

Violence Prevention and Worker Safety Plan

October 2020



Table of Contents

SUPERINTENDENT’S MESSAGE	4
OVERVIEW	5
ABOUT THE VIOLENCE PREVENTION MANUAL	5
PURPOSE	5
AN INCLUSIVE LEARNING ENVIRONMENT IS A STRENGTH	6
GREATER VICTORIA SCHOOL DISTRICT	7
WORKER SAFETY GOALS	7
RIGHTS AND RESPONSIBILITIES	8
WORKERS’ RIGHT TO KNOW	8
DUTY TO REPORT	8
RIGHT TO REFUSE UNSAFE WORK	9
PREVENTION	10
A CULTURE OF SAFETY	10
THE ROLE OF TRAINING	10
A HOLISTIC TEAM APPROACH BASED ON COMMUNICATION	11
DEFINING RISK AND VIOLENCE	12
SHARED UNDERSTANDING	12
TYPES OF VIOLENT ACTS	13
LEVELS OF RISK RATING RELATED TO VIOLENCE	13
WORKER SAFETY PLANNING	19
WORKER SAFETY PLAN OVERVIEW	19
WORKER SAFETY PROTOCOL PATHWAY OVERVIEW	19
DETAILED GUIDE: WORKER SAFETY PROTOCOL	26
PHASE 1: RECOGNIZE	27
PHASE 2: REPORT	29
PHASE 3: ASSESS AND INVESTIGATE	31
PHASE 4: PLAN AND IMPLEMENT	34
PHASE 5: COMMUNICATE AND SHARE	36
PHASE 6: MONITOR AND ADJUST	37
CONCLUSION	38

Appendix

APPENDIX A: GLOSSARY	40
GLOSSARY OF TERMS.....	40
APPENDIX B: FORMS.....	44
FORM 1: WORKER’S STATEMENT OF INCIDENT	45
FORM 2: VIOLENCE RISK ASSESSMENT/INCIDENT INVESTIGATION.....	48
FORM 3: WORKER SAFETY PLAN.....	51
FORM 4: THREAT SYNOPSIS	54
APPENDIX C: RECORD KEEPING.....	55
THE ROLE OF RECORD KEEPING	56
<i>Record Keeping Overview.....</i>	<i>56</i>
<i>Transitions Within the School—Students with Complex Needs</i>	<i>56</i>
<i>School-to-School Transitions</i>	<i>58</i>
<i>Dealing with hostile or Potentially Violent Members of the Public.....</i>	<i>61</i>

Superintendent's Message

In the Greater Victoria School District each employee is a valued member of our team. Everyone has an important role in supporting, leading and inspiring our students. Working together, we are One Learning Community.

As a District, our role is to provide the most optimal environments for everyone—staff, students and community partners. We are committed to keeping our schools safe and secure for all, as every member of our learning community has the right to a safe working environment. The District's full commitment to workplace safety supports the well-being of everyone, and it also provides the best outcomes for our students.

With this in mind, we have developed a new **Violence Prevention Program Manual**, which specifically addresses safety as it relates to incidents of violence against staff. Worker safety is an essential component for an effective, productive and positive learning environment.

The purpose of the Violence Prevention Program Manual is to recognize and prevent violence. Safety is essential to an effective, productive and positive working environment. It is also crucial to providing enriching learning experiences, with each student having the opportunity to reach their greatest potential in the public education system.

Together, we can create a safe working and learning environment for all.

Sincerely,



Shelley Green, Superintendent of Schools

Overview

About the Violence Prevention Program Manual

The Greater Victoria School District (the District) has a responsibility to provide a safe workplace for all. District workers have the right to a safe and secure working environment. And safe workers are an essential component of an effective, productive and positive learning environment.

Workers in turn have a responsibility and a role in helping to ensure a safe workplace, including a statutory requirement to report unsafe work conditions. Therefore, workers need to know how to recognize the signs of unsafe conditions or potential violence, and how to report these conditions. The Violence Prevention and Worker Safety Plan is designed to help workers with this. It should be noted that the Violence does not apply to incidents of violence between employees. Incidents between employees must be reported to the impacted workers' Principal/Vice Principal or Supervisor

The Violence Prevention Manual is part of our overarching and comprehensive toolbox of different strategies, training and procedures in place to keep everyone safe. It also exists within the context of a number of other plans that focus on other aspects of student learning and school safety, including Individualized Education Plans and Student Support Plans.

Purpose

DEFINITIONS

For the purpose of this document, the term **“worker”** as defined by the *Workers Compensation Act* will be used. This includes all people working for the School District, including administrators, school office staff, custodians, teachers and education assistants.

For a full list of definitions, including those set out in the *Workers Compensation Act*, see the Glossary (Appendix A).

The Violence Prevention Manual is designed to educate and support District employees in terms of:	
✓	How to identify a violent incident;
✓	How to recognize the warning signs;
✓	How to assess the seriousness of the risk;
✓	What to do in the event that you or other workers in the school are the target of a threat or violent act;
✓	How to prevent future violent incidents and mitigate the risk;
✓	How improved communication can help create a better safety culture;
✓	How training, a culture of safety and other preventative measures creates a safer environment for all.

An Inclusive Learning Environment is a Strength

The Violence Prevention and Worker Safety Plan is a key part of our comprehensive approach to an inclusive education environment.

Our student population is diverse, with varying strengths, needs and challenges. This diversity enriches our schools and makes them stronger. With the right supports, we can help every learner be successful in their classroom, and develop to their full potential academically, social-emotionally and physically.

All team members working together is critical in creating welcoming, flexible, accessible and responsive learning opportunities that adapt to the changing and diverse needs of each student.

The District continues to work to improve support for training and programming that helps both students and staff develop the skills they need to be both preventative and responsive.

Greater Victoria School District

Worker Safety Goals

The Greater Victoria School District will:

1. Provide a safe workplace for all—worker safety is an essential component for an effective, productive and positive learning environment and workers have a right to safe working environments.
2. Respond swiftly and decisively to all behaviours that pose a potential risk to workers.
3. Foster a culture of safety within our schools.
4. Take a prevention-first approach, with clear pathways and supports to report and respond to incidents when they occur.
5. Provide training and professional development opportunities to instill confidence and equip workers with the skills they need to prevent, manage and de-escalate challenging behaviours.
6. Celebrate student diversity in all its forms, and provide the right supports and responsive learning opportunities to help every learner be successful and safe while ensuring worker safety.
7. Encourage and make space for intentional communication to ensure that workers have the information they need to prevent and mitigate violence.

Rights and Responsibilities

Workers' Right to Know

Ongoing and Intentional Communication is Key to Success

Workers have a right to have information that is necessary to identify potential hazards and help ensure their safety. The District fully supports this.

Responsible sharing is a key part of what we all do as professionals. WorkSafeBC requires employers to provide workers with appropriate information regarding credible risks of violence at their worksite. When an identified risk is known, the identity of the individual and the nature of the risk must be given to staff likely to come in contact with the individual. The information shall not be indiscriminately distributed.

If an individual is in possession of information that may indicate an imminent danger to the health and safety of any person or persons, and the source of the information is reliable, the information can be shared without consent. If the information has been shared without consent, the individual shall be advised with whom the information was shared, where required by law. The *Workers Compensation Act* exists in balance with the objectives of the *Freedom of Information and Protection of Privacy Act*.

Both acts support the provision of information, including private details regarding the student and their needs, to prevent incidents. It is all of our responsibility to communicate: communication is an essential part of the recognition, prevention and mitigation processes.

Duty to Report

To keep school communities safe and caring, staff members have a duty to report all violent behaviours to the school and/or applicable law enforcement. This includes both verbal and physical violent behaviours from member of the public and the students. No action will be taken against a person who makes a report unless the report is made maliciously and without reasonable grounds. If any worker has questions, the District encourages that person to contact their representative or Principal/Vice Principal/Supervisor.

Right to Refuse Unsafe Work

Every worker has the right to refuse unsafe work if they believe that to continue to work would create an undue risk to oneself or to others. An employee who refuses to work is not subject to reprimand from the employer. For information about WorkSafeBC regulations regarding this policy or others, visit worksafebc.ca.

Excerpt from the WorkSafeBC website



Refusing unsafe work

Workers have the right to refuse unsafe work. If you have reasonable cause to believe that performing a job or task puts you or someone else at risk, you must not perform the job or task. You must immediately notify your supervisor or employer, who will then take the appropriate steps to determine if the work is unsafe and remedy the situation.

As an employer, workers are your eyes and ears on the front line of workplace health and safety. When workers refuse work because they believe it's unsafe, consider it an opportunity to investigate and correct a situation that could have caused harm.

If a worker refuses work because it's unsafe, workplace procedures will allow the issue to be properly understood and corrected. As a worker, you have the right to refuse to perform a specific job or task you believe is unsafe without being disciplined by your employer. Your employer or supervisor may temporarily assign a new task to you, at no loss in pay.

