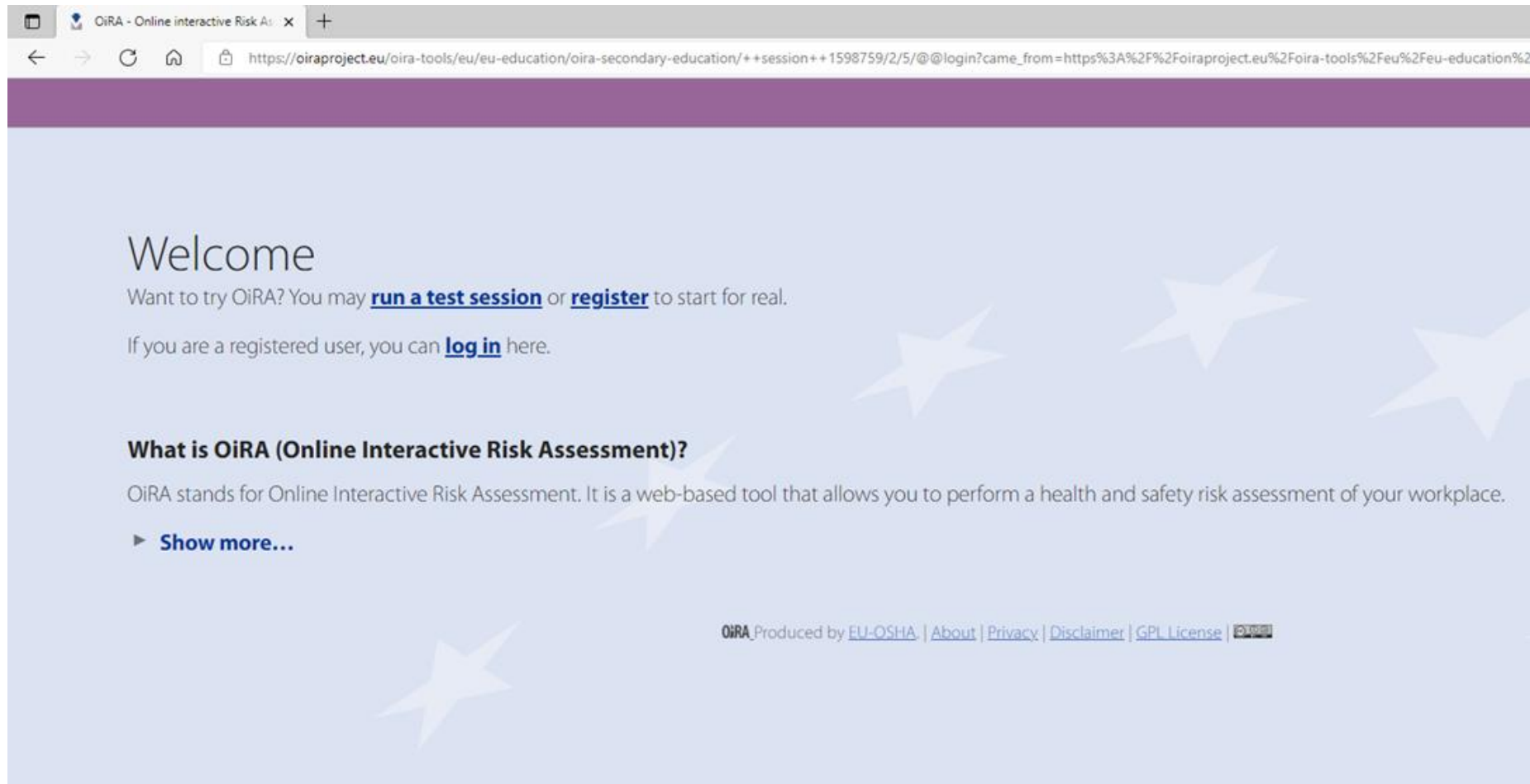
OiRA- Structure

- The tools enable education institutions, and staff responsible for OSH prevention within them, to:
- Take stock of existing occupational health and safety measures, address what is missing, in light of EU OSH legislation
- Develop a timed and precise action plan to improve OSH measures
- Users of the OiRA tools are able to identify and evaluate the occupational health and safety hazards specific to their institutions and generate:
 - **A report**
 - **An action plan**
 - **An overview of risks**
 - **an overview of measures**

