



Violence Prevention Protocol

August 2024

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Introduction

The School District No. 62 (Sooke) (SD 62) is committed to making our schools a safe and secure work environment for SD 62 workers. As a result, the District will respond to all behaviours that pose a potential risk to workers in a timely manner. Our hope is that support for early intervention measures by SD 62 and community partners will aid in the prevention of violent acts towards workers.

Purpose

This document is designed to educate employees of SD 62 on:

- Understanding what constitutes a violent incident.
- Distinguishing between the different violent incident risk levels.
- Knowing what to do in the event of a violent act towards SD 62 workers.
- Implementing strategies to mitigate the risk of future violent incidents.

*Please note, this protocol does **NOT apply to incidents between employees**, these incidents must be reported to your Principal/Vice-Principal or Manager.

For the purposes of this document worker is defined as any individual in the employ of the district. This includes, but is not limited to, Principals/Vice-Principals, Bus Drivers, Teachers, and Teachers Teaching On-call, Secretaries, On-Call Workers, Educational Assistants, Custodians and any other SD 62 staff.

Responsible Sharing of Information

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. Consent is not needed to share this information. The information shall not be indiscriminately distributed. This information will be shared by the Principal/Vice-Principal or Manager by completion the Individual Safe Work Procedure (SWP) or Threat Synopsis with applicable staff. If the information has been shared without consent, the individual shall be advised with whom the information was shared, where required by law. In the case of a minor, this information will be shared with the minor's parent or guardian.

Duty to Report

To keep school communities safe and caring, workers have a duty to report all violent behaviours to the school and/or applicable law enforcement. No action will be taken against a person who makes a report unless the report is made maliciously and without reasonable grounds.

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 ones-self or others. An employee who refuses to work is not subject to reprimand from the employer. See Work Refusal Flow Chart in appendix.

The Process

If you are injured at work ensure you seek first aid for your injuries. See Violent Incident Flow Chart in appendix.

The following reporting/forms may be required when responding to violent incidents involving workers:

1. Report a New Violent Incident (Injury or Near Miss) online via [OHS Safety Platform](#) - Prismatic
2. Incident Investigation online via OHS Safety Platform - Prismatic
3. Individual Safe Work Procedure (SWP)
4. Threat Synopsis

1. Violent Incident Report (Injury or Near Miss) (online via [OHS Safety Platform](#))

WorkSafeBC defines violence as, *"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 or she is at risk of injury"* (WorkSafeBC, 2014).

1. Violent Incident Report (Injury or Near Miss)

The online Violent Incident Report is completed by a worker when they are directly involved in a violent incident, as per the definition above. The worker must also report the violent incident to their Principal/Vice-Principal or Manager as soon as possible. If a violent incident occurs on a bus, the bus driver will report to transportation manager and include the school Principal or Vice-Principal under persons involved on the online platform. If the incident is between workers, please report it via the online platform and to the Principal/Vice-Principal or Manager as this does not meet the definition of violence.

Criteria to Complete a Report a New Incident form

Reporting a violent incident will require the worker to report a new incident online and notify their Principal/Vice-Principal or Manager. The worker will need to select Incident Classification as Workplace Violence on the introduction tab of the online form. Completion of Violent Incident Report online is required when the incident involves:

- Attempts of physical aggression as to cause injury,
- Acts of physical force, or
- Threatening statement or behaviour which gives reasonable cause of injury (including psychological).

If a worker is injured or experiencing adverse symptoms as a result of an incident of workplace violence the *OHSR* requires the employer to advise workers to consult a physician.

The online platform will track incidents by student initials to allow schools to easily identify trends. In addition allows for post incident debriefing notes to be kept.

2. Incident Investigation (online via [OHS Safety Platform](#))

When a worker is subject to a violent act, an incident investigation online via OHS Safety Platform - Prismatic can be completed to ensure corrective actions are taken to prevent further incidents and protect the worker.

Criteria for Incident Investigation Completion

In some instances, it may not be required to complete any additional forms other than the Violent Incident Report. Incident Investigation completion is based on the following criteria.

- If it is new behaviour or has the potential to cause injury (physical or emotional/psychological) which requires further investigation (via Incident Investigation) or revisions to the Individual safe Work Procedure to mitigate risk to workers.
- If the incident had the potential to result in a serious incident to a worker as per *WCA Part 2, Division 10 (68)*.
- Worker seeks medical aid or misses time from work due to the incident.

The incident investigation is completed by the Principal/Vice-Principal or Manager and a Worker with knowledge and/or a JOHS Worker Rep.

Violence Risk Assessment (VRA)

The Violent Incident Report and Incident Investigation provides a risk score for the incident by looking at frequency, intensity, and duration of incident(s) to determine the likelihood of the incident re-occurring or escalating and to ensure effective corrective actions are taken to mitigate the risk of future incidents.

Types