Steps to follow when work might be unsafe

1

Report the unsafe condition or procedure

- As a worker, you must immediately report the unsafe condition to a supervisor or employer.
- As a supervisor or employer, you must investigate the matter and fix it if possible. If you decide the worker's concern is not valid, report back to the worker.

2

If a worker still views work as unsafe after a supervisor or employer has said it is safe to perform a job or task

- As a supervisor or employer, you must investigate the problem and ensure any unsafe condition is fixed.
- This investigation must take place in the presence of the worker and a worker representative of the joint health and safety committee or a worker chosen by the worker's trade union. If there is no safety committee or representing trade union at the workplace, the worker who first reported the unsafe condition can choose to have another worker present at the investigation.

3

If a worker still views work as unsafe, notify WorkSafeBC

- If the matter is not resolved, the worker and the supervisor or employer must [contact WorkSafeBC](http://worksafebc.ca). A prevention officer will then investigate and take steps to find a workable solution.

Prevention

A Culture of Safety

The District is striving to build a culture of safety at our schools. Consideration of and communication about worker safety should be a normal and regular part of every worker-student interaction.

This Violence Prevention and Worker Safety Plan is one step towards fostering a District culture of safety. Other steps include:

- Training and professional development;
- Creating a culturally-responsive environment;
- Ongoing communication around safety;
- Community outreach;
- Additional plans that address student behaviour, learning and safety; and building security.

Together, we can all help cultivate this culture of safety. Everyone has a role to play, across the District, in achieving this culture shift which is one part of creating the best possible school environment for our learners.

The Role of Training

Training is a key way to increase worker confidence and safety.

The District continues to offer ongoing in-service and professional development to all workers, including teachers and educational assistants – the teams who work most closely with students. The District has rolled out the Nonviolent Crisis Intervention training program which equips workers with skills that work for recognizing, preventing, managing, and deescalating challenging behaviours. The training is open to all school workers and is available for professional development. Talk to your Principal or the Occupational Health & Safety (OHS) Advisor about training options available to you.

With these skills, staff are better equipped to build relationships and reduce violent behaviours, which in turn will help improve worker safety and student outcomes.

A Holistic Team Approach Based on Communication

Safety does not exist in a vacuum: it exists within a broader context. As such, the District has a holistic, team approach to safety, which includes:

- The District continues to improve **training and programming that supports workers in developing skills** in order to prevent violent incidents from arising in the first place.
- We have introduced **regular and on-going conversations and communications**. Worker safety plans and student status updates—including violent incident reporting and student behavioural changes documentation—are an agenda item of every staff meeting, every Joint Occupational Health & Safety Committee meeting and, where appropriate, school-based team meetings. Communication about safety should be a key part of our ongoing discussions as educators.
- **Every team member** has **valuable and useful** information to share that can help prevent violence.
- A **collaborative and direct method for developing customized plans**, including Worker Safety Plans, Individual Educational Plans, Student Support Plans, or others. This process should involve all members of inclusive learning teams, knowledgeable workers and the worker's JOHS representatives.
- Increasingly school **staff are playing a more active role** in creating the various plans they are responsible for implementing and monitoring. Workers have the right to participate in health & safety activities, including developing and reviewing worker safety plans.

Together through a team approach we can work to de-escalate and mitigate the risks of violence and improve the working and learning environment.

Defining Risk and Violence

Shared Understanding

“Violence is the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behaviour which gives a worker reasonable cause to believe that [he/she/they are] at risk of injury”

– [WorkSafeBC, Policies Part 4 - Violence in the Workplace \(April 6, 2020\)](#)

Section 4.27 applies to all persons committing violence except where a worker of the same employer is the victim. Workers of the same employer are covered by section 4.25.

Having a shared understanding of what constitutes violence and what the levels of risk are—from low to high—along with examples of how levels of risk manifest helps us all to:

- Have a common language;
- Identify issues proactively;
- Mitigate incidents as they arise, preventing issues from further escalating;
- Categorize and assess danger to ourselves and others.

Violence can take different forms. It can be physical or psychological, and it includes threats. Similarly, a worker who experiences violence is at risk of adverse physical and mental health injury and/or illness. Violence can occur in isolated incidents, or can occur as a pattern of behaviour. Repetitive exposure to “low risk” incidents may have a cumulative impact on worker’s health and safety, and this must be a consideration when determining the risk rating of the threat as a hazard.

Types of Violent Acts

Types of Violent Acts		
<i>*Note, violent acts include but are not limited to this list</i> <i>Descriptions are informed by the Violence Prevention Initiative, 2013</i>		
Violent Act	Description	Examples
Threats	Threats can be conveyed verbally, in writing, or through non-verbal behaviour(s). They can be direct or indirect.	Threatening violence against a person or their family members.
Verbal Abuse	Verbal abuse occurs when someone uses language, whether spoken or written, to cause harm to an individual.	Yelling; lying; name-calling; insulting, swearing, etc.
Emotional/ Psychological Violence	Statement or act to make a victim feel stupid, worthless or fearful, to gain control over them.	Destroying possessions; intimidate; acting verbally aggressive, etc.
Physical Violence	The use of a part of their body or an object to injure or gain control of the victim.	Pushing; slapping; choking, etc.

Levels of Risk Rating Related to Violence

The OHS regulations require that School District #61 not only assess the risk of violence, but also implement a plan to reduce those risks. Assessing the risk of violence in the workplace requires identification of the hazards that may increase the risk of workplace violence and analyze the identified hazards to determine the degree of risk associated with each one.

The following risk analysis matrix and definitions were used to determine both the probability and impact of various forms of violence and aggression. The analysis is qualitative in nature and recognizes that individual incidents may occur that are higher or lower than determined risk levels.

Step 1: Assessment of Hazard Severity	The hazard severity (harm) is the extent of the injuries, illness, or damage that may be sustained if the hazard happens Injury Potential					
i	Physical injury such as a scratch, small cut, slight burn, slight bruise or abrasion, threats that are unrealistic, vague, indirect and implausible or lacks detail					
ii	Physical injury such as a laceration, requires stitches, moderate bruising, moderate burn; direct and concrete threats, lacks indicators that the threatening individual has taken steps to prepare, although there may be a degree of veiled reference or ambiguous or inconclusive evidence ; emotionally uncomfortable					
iii	Serious physical injury such as broken bones, severe burns or bleeding, eye injury, concussion; threat is direct, specific and plausible;					
iv	Major injury to one or more persons resulting in amputation, permanent disability; permanent emotional impairment					
Step 2 Hazard Probability	Probability is split into five categories ascending in scale of likelihood. Determine the probability of the occurrence					
A	Very unlikely to occur					
B	Unlikely to occur					
C	May happen					
D	Likely to occur					
E	Highly likely to occur					
Step 3: Determination of Risk Rating by taking the hazard severity in step 1 (vertical) against the probability from step #2 (horizontal) An example, a moderate severity (ii) and a frequency of likely to happen (D)=3						
Severity from Step 1	i	1	1	1	1	1
	ii	1	2	2	3	3
	iii	1	2	4	5	5
	iv	1	2	4	5	5
Hazard Probability		A	B	C	D	E
Step 4: Determination of Timeline for Actions						
<div>➤ Notification of Occupational Health & Safety Advisor and the District Behavioural Consultant along with the documentation is required</div> <div>➤ The severity will be bumped up one level (i.e. 1 to 2) if this a repeat occurrence that has not triggered a review of control measures in the Violence Prevention Program</div>						
Risk Rating and Risk Reduction						
5: Extremely High	Implement immediate short-term control measures with school administration; Begin long-term control measures with 2 business/school days (Worker Safety Plan) Review education and training for involved personnel					
4: High	Implement immediate short-term control measures with school administration; Begin long-term control measures with 4 business/school days (Worker Safety Plan) Review education and training for involved personnel					
3: Moderate	Implement immediate short-term control measures with school administration; Begin long-term control measures with 2 business/school weeks (Worker Safety Plan) Review education and training for involved personnel					

2: Low	Review incident and control measures within 3 months if there has not been another violent incident
1: As Low As Achievable	Review incident and control measures within 4 months if there has not been another violent incident

As Low As Achievable: <ul style="list-style-type: none"> • Insignificant incident and/or worker felt control measures were adequate. • Monitor for repetition without re-evaluation of risk rating, as the cumulative impact of “as low as achievable” incidents may indicate a higher risk level. 	
Parameters:	Lowest risk rating to property and identified victim(s) or general safety. <ul style="list-style-type: none"> • Threat is usually vague, and indirect and information is implausible or lacks detail. • Threat is unrealistic. • Content of threat suggests person is unlikely to carry it out.
Examples:	<ul style="list-style-type: none"> • Worker traveling by car (without passengers) from one school to another within the District. • Worker handling small cash transactions within the school.
Low Risk: <ul style="list-style-type: none"> • Minor injury and/or worker felt growing concerns. • Monitor for repetition without review of control safeguards, as the cumulative impact of “low risk” incidents may indicate a higher risk rating level. 	
Parameters:	<ul style="list-style-type: none"> • Minimal risk to identified victim(s) or general safety. • May result in first aid, but not lost time beyond day of incident. • Threat is usually vague, and indirect and information is implausible or lacks detail. • Threat is unrealistic.