The screenshot displays the OiRA Online interactive tool interface. The left sidebar shows a navigation menu with sections: Preparation, Identification + Evaluation, and Action Plan. The 'Action Plan' section is currently selected and expanded, showing a list of measures. The main content area on the right is a form for defining measures, with fields for 'Who is responsible?', 'Budget', 'Planning start', and 'Planning end'. A 'Save and continue' button is visible at the bottom right of the form.

Users can define responsibilities, budget, and timeline to address occupational health and safety hazards

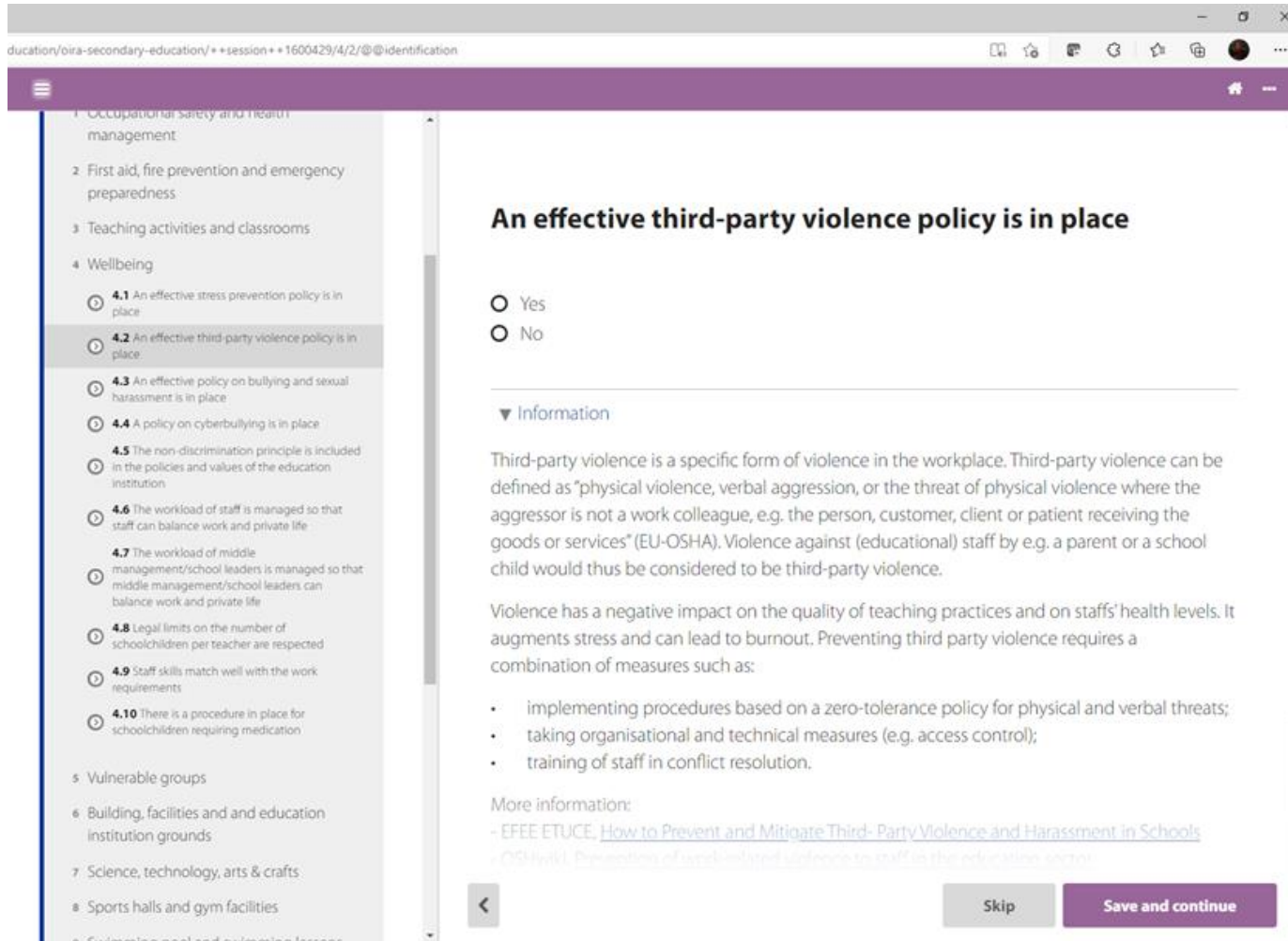
How does it work?