	<ul style="list-style-type: none"> • Content of threat suggests person is unlikely to carry it out. • Behaviours that could indicate a risk for escalating violent behavior, such as: <ul style="list-style-type: none"> ○ Drawing violent pictures; ○ Writing violent stories in class; ○ Making vague statements that do not constitute ‘uttering; threats’ as defined by law but do raise concern.
Examples:	<ul style="list-style-type: none"> • Person pokes/points an object toward a worker (outside the “strike zone”). • Person throws an object (with low mass) at a worker and misses. • Person lays on the floor and starts to cry with no good reason. • Person interrupts the flow of activities.
Moderate Risk <ul style="list-style-type: none"> • Minor injury and/or worker felt ill at ease. • Monitor for repetition without review of control safeguards, as the cumulative impact of “moderate risk” incidents may indicate escalating risk rating level. 	
Parameters:	<ul style="list-style-type: none"> • Moderate risk to identified victim(s) or general safety. • Causes emotional concern at the time of the incident. • More direct and concrete than a low level risk. • Resulted in minor injury that may require medical aid or time loss beyond the day of incident. • Wording of threat suggest the threatening individual has given some thought to how the act would be carried out. • May have general indicators of a possible place and time.

	<ul style="list-style-type: none"> • Lacks indicators that the threatening individual has taken steps to prepare, although there may be a degree of veiled reference or ambiguous or inconclusive evidence. • There may be a qualifier to suggest the threat is not empty.
Examples:	<ul style="list-style-type: none"> • Person states to another student: "If I wanted to, I could set fire to the school at one of our assemblies! Don't think I don't mean it". • Person shoves a desk toward a worker, bruising the worker's leg. • "I'm serious," or "I really mean it". • Person spreading rumours about another in a small groups. • Person uses "outdoor voice" in close proximity with others.
High Risk <ul style="list-style-type: none"> • Major injury and/or put worker at risk. • Monitor for repetition without recent review of control safeguards, as the cumulative impact of "high risk" incidents may indicate escalating risk rating level/ evolving violent behaviours. 	
Parameters:	<ul style="list-style-type: none"> • Appears to pose an imminent and serious danger to the safety of others/ themselves. • Causing emotional concerns beyond the day of incident/injury. • Injury resulting in medical attention beyond First Aid, and/or time loss beyond day of incident(s). • Threat is direct, specific and plausible. • Person becomes physically aggressive with known "triggers". • Workers need to follow the "Worker Safety Plan" when working with this person.

	<ul style="list-style-type: none"> Threat suggests concrete steps have been taken toward carrying it out.
Examples:	<ul style="list-style-type: none"> Workers not following the established procedures for Worker Safety Plans. Student bites a worker and breaks the skin while threatening to hurt the worker. Student repeatedly hits and spits on a worker and needs to be restrained.
Extremely High Risk <ul style="list-style-type: none"> Major injury and/or put all workers at risk. Impact of “extremely high risk” incidents is District-wide. 	
Parameters:	<ul style="list-style-type: none"> Worker constantly feel overwhelmed by their assigned duties. Person becomes physically aggressive and all staff need to take extra precautions whenever that person is in the school.
Examples:	<ul style="list-style-type: none"> Person will punch workers while they pass in halls without any other interaction. Person posts on social media: “I hate everyone at school. I’m going to put laxatives in the food in the cafeteria. In a week, everyone will know my name.”

Worker Safety Planning

Worker Safety Plan Overview

The Worker Safety Planning is the official process for responding to violence towards workers, and identifying the risk of violence so that it can be prevented. This Plan is consistent with the WorkSafeBC legislation and regulations, and requires the joint participation of workers, inclusive learning teams and the employer.

This Plan provides a clear pathway for workers to be engaged in their own safety and, in the event of a violent incident, report that incident.

- NOTE: Worker to worker violence is handled separately. Incidents between employees must be reported to the impacted workers' Principal/Vice Principal or Supervisor.

Worker Safety Pathway Overview

The table below represents an overview of the pathway for workers and administration to work collaboratively to communicate and report in the event of a violent incident. The table aligns to the Detailed Guide as well as the Forms at the back of this Plan.

View of the On-line Violent Incident Tracker

Violent Incident Report
Site / Location Arbutus
Specific Location
Date and Time of Incident day-month-year hour:minute AM
Date and Time of Incident Reported By Worker day-month-year hour:minute AM
WORKER INVOLVED
Last Name Search by last name
First Name
Position
Work Phone
P/VP OR SUPERVISOR
Last Name Search by last name
First Name
Supervisor Phone
NAME OF WITNESSES
Witness 1
Witness 2
Witness 3
In your best professional judgment, this incident involving violence can be best categorized as: <input type="checkbox"/> Verbal Abuse <input type="checkbox"/> Verbal Threat <input type="checkbox"/> Written Threat <input type="checkbox"/> Threatening Gestures <input type="checkbox"/> Physical Assault
Weapon Involved? <input type="checkbox"/> No <input type="checkbox"/> Yes, Specify:
AGGRESSOR (if known)
Type: <input type="radio"/> Parent <input type="radio"/> Student <input type="radio"/> Other
Last Name
First Name

Nature of Injury: (Include body area/part affected; left, right; psychological, etc.)

Did you seek First Aid?

☐ Yes ☐ No

Did you or will you see a physician?

☐ Yes (If potential for yes, complete Form 6A) ☐ No

Were or will you be absent from work?

☐ Yes (If potential for yes, complete Form 6A) ☐ No

*Worker must report to P/VP/Supervisor if absent from work or medical aid sought and contact WorkSafeBC (1-888-WORKERS).

Description of Violent Incident: (Attach supporting documents as required. Inc. sequence of events, sketch, equipment, etc.)

Risk Rating

[APPENDIX: Risk Rating Matrix](#)




☐ **No Further Action Required**

Form 6A Upload Select File

On-line Violent Tracker: Form 3

The screenshot displays the 'Worker Safety Plans' form in a web browser. The left sidebar shows a table of incidents with columns for Date and Worker Involved. The main area contains a form for a specific incident, with fields for Date, Worker Involved, P/VP OR SUPERVISOR, Aggressor (if known), Overview of Past Behaviour, Antecedents (Root Causes), and Actions to Address Behaviour. The form is titled 'Worker Safety Plan' and includes a 'Save' button at the bottom.

Step	Form Needed?	Activity
Phase 1: Recognize		
Step 1.1		Workers, administration and District staff members will know and understand potential aggressor's baseline behaviour.
Step 1.2		Recognize that a change in behaviour is a warning sign, and recognize the precursors to incidents of violence.
Phase 2: Report		
Step 2.1		The worker will Immediately seek first aid, if necessary. Any witnesses will notify school administration as soon as practical.

Step	Form Needed?	Activity
Step 2.2		Report the incident by complete the Worker's Statement of Incident (Form 1) as soon as practical online or on paper. The worker or witness can also use the WorkSafeBC Form 6A , a behaviour log, email, or other means to report violence. This step can be done by worker, witness, administrator or District personnel.
Step 2.3		Administration/supervisor and/or District staff will determine if the process needs to advance to the next phase, Assess and Investigate.
Phase 3: Assess and Investigate		
Step 3.1		The administration/supervisor or District personnel will complete the on-line Violence Risk Assessment (Form 2, Section A) for the incident to document what happened and assess the risk rating. The timeframe for completion can range from 2 working days to 2 weeks depending on the risk rating.
Step 3.2		Complete the Preliminary Incident Investigation (Form 2, Section B) if the incident warrants . The timeframe for completion can range from 2 working days to 2 weeks depending on the risk rating within 2 working days of the incident being reported and frequency of re-occurrence.
Step 3.3		The administrator /supervisor will identify corrective actions in the Preliminary Incident Investigation with timelines and responsibilities.
Step 3.4		The administration will complete the Full Incident Investigation (Form 2, Section C) within 10 working days of the incident being reported.

Step	Form Needed?	Activity
Step 3.5		Communication of the corrective actions and or new control measures will be done to stakeholders, the school JOHS Committee and District OHS Committee on a regular basis.
Phase 4: Plan and Implement		
Step 4.1		If the Incident Investigation reveals a Worker Safety Plan (Form 3) is needed, school administration or District personnel will complete the Worker Safety Plan within 2-10 working days to address control measures for protection of personnel working in direct contact with an aggressor. The Worker Safety Plan will be printed and reviewed by all personnel having direct contact with the aggressor, including all TTOC, Inclusive Learning team, maintenance staff, and spare board staff at the beginning of the shift/assignment.
Step 5.1		If a Worker Safety Plan (Form 3) is needed, the administration will also complete the Threat Synopsis (Form 4) within 2-10 working days to address precaution for all personnel in the proximity with known aggressors. The Threat Synopsis will be printed and maintained in binders for District staff to review. (The school administrator will write the plan).
Phase 5: Communicate and Share		
		The school administration will ensure that the affected workers have adequate time to review the Worker Safety Plan and/or Threat Synopsis , and that the plans are on the agenda of the next Joint Occupational Health & Safety Committee meeting and or meetings to address support of the student aggressors (IEP).
Phase 6: Monitor and Adjust		

Step	Form Needed?	Activity
Step 6.1		<p>Review /establishment of the Worker Safety Plan:</p> <ul style="list-style-type: none"> • Within a month of the incident being reported by school administration, JOHS representative and the worker(s) involved. • Periodically as a new behaviour is observed or when a current plan is found to be ineffective. • At the close of each school year and when the District is notified of a transition of schools, the Worker Safety Plan and/or Threat Synopsis will be reviewed and the information will be communicated through official channels to the new school. • If a Worker Safety Plan and/or Threat Synopsis is/are not reviewed at the end of one school year for extenuating circumstances (COVID-19) , it will be deemed to be active the beginning of the next. • At the beginning each school year at a minimum thereafter, the Worker Safety Plan and/or Threat Synopsis will be reviewed by administration, JOHS and worker(s).
Step 6.2		<p>Ongoing regular communications on worker safety and student status—monthly review of redacted information related to violent incidents and behavioural changes—is an agenda item of every Joint Occupational Health & Safety Committee meeting, student-centric meeting and where appropriate, school-based team meetings.</p>

Detailed Guide: Worker Safety Guide

This detailed Worker Safety guide should be used to help you progress along the pathway and complete the Forms associated with each phase and step.



Phase 1: Recognize

Step 1.1: Know Students' Baseline Behaviour

In order to recognize when a person is escalating, workers need to have a good understanding of that person's baseline behaviour. This is especially true when the person is one of our students.

Step 1.1: Recognize That a Change in Behaviour is a Warning Sign

Recognize the precursors to incidents of violence. A previous violent incident is not required to initiate a Violence Risk Assessment, Worker Safety Plan and/ or Threat Synopsis. By recognizing the precursors to a potential risk of a violent incident and assessing/investigating the precursors helps to prevent incidents of violence and mitigate risk.

When a change in baseline behaviour is noted, these changes could include an escalation in:

Internalizing Behaviours	
Anxiety	<ul style="list-style-type: none">• Worries incessantly;• Is fearful;• Is nervous;• Avoids tasks, situations or is perfectionistic;• Engages in flight;
Depression	<ul style="list-style-type: none">• Cries easily;• Is pessimistic;• Is easily upset;• Change in school attendance;
Somatization (illness related to psychological distress)	<ul style="list-style-type: none">• Has headaches and/or stomach aches;• Complains of general pain or fatigue;

Withdrawal	<ul style="list-style-type: none"> • Refuses to talk or join in group activities; • Avoids others;
Inattention	<ul style="list-style-type: none"> • Has a short attention span; • Does not complete tasks; • Is easily distracted; • Interferes with others learning;
Externalizing Behaviours	
Anger control	<ul style="list-style-type: none"> • Has temper outbursts or “explosions”; • Is unable to regulate emotions; • Short fuse;
Aggression	<ul style="list-style-type: none"> • Teases others; • Breaks others’ things, destructive; • Threatens others; • Postures towards others; • Physically hurts others; • Swears at or is rude to others;
Hyperactivity/impulsivity	<ul style="list-style-type: none"> • Is excitable; • Interrupts others; • Is restless, fidgets, wanders or overactive; • Cannot wait to take turns; • Talks excessively or blurts out/calls out;
Oppositional behaviour	<ul style="list-style-type: none"> • Argues; • Disrupts the play of others; • Annoys others on purpose; • Refuses to follow directions, refuses to respond to requests or simply refuses; • Breaks rules, including lying and stealing;

Phase 2: Report

All workers or those witnessing a violent incident, or who are concerned about the risk of violence, have the right to report it to their Supervisor.

The worker or witness can submit a Worker's Statement of Incident (Form 1) online under the staff portal button. They can also report violence or perceived risk of violence using other acceptable written formats that notify the management of a problem (email to supervisor, notification to District OHS Advisor, WorkSafeBC Form 6A). Every worker has the right to submit WorkSafeBC claims for injuries at work.

In order to prevent incidents of violence and reduce the risk of serious harm, a worker may report a perceived risk of violence and request that a preventative plan be put in place. For example, student-to-student violent incidents may indicate a risk of student-to-worker violent incidents.

Step 2.1: First Aid

Who:	Impacted worker or witness
Activity:	Seek first aid, if necessary
Timing:	Immediately

Step 2.2: Worker's Statement of Incident (Form 1)

Who:	Impacted worker, witness, or administration
Activity:	Report the incident by taking these steps: <ul style="list-style-type: none">• Complete Worker's Statement of Incident (Form 1) on the Staff Portal link.
Timing:	Immediately
Details:	<ul style="list-style-type: none">• The full details with further actions will be available to administration and District support staff in the Violent Incident Tracker.• Redacted copy will be available to JOHS and DOHS Committee members.

Step 2.3: Determine if Protocol Progresses to Phase 3

Who:	Impacted worker, witness, or administration
Activity:	<ul style="list-style-type: none">• Principal, Vice Principal or supervisor will review with the worker what further actions are required.• All staff will have access to input information on Violent Incident Tracker.

Details:	<p>Progress to Phase 3 if any of the following apply:</p> <ul style="list-style-type: none"> • Based on your perception of the incident, worker, administrator or District feel further action is needed to mitigate future incidents. • If a new behaviour is displayed or a past behaviour has escalated to the point where revisions to previous corrective actions or Worker Safety Plan (Form 3) are needed to protect workers. • Worker seek medical aid, seek counselling or miss time from work due to the incident. <p>Behaviours include but are not limited to:</p> <ul style="list-style-type: none"> • Violence with intent to harm; • Verbal/written threats to harm others; • Internet-based threats (Snapchat, Instagram etc.) to harm/kill others; • Making stabbing motions with pencil or other sharp object; • Possession of weapons (including replicas); • Making threats such as “If I wanted, I could set fire to the school during an assembly”; • Fire setting; • Sexual intimidation or assault; • Intimidation or assault using bodily fluids (e.g. saliva, urine, feces.)
----------	--

Phase 3: Assess and Investigate

Once the Worker’s Statement of Incident is completed, a Violent Risk Assessment and Incident Investigation may need to be initiated online at the staff portal—which are coupled together in the same Form 2.

A Violence Risk Assessment (Form 2, Section A) is an analysis of the incident to determine the likelihood of the incident re-occurring or escalating. It is:

- Used when a violent incident (attempted or actual) occurs against a worker;
- Completed to ensure corrective actions are taken to prevent future incidents and protect the worker;

The purpose of the Incident Investigation (Form 2, Sections A and B) is to determine the direct and indirect causes so effective corrective actions can be taken.

Step 3.1: Violence Risk Assessment (Form 2, Section A)

Who:	<p>Form 2, Section A is completed by:</p> <ul style="list-style-type: none"> • Principal/Vice Principal or Supervisor, and • Worker with knowledge, and/or • JOHS Worker Rep • In some cases, the District OHS and Behavioural Consultant will be involved. <p><i>Note: If worker or JOHS Worker Rep not available, they will review and sign as they become available</i></p>
Activity:	<ul style="list-style-type: none"> • The Violent Incident Tracker will document what happened and assess the level of risk. • Access to the information on Violent Incident Tracker will be limited to school administration (their school), HR-OHS Advisor (all sites), key members of District Inclusive Learning, including the Behavioural Consultant.
Timing:	<p>Within 2-10 working days after the incident commensurate with the risk rating assigned using the risk matrix.</p>
Details:	<ul style="list-style-type: none"> • Indirect cause(s) are any factor/fact that may have contributed to the incident, for example a student's neurological challenges. • Direct cause(s) are contributing factors that if removed from the scenario would have prevented the incident from occurring, for example a student is tired, hungry, has hurt feelings about something specific, etc.

Step 3.2: Preliminary Incident Investigation (Form 2, Section B)

Who:	<p>Form 2, Section B is completed by:</p> <ul style="list-style-type: none"> • Principal/Vice Principal or Supervisor • Worker with knowledge and/or • JOHS Worker Rep • In some cases, the District OHS and Behavioural Consultant will be involved. • Access to the information on Violent Incident Tracker will be limited to school administration (their school), HR-OHS Advisor (all sites), key members of District Inclusive Learning including the Behavioural Consultant. <p><i>Note: if worker or JOHS Worker Rep not available, they will review and sign as they become available.</i></p>
Activity:	Complete the Preliminary Incident Investigation (Form 2, Section B).
Timing:	Within 2-10 working days after the incident commensurate with the risk rating assigned using the risk matrix.