OiRA is accessible to everybody.

Anyone can run a test session.

Use of OiRA | Third-Party Violence section



education/oira-secondary-education/?+session+=1600429/4/2/@@identification

- 1 Occupational safety and health management
- 2 First aid, fire prevention and emergency preparedness
- 3 Teaching activities and classrooms
- 4 Wellbeing
 - 4.1 An effective stress prevention policy is in place
 - 4.2 An effective third-party violence policy is in place**
 - 4.3 An effective policy on bullying and sexual harassment is in place
 - 4.4 A policy on cyberbullying is in place
 - 4.5 The non-discrimination principle is included in the policies and values of the education institution
 - 4.6 The workload of staff is managed so that staff can balance work and private life
 - 4.7 The workload of middle management/school leaders is managed so that middle management/school leaders can balance work and private life
 - 4.8 Legal limits on the number of schoolchildren per teacher are respected
 - 4.9 Staff skills match well with the work requirements
 - 4.10 There is a procedure in place for schoolchildren requiring medication
- 5 Vulnerable groups
- 6 Building, facilities and education institution grounds
- 7 Science, technology, arts & crafts
- 8 Sports halls and gym facilities
- 9 Swimming pool and swimming lessons

An effective third-party violence policy is in place

☐ Yes
☐ No

▼ Information

Third-party violence is a specific form of violence in the workplace. Third-party violence can be defined as "physical violence, verbal aggression, or the threat of physical violence where the aggressor is not a work colleague, e.g. the person, customer, client or patient receiving the goods or services" (EU-OSHA). Violence against (educational) staff by e.g. a parent or a school child would thus be considered to be third-party violence.

Violence has a negative impact on the quality of teaching practices and on staffs' health levels. It augments stress and can lead to burnout. Preventing third party violence requires a combination of measures such as:

- implementing procedures based on a zero-tolerance policy for physical and verbal threats;
- taking organisational and technical measures (e.g. access control);
- training of staff in conflict resolution.

More information:
- EFEE ETUCE, [How to Prevent and Mitigate Third-Party Violence and Harassment in Schools](#)
- OSHA, [Preventing of work-related violence to staff in the education sector](#)

< Skip Save and continue

An overview of the different modules can be seen on the left.

TPV is dealt within the '**Well-being**' section.

In each module, the tool includes a series of yes/no questions + some definitions.

Results of OiRA – Action Plan

The screenshot shows the OiRA Action Plan interface. On the left is a sidebar with navigation options: Preparation, Involve, Identification + Evaluation, Action Plan (selected), Report, and Status. Under 'Action Plan', there are four items: 2 First aid, fire prevention and emergency preparedness; 4 Wellbeing; 4.2 An effective third-party violence policy is in place (highlighted with a red circle); and a legend for Unanswered (grey circle), Postponed (yellow circle), OK (green circle), and Attention (red circle). The main content area displays two action plan items. The first item is 'Develop procedures on third-party violence' with a 'Remove' button. It includes a 'Description' (Develop, in consultation with trade union representatives, policies and reporting procedures on third-party violence based on a zero-tolerance policy for physical and verbal threats), 'Who is responsible?' (with a question mark icon and a text input field), 'Budget' (with a question mark icon and a text input field), 'Planning start' (with a text input field), and 'Planning end' (with a text input field). The second item is 'Ensure quick communication is possible if a violent incident occur' with a 'Remove' button. It includes a 'Description' (Ensure quick communication is possible if a violent incident occurs and assistance is). At the bottom right of the main content area is a 'Save and continue' button.