Step 3.3: Full Incident Investigation Review (Form 2, Section C)

Who:	<p>Form 2, Section C is completed by:</p> <ul style="list-style-type: none"> • Principal/Vice Principal or Supervisor • Worker with knowledge and/or • JOHS Worker Rep • In some cases, the District OHS and Behavioural Consultant will be involved <p><i>Note: if worker or JOHS Worker Rep not available, they will review and sign as they become available.</i></p>
Activity:	<ul style="list-style-type: none"> • Complete the Full Incident Investigation (Form 2, Section C) on the Violent Incident Tracker. • Access to the information on Violent Incident Tracker will be limited to school administration (their school), HR-OHS Advisor (all sites), key

	<p>members of District Inclusive Learning, including the Behavioural Consultant.</p> <ul style="list-style-type: none"> • Implement interim measures while formalized plans are developed.
Timing:	Must be completed within 2-10 working days of the incident being reported and commensurate with risk rating/potential for reoccurrence.

Phase 4: Plan and Implement

The Worker Safety Plan (Form 3) may be developed as one of the corrective actions resulting from the Violent Risk Assessment and Incident Investigation.

The Worker Safety Plan:

- Provides an overview of past behaviour, cause(s)/factors and corrective measures that are created to ensure worker safety.
- Includes actions to prevent and mitigate potential violent incidents.
- Needs to be reviewed by worker prior to working with the student to ensure they know what actions to take to prevent violent incidents.

Step 4.1 Develop Worker Safety Plan (Form 3)

Who:	<p>To be developed by:</p> <ul style="list-style-type: none"> • Principal/Vice Principal or Supervisor, and • Worker with knowledge, and/or • JOHS Worker Rep
Activity:	<ul style="list-style-type: none"> • Complete Worker Safety Plan (Form 3) on the Violent Incident Tracker application. • More than one Worker Safety Plan may be required, if multiple workers are at risk. • Provide redacted copies to both the JOHS and DOHS Committees. • Print a paper copy for review by all workers having direct contact with the aggressor.

	<ul style="list-style-type: none"> A copy of the document will be available to all Deputy/Associate Superintendents.
Timing:	Development and review should start as soon as possible and be completed with 20 working days. The timing of the plan will be commensurate with the risk potential.

A Threat Synopsis (Form 4) is completed for aggressors that are known to be or could be violent and/or threatening. (It can be a student, parents or members of the public.)

The purpose is to provide an overview for workers assigned to the site on a regular or occasional basis who may be in contact with or working near the violent person. The synopsis describes the specific threat associated with this person and corrective actions that should be taken to protect against violent acts.

Step 5.1: Complete the Threat Synopsis (Form 4)

Who:	To be developed by: <ul style="list-style-type: none"> Principal/Vice Principal or Supervisor, and Worker with knowledge, and/or JOHS Worker Rep
Activity:	<ul style="list-style-type: none"> Complete the Threat Synopsis (Form 4) on the Violent Incident Tracker application. The document will be for all personnel in the school, not just those with direct contact with the aggressor. Access to the information on Violent Incident Tracker will be limited to school administration (their school), HR-OHS Advisor (all sites), key members of District Inclusive Learning, including the Behavioural Consultant. A copy of the document will be available to all Deputy/ Associate Superintendents. <p>File this completed form in the Threat Synopsis binder in the school office.</p>

Timing:	<ul style="list-style-type: none"> Development and review should start as soon as possible and be completed with 20 working days. Immediate short-term measure will be implemented.
Details:	<p>Threat synopses for each school must to be readily available and current in a binder in the school office.</p> <p>If possible, a photograph of the aggressor should be posted on the Threat Synopsis.</p>

Phase 5: Communicate and Share

Step 4.1: Communication of Worker Safety Plan / Threat Synopsis

Step 4.1	<ul style="list-style-type: none"> Ensure that the affected worker has adequate time to review the Worker Safety Plan and/or Threat Synopsis. Ensure the plans are on the agenda of the next Joint Occupational Health & Safety Committee meeting, student centric meeting (IEP) and/or meeting to discuss support. Ensure that Threat Synopses are in the school office.
----------	--

Step 4.2: Ongoing Regular School Communications

Who:	Participants in staff meetings, Joint Occupational Health and Safety Committee, and school-based team meetings.
Activity:	<ul style="list-style-type: none"> Redacted copies of Form 1 is an agenda item of every Joint Occupational Health and Safety Committee, and where appropriate, school-based team meetings.

Timing:	Ongoing basis, including during monthly staff meetings.
Details:	<ul style="list-style-type: none"> • Communication about safety should be a key part of our ongoing discussions as educators. • District OHS Advisor is available to discuss safety with all staff at anytime by phone or email

Phase 6: Monitor and Adjust

Step 6.1: Review the Worker Safety Plan

Who	<p>The Worker Safety Plan / Threat Synopsis to be reviewed by:</p> <ul style="list-style-type: none"> • Principal/Vice Principal or Supervisor • Worker with knowledge and/or • JOHS Worker Rep • District OHS Advisor • Deputy/Associate Superintendent
Activity	<ul style="list-style-type: none"> • Review the Worker Safety Plan / Threat Synopsis as needed. • Any changes in Worker Safety Plans or Threat Synopses will be sent to District Behavioural Consultant, District OHS Advisor and Deputy/Associate Superintendents. • Revised Threat Synopsis will be printed and placed in binder in the school office.
Timing	<ul style="list-style-type: none"> • At the beginning of the school year. • Periodically when a new behaviour is observed or the current plan is found to be ineffective. • To ensure corrective actions are effective at preventing violent acts and behaviour. • When the District is notified of a transition of schools. • At the close of the school year, determine which aspects of the plan are to remain.

	<i>Note: a review can happen anytime that the control measures are in question</i>
Details	<p>If review determines that a plan is no longer needed/warranted, it can be closed and, if for a student, a note placed in the student's file.</p> <p>All copies of old and/or out of date plans will be archived by the Administrator within the Administrator's Worker Safety Plan binder. A note is to be placed in the Student's file indicating confidential documents may be found in the Administrator's Worker Safety Plan binder.</p> <p>If a Worker Safety Plan and/or Threat Synopsis is/are not reviewed at the end of one school year for extenuating circumstances (COVID-19) , it will be deemed to be active the beginning of the next school year.</p>

The Principal must forward on a current, unsigned, copy of the Worker Safety Plan (Form 3) and/or applicable Student Support Plan to a school that is at risk of violent acts from a student, parent or other members of the public.

Originals with signatures will be archives by the Administrator within the Administrator's Worker Safety Plan binder.

Conclusion

The Greater Victoria School District is committed to keeping our schools safe and secure for everyone, including all employees and students, who have the right to a safe working and learning environment.

The *Occupational Health and Safety Act* in BC entitles all workers to three rights:

1. The right to know about health and safety matters.
2. The right to participate in decisions that could affect their health and safety.
3. The right to refuse work that could affect their health and safety and that of others.

The Violence Prevention Program and Worker Safety Plan are part an overarching safety strategy, and specifically addresses worker safety. The Plans are designed to help prevent incidents and provide a clear process for identifying risks; reporting incidents of violence; mitigating risks and preventing future violent incidents from occurring.

Effective implementation of this Plan will ensure that violent acts towards workers are investigated and effective corrective actions are taken.

Worker safety and open communication are inextricably linked. We endeavour to recognize, mitigate and continuously improve strategies/ resources to keep our workers safe while supporting student learning experience.

The Violence Prevention Program uses incident tracking, worker perspective assessments, environmental assessments, benchmarking with similar workplaces and literature reviews best practices to identify trends. As part of the Program annual review, recommended alignment with best practices, current policies and procedures occurs to reflect the changing realities.

Questions about the Violence Prevention and Worker Safety Plan can be directed to your Principal.

Glossary of Terms

Accident:

Is an unplanned, unwanted event that disrupts the orderly flow of the work process. It involves the motion of people, objects, or substances.

Antecedent:

The precursor or trigger to noted escalation. Similar to definition for root cause, if factor removed likelihood of escalation is avoided or diminished.

Behaviour Log:

Form that may be completed daily to track ongoing baseline behavior that does not require first aid or medical aid.

Contributing Factors:

Facts or circumstances that contributed to the cause of an incident. If these factors were removed from the scenario the incident may or may not have occurred. For example, the floor was wet and when a worker was struck by a student the wet floor contributed to their fall to the ground.

District Occupational Health & Safety (DOHS) Committee:

The district committee responsible for overseeing health and safety issues in the district and recommending to the employer policies and procedures to address issues arising; sometimes referred to as the DOHS Committee

Duty to Report:

To keep school communities safe and caring, staff, parents, students and community members must report all threat related behaviours to the school and the police (when required). No action will be taken against a person who makes a report unless the report is made maliciously and/or without reasonable grounds.

Incident:

Includes an accident or other occurrence which resulted in or had the potential for causing an injury or occupational disease. All incidents that cause injury, or that did not but could have caused a serious injury, must be investigated.

Injury:

Any hurt, damage, or loss sustained as a result of an incident. An injury may include the physical as well as the psychological aspects of harm.

Joint Occupational Health & Safety (JOHS) Committee:

The committee is composed of Principal or Vice Principal and worker representatives responsible for monitoring health and safety on the worksite and making recommendations to the employer to address hazards in the worksite. It is sometimes referred to as the JOHS Committee.