At the end of the survey, an **Action Plan** is generated, based on the answers provided.

In this example:
no effective TPV policy in place.

→ 8 measures are suggested.

OiRA recommendations to set up TPV policies

Measure 1

- Develop, in consultation with trade union representatives, **policies and reporting procedures on third-party violence** based on a zero-tolerance policy for physical and verbal threats. Level of expertise and/or requirements needed

Measure 2

- Ensure **quick communication** is possible if a violent incident occurs and assistance is available if a situation escalates (call upon colleagues, security agents, police). Level of expertise and/or requirements needed

Measure 3

- Take **adequate organisational/technical measures** to prevent third-party violence. (Examples: access control to the school grounds and buildings; permanent supervision of visitors; increasing the presence of staff in hallways, the cafeteria, and schoolyard; installing security cameras; improving the visibility: better lighting at entrances, school grounds, unobstructed views on schoolyard, gates etc.

Measure 4

Provide **support structures** (e.g. counselling services). Communicate with staff about the ways the education institution could provide support if someone has been the victim of acts of third-party violence. Clarify how confidentiality is ensured.

Measure 5

Inform schoolchildren and parents about the education institution's policy on third-party violence. **Emphasise the zero-tolerance principle** and explain **which rights and responsibilities they have**. Include this information in the **regulations/rules of the education institution**. Level of expertise and/or requirements needed

Measure 6

Inform staff on the policies and reporting procedures on third-party violence. Include this topic into the **induction training for all newly qualified staff**. Level of expertise and/or requirements needed

Measure 7

Encourage staff to **report incidents** promptly. Keep records and adequate documentation. Review the records to identify patterns of violence.

Measure 8

Organise a **training for staff** on how to recognise potential offenders (early signs of aggressive behaviour), non-violent response and conflict resolution.

OSH4EDU Project 2020-2021

Promotion and dissemination of OiRA tools via 2 Interactive Online Workshops to:

- **Raise awareness** on the possibilities of implementing an OiRA-tool into national settings
- **Share knowledge**, experiences and challenges between education employers and trade unions representatives on the use of risk assessments at different education levels (primary, secondary, higher education & research and VET)
- Explore the possibility to **further develop an OiRA-tool** for the HER and VET sectors by discussing the specificities of the needs in terms of risk assessment

OSH4Edu Project 2020-2021



Qualitative data from 39 respondents from 17 countries collected:

- Main risks identified by participants are related to **Covid-19**
- OiRA tools most useful for identifying **potential risks and hazards** (including psychosocial hazards) and for setting up an action plan
- OiRA tools seen as less useful in supporting the organisation and coordination of risk assessment management and actual implementation of the action plan --> an aspect to reflect on in the future

Future joint work

Challenges and **opportunities** for **OiRA development for HER and VET**

■ **OiRA tools in HE&R:**

- **Psycho-social risks** and variety of education fields, staff and students are the most important aspects that need to be considered when developing OiRA tools for the HE&R sector.
- OiRA tools in HE&R should also be developed taking into consideration **students' inputs**.

■ **OiRA tools in VET:**

- would require more synergy between all stakeholders (including different sectoral social partners).
- should also meet the reality and needs of theoretical and practical specificities of the VET sector.

Thank you for your attention!

- Martina Di Ridolfo, ETUCE martina.diridolfo@csee-etuce.org
- Ulli Wabusseg, EFEE ulrike.wabusseg@educationemployers.eu