Investigation:

The process used, following an incident, to observe or study by close examination and systematic inquiry, all factors related to an incident. The goal of the investigation is to identify the root cause or causes and to establish corrective measures to prevent a reoccurrence of an illness or injury. Investigations must be carried out by persons knowledgeable about the type of work involved and must include representation from the employer and worker group impacted by an incident.

Right to Refuse Unsafe Work:

Every worker has the right to refuse unsafe work if they believe that to continue to work would create an undue risk to oneself or to others. An employee who refuses to work is not subject to reprimand from the employer.

Risk:

A thing or a condition which poses an actual or possible threat of violence or injury to a worker.

Root cause(s):

A factor(s) that directly leads to the cause of an accident. If it was removed from the scenario the incident would not have occurred.

Tasked Based Procedures:

Detailed directions regarding best practice in engaging in specific tasks or activities to minimize the potential of injury. For example; transitions, toileting or classroom activities for students with complex behaviours.

Threat Synopsis (Form 4):

A document specific to each worksite designed to inform all workers of a known risk at that site

Violence:

The attempted or actual exercise by a person, other than a worker, of any action so as to cause injury to a worker. This includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.

Violence Risk Assessment/Incident Investigation (Form 2):

A Violence Risk Assessment is an analysis of the incident to determine the likelihood of the incident re-occurring or escalating and to ensure effective corrective actions are taken to prevent further incidents.

Worker as used in this Plan:

An individual in the employ of the district. This includes, but is not limited to, Support Staff, Teachers, and Teachers on-call, Allied Specialists, spare-board Educational Assistants, Educational Assistants, Custodians and any other part-time staff.

Worker (as defined by WorkSafeBC):

- (a) a person who has entered into or works under a contract of service or apprenticeship, written or oral, express or implied, whether by way of manual labour or otherwise;
- (b) a person who is a learner, although not under a contract of service or apprenticeship, who becomes subject to the hazards of an industry within the scope of Part 1 for the purpose of undergoing training or probationary work specified or stipulated by the employer as a preliminary to employment;
- (c) a member of a fire brigade or an ambulance driver or attendant working with or without remuneration, when serving
 - (i) a municipality, a regional district, an urban area, an improvement district, a board of school trustees, a francophone education authority as defined in the *School Act*, a library board or a parks board, or
 - (ii) a board or commission having the management or conduct of work or (services on behalf of any of the bodies in subparagraph (i);

- (d) in respect of the industry of mining, a person while the person is actually engaged in taking or attending a course of training or instruction in mine rescue work under the direction or with the written approval of an employer in whose employment the person is employed as a worker in that industry, or while, with the knowledge and consent of an employer in that industry, either express or implied, he or she is actually engaged in rescuing or protecting or attempting to rescue or protect life or property in the case of an explosion or accident which endangers either life or property in a mine, and this irrespective of whether during the time of his or her being so engaged the person is entitled to receive wages from the employer, or from any employer, or is performing the work or service as a volunteer;
- (e) further, in respect of the industry of mining, a person while he or she is engaged as a member of the inspection committee, appointed or elected by the workers in the mine, to inspect the mine on behalf of the workers;
- (f) an independent operator admitted by the Board under section 2 (2); and
- (g) a person deemed by the Board to be a worker under section 3 (6).

Worker Safety Plan (Form 3):

A plan developed to address the corrective measures to be taken by the employer to minimize or eliminate the risk of violence to the worker.

Worker's Statement of Incident (Form 1):

A report written by the worker documenting their account of a violent incident. If more than one worker involved, each worker will complete their own statement of incident.

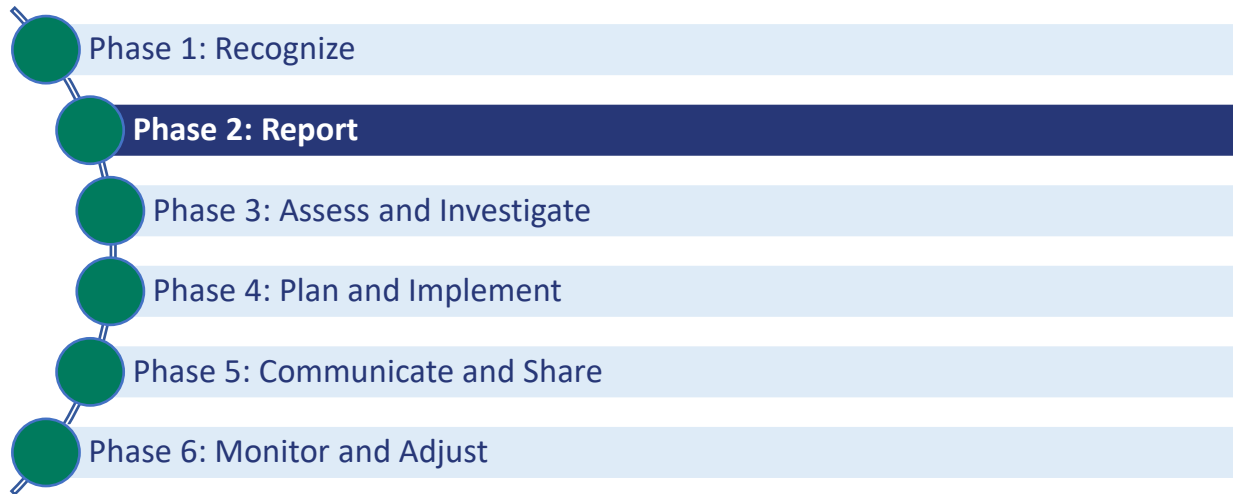
Workplace Violence Risk Assessment:

An episodic, detailed risk assessment completed if Form 2 Violent Risk Assessment notes moderate to extremely high risk behaviour. This Risk Assessment includes surveying the workers who directly work with the student who has shown violent behaviour and reference to Form 1's and/or behaviour logs.

Violence Prevention and Worker Safety Plan

Appendix B: Forms

Form 1: Worker's Statement of Incident



View of the On-line Violent Incident Tracker

Violent Incident Report	
Site / Location Arbutus	
Specific Location <hr/>	
Date and Time of Incident day-month-year hour:minute AM	
Date and Time of Incident Reported By Worker day-month-year hour:minute AM	
WORKER INVOLVED	
Last Name Search by last name	
First Name	
Position	
Work Phone <hr/>	
P/VP OR SUPERVISOR	
Last Name Search by last name	
First Name	
Supervisor Phone <hr/>	
NAME OF WITNESSES	
Witness 1	
Witness 2	
Witness 3 <hr/>	
In your best professional judgment, this incident involving violence can be best categorized as:	
<input type="checkbox"/> Verbal Abuse <input type="checkbox"/> Verbal Threat <input type="checkbox"/> Written Threat <input type="checkbox"/> Threatening Gestures <input type="checkbox"/> Physical Assault	
Weapon Involved? <input type="checkbox"/> No <input type="checkbox"/> Yes, Specify:	
AGGRESSOR (if known)	
Type: <input type="radio"/> Parent <input type="radio"/> Student <input type="radio"/> Other	
Last Name	
First Name	

Nature of Injury: (Include body area/part affected; left, right; psychological, etc.)

Did you seek First Aid?

☐ Yes ☐ No

Did you or will you see a physician?

☐ Yes (If potential for yes, complete Form 6A) ☐ No

Were or will you be absent from work?

☐ Yes (If potential for yes, complete Form 6A) ☐ No

*Worker must report to P/VP/Supervisor if absent from work or medical aid sought and contact WorkSafeBC (1-888-WORKERS).

Description of Violent Incident: (Attach supporting documents as required. Inc. sequence of events, sketch, equipment, etc.)

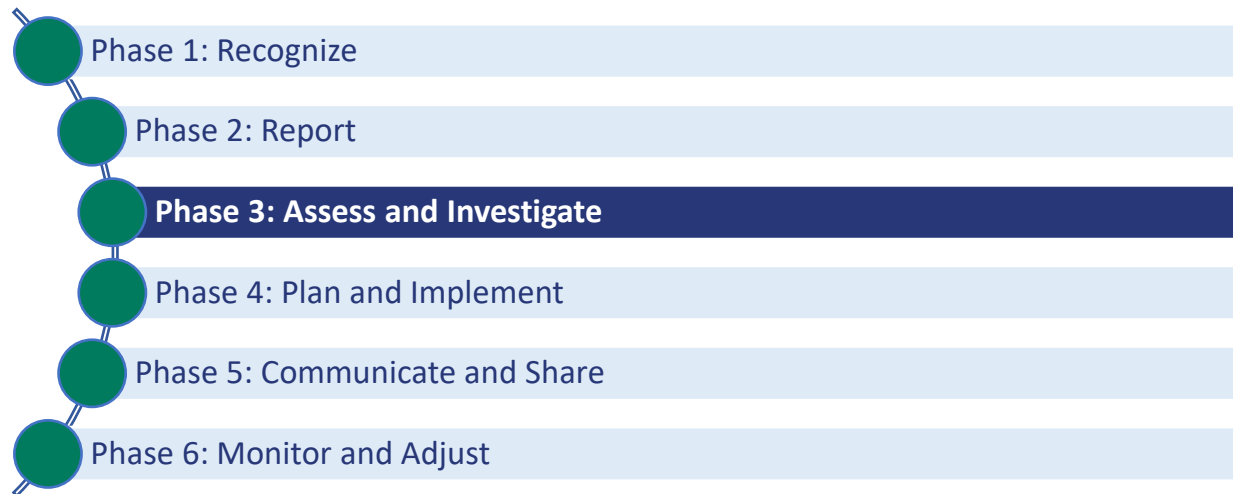
Risk Rating

[APPENDIX: Risk Rating Matrix](#)

☐ **No Further Action Required**

Form 6A Upload [Select File](#)

Form 2: Violence Risk Assessment/Incident Investigation



Completion of Form 2 will depend on the following:

- The worker's perception of the incident, in the event the worker feels further action is needed to mitigate future incidents.
- If the behaviour displayed is beyond that of previously recorded or is a new behaviour which requires further investigation (via Form 2) or revisions to the Worker Safety Plan (Form 3) to mitigate risk to workers.
- If the incident had the potential to result in a serious incident to a worker as per *WCA Part 3, Division 10 (172)* referenced in the appendix.
- Worker seeks medical aid or misses time from work due to the incident.

Section B: Preliminary Incident Investigation

Date(s)/Time(s) of exposure to risk	Date(s): _____ Time(s): _____
Who is at risk?	<input type="checkbox"/> All Staff <input type="checkbox"/> EAG/DEA/EAP <input type="checkbox"/> YFC <input type="checkbox"/> P/VP/Manager <input type="checkbox"/> Teacher <input type="checkbox"/> Custodian <input type="checkbox"/> Bus Driver <input type="checkbox"/> TOC <input type="checkbox"/> Spareboard EA <input type="checkbox"/> Clerical <input type="checkbox"/> Other _____
Where are workers at risk? (Describe specific locations in workplace)	<input type="checkbox"/> All areas in workplace <input type="checkbox"/> School grounds/playground <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Gym <input type="checkbox"/> Shop/Lab Class <input type="checkbox"/> Field Trip <input type="checkbox"/> Other _____
When are workers at risk?	<input type="checkbox"/> Time of Day: _____ <input type="checkbox"/> Working Alone <input type="checkbox"/> During Specific Activities: _____

Preliminary Corrective Actions (complete within 2 working days)	Person Responsible	Action Date	Status
1.			
2.			
3.			
4.			

Section C: Full Incident Investigation

Complete within 10 working days

Full Incident Description:	<input type="checkbox"/> same as preliminary
Full Direct Cause(s) <input type="checkbox"/> same as preliminary	
Full Indirect Cause(s) <input type="checkbox"/> same as preliminary	

Full Corrective Actions <input type="checkbox"/> same as preliminary			
1.			
2.			
3.			
4.			

Recommendations to be completed by: _____
 (Month/Day/Year)_____

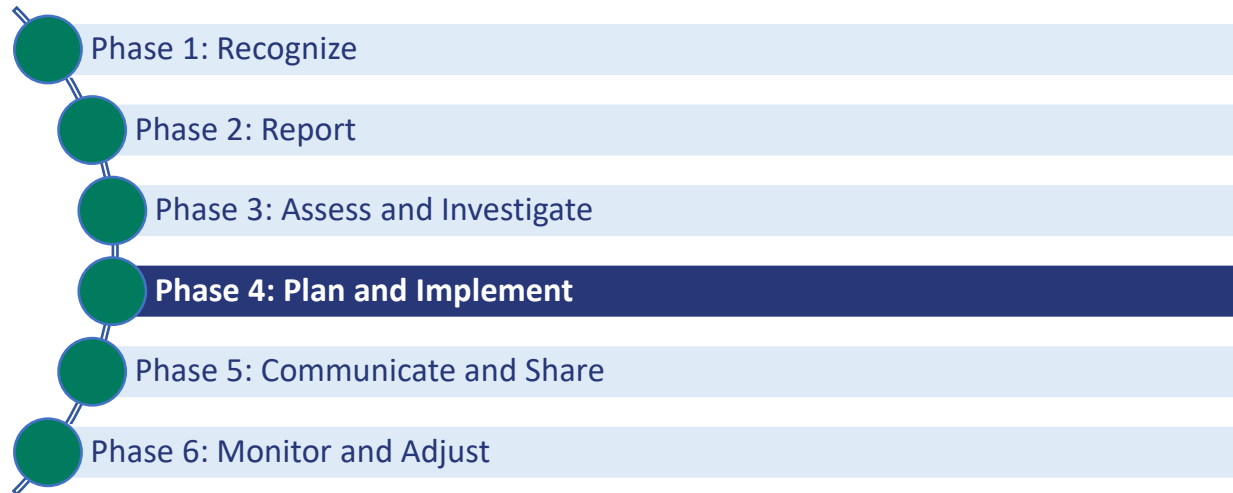
Parties involved in investigation:

<input type="checkbox"/> P/VP or Supervisor: _____ <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Name / Signature Date </div>
<input type="checkbox"/> JOHS Worker Rep: _____ <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Name / Signature Date </div>
<input type="checkbox"/> Other: _____ <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Name / Signature Date </div>

Provide copies to:

- Deputy/Associate Superintendent (via email)
- P/VP/Supervisor
- HR OHS Advisor (mpledger@sd61.bc.ca)
- District Behavioral Consultant (dmarchant@sd61.bc.ca)
- Worker and JOHS (redacted)

Form 3: Worker Safety Plan



Form 3 Details: Created for: <u>All workers that directly work with student or other</u> Worksite: _____		Parties Responsible for Plan Creation: P/VP or Supervisor: _____ Worker with knowledge: _____ JOHS Worker Rep: _____ Date: _____																
Form 3 Created for: <input type="checkbox"/> Student: _____ Grade: _____ <input type="checkbox"/> Parent/Guardian: _____ Phone #: _____ <input type="checkbox"/> Other: _____ Phone #: _____ ++																		
Overview of Past Behaviour: <input type="checkbox"/> First-time occurrence <input type="checkbox"/> Follow-up to previous occurrence(s)																		
Antecedents (Root Causes): 																		
Actions to Address Behaviour <table border="1"> <thead> <tr> <th>Actions to take to avoid escalation:</th> <th>Person Responsible</th> <th>Implementation Date</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> </tr> </tbody> </table>				Actions to take to avoid escalation:	Person Responsible	Implementation Date	1.			2.			3.			4.		
Actions to take to avoid escalation:	Person Responsible	Implementation Date																
1.																		
2.																		
3.																		
4.																		

Actions to take in escalated situations:		
1.		
2.		
3.		
4.		
(add additional steps as needed)		
Committee Member Sign-off: P/VP or Supervisor: _____ Worker: _____ JOHS Worker Rep: _____		Scheduled Review Date: _____ -Ensure first review is conducted, within 1 month after incident and at the beginning of each school year thereafter. -Please note any review changes to plan on reverse side of this page.

(to be completed following the review of the original Worker Safety Plan on reverse of this page)

Committee Members Reviewing Safety Plan:	
P/VP or Supervisor: _____	Worker with knowledge _____
JOHS Worker Rep: _____	Review Date: _____

Actions to Address Behaviour to Review: (see reverse of this page for steps)

Steps #	Actions Implemented (Yes or No)	Review notes regarding status of Actions	Person Responsible
Actions to take to avoid escalation:			
1.			
2.			
3.			
4.			
Actions to take in escalated situations:			
1.			
2.			
3.			
4.			

Additional Actions to Address Behaviour	Person Responsible	Implementation Date
1.		
2.		
3.		
4.		

Additional Notes Relevant to Review:

Committee Member Sign-off:

P/VP or Supervisor: _____

Worker: _____

JOHS Worker Rep: _____

☐ Plan does not need further revision

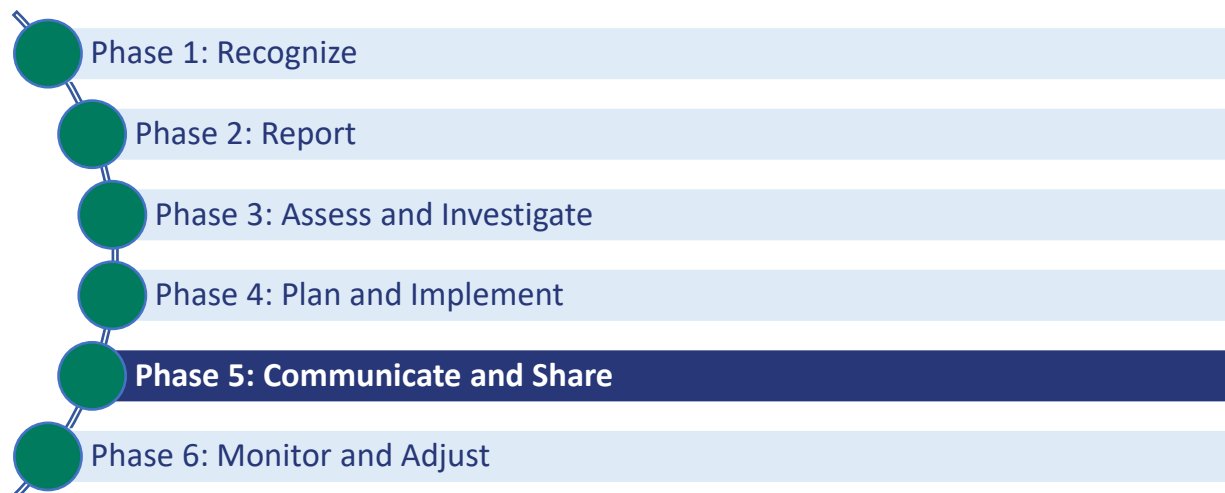
☐ Plan requires ongoing monitoring

☐ Plan was revised, further Review Date scheduled
for: _____

☐ Plan no longer required, as of date: _____

File this completed form, in a binder, in a secure location in the administrator's office.

Form 4: Threat Synopsis



Date: _____ Site/School: _____

Principal/Vice Principal or Supervisor's Name: _____

Signature: _____

Aggressor's Name: _____

Grade: _____ DOB: _____

Specific Threat	Corrective Measure/Staff Response*

*If you are directly working with the aggressor please check with P/VP regarding level of risk to determine if there is a student specific plan. If this person directs the above or any other aggressive activities towards you, please inform your P/VP or Supervisor.

File this completed form in the Threat Synopsis binder in the school office.

Violence Prevention and Worker Safety Plan

Appendix C: Record Keeping

The Role of Record Keeping

Record Keeping Overview

Record keeping and file management is an essential component of the Violence Prevention Plan.

Keeping appropriate documentation and managing all the requisite forms and documents ensures that we keep our schools safe and secure for everyone by helping us to:

- Facilitate information sharing and communication;
- Understand each student's individual strengths and needs, and which strategies and supports work best;
- Identify, plan for and implement the required supports, tools, specialized equipment and/or technology;
- Work with students to develop skills that will strengthen independence, confidence as a learner and the ability to collaborate effectively;
- Ensure safe transitions, within the school and school-to-school;
- Mitigating risks and preventing future violent incidents from occurring;
- Engage in action-oriented planning for the future.

Transitions Within the School—Students with Complex Needs

It is essential that intentional and thoughtful transition planning is in place for students who have a history of violent behaviour, or who indicate a risk of violence in transition. Record keeping and information sharing within the school, and from school to school, is a core component of this transition planning.

Transition planning within the school (grade-to-grade, semester-to-semester, course changes) is the responsibility of the school administrators supported by the current classroom teacher(s), worker(s) with direct knowledge, worker H&S representative, case manager (if relevant), and the School-Based Team (SBT) and District Learning Support Team (when requested). Parents and students (when appropriate) should be included in this process.

Transition Records Checklist

Each time a student transitions to a new grade, semester and/or course, any/all of the following available information must be shared:

<i>Records Checklist</i>	
Who is Responsible	Document/Information Required
School Case Manager	<ul style="list-style-type: none"> • IEP
School Administrator	<ul style="list-style-type: none"> • Student Support Plan(s) (e.g. behaviour, elopement, etc.)
School Based Team	<ul style="list-style-type: none"> • Medical/health Plan(s)
School Administrator	<ul style="list-style-type: none"> • Worker Safety Plan(s) (Form 3)
School Administrator and HR-OHS Advisor	<ul style="list-style-type: none"> • Violent Incident Report(s)
School Administrator	<ul style="list-style-type: none"> • Site-based Behaviour Reporting
School Case Manager	<ul style="list-style-type: none"> • Checklist of Supports can be used to identify, plan for and implement appropriate supports for student needs
School-Based Team	<ul style="list-style-type: none"> • Identify specific technology and/or specialized equipment that the student requires, so it can be in place in a timely manner
Administrators	<ul style="list-style-type: none"> • As part of the Violence Prevention Program and the Worker Safety Plan, administrators must share any additional information related to students who may pose a risk for violence towards workers

School-to-School Transitions

A successful school-to-school transition (year-to-year, mid-year, District facilitated school change) must include attending to all workers' safety, including communicating known risks and safety plans.

To support these transitions, careful consideration should be given to the student's ability to adapt to new challenges, and whether the student will require help adapting to:

- Unfamiliar surroundings, routines, and schedules
- Different expectations and academic demands
- New teachers, staff and likely new classmates and peers

Everyone involved with the student, including staff from both the sending and receiving school, parents/guardians and involved community agencies should collaborate prior to and following the transition to ensure that pertinent documents are transferred, and required supports are in place in a timely manner.

School-to-School Transition Process

Transition planning between schools (including preschools and daycares for incoming Kindergarten students) is the responsibility of the school administrators, worker Health & Safety representative and case manager (if relevant), supported by the School-Based Team (SBT) and District Team (when requested). Parents/guardians involved community agencies, and students (when appropriate) should be included in this process.

The following steps should be implemented:

<i>School-to-School Transition Process</i>		
Step	Who is Responsible	Document/Information Required
Step 1	Sending school	<ul style="list-style-type: none"> Complete a transition form or similar document for student.
Step 1	Sending school	<ul style="list-style-type: none"> Share all relevant documentation with the receiving school, including: <ul style="list-style-type: none"> Transition form (or similar document) IEP Student Support Plan(s) (e.g. behaviour, elopement, etc.) Medical/health Plan(s) Worker Safety Plan(s) (Form 3) Threat Synopsis (Form 4) Violent Incident Report(s) Site-based Behaviour Reporting Checklist of Supports Identify specific technology and/or specialized equipment that the student requires Mental Health Plan(s) Violent Threat Risk Assessment Plan(s)
Step 2	Sending school administration	<ul style="list-style-type: none"> As part of the Violence Prevention Program, administrators must share information with receiving school related to students who may pose a risk for violence towards workers. <ul style="list-style-type: none"> Form 3 and Form 4 can be used proactively to plan supports for new students;

School-to-School Transition Process

Step	Who is Responsible	Document/Information Required
Step 3	<ul style="list-style-type: none"> Receiving school administration Case manager Any other staff deemed appropriate 	<ul style="list-style-type: none"> Participate in a transition meeting to discuss the student and all relevant documents. The following should also be considered at this meeting: <ul style="list-style-type: none"> Moving or purchasing specialized equipment: follow District processes and/or contact District Team; Medical needs: appropriate health care plans are in place and communicated; Transportation needs: follow District process; Staff training needs: contact District Team;
Step 4	Receiving school staff	<ul style="list-style-type: none"> Staff from the receiving school should visit the student in the current school setting, whenever possible.
Step 5	Receiving school staff	<ul style="list-style-type: none"> Arrange for the student (and the family, when possible) to visit the receiving school to meet some of the school staff, and experience some of the school routines.

Dealing with Hostile or Potentially Violent Members of the Public

Violence can be an issue when dealing with the general public. Incidents can occur ranging from verbal threats to physical assault. Violence should not be considered to be “part of the job”. Violence is any threatening statement or behaviour that gives a worker reasonable cause to believe that they are at risk.

Step	Who is Responsible	Document/Information /Action Required
Step 1	All workers	<ul style="list-style-type: none"> • Be observant of people as they approach • Watch their body language and maintain eye contact • Always remain calm • Position yourself in the CPI supportive stance and Do not block the person’s egress • Respect personal space, but not too much to be viewed as disrespectful • Greet the person with an open attitude (smile), their name and listen to all their issues
Step 2	Workers in the area	<ul style="list-style-type: none"> • Be mindful of the surroundings and the people surrounding you. • Lend assistance if needed to others without risking injury to yourself.
Step 3	Worker involved	<ul style="list-style-type: none"> • When possible, increase the distance between the worker and the potentially violent person. • Ask questions to gain understanding into the situation and allows you to gain control of the discussion. • Be empathetic and sincere with your response (i.e. “I would feel the same way, That is understandable.”) • Do not fake your response. • Gently explain the reasons behind policies or procedures that have escalated the situation. • If you do not have an immediate solution to their problem, make efforts to find out the answer as soon as possible.

		<ul style="list-style-type: none"> • If the situation still escalates, ask for assistance from others (i.e. supervisor, foreman, administrative staff).
Step 4	Worker involved	<ul style="list-style-type: none"> • Once a person becomes irate: <ul style="list-style-type: none"> ○ Do not provoke the person by belittling, lecturing, moralizing or screaming; ○ Physical closeness can increase anxiety and reduces worker safety; ○ Ensure that there is a barrier between the worker and the irate person; • Remove yourself from the situation if physical injury occurs.
Step 5	Worker and witness(es)	<ul style="list-style-type: none"> • Document the incident in the Violent Incident Tracker online under the Violence Prevention button on the staff portal. • Ensure that supervisor is aware of the incident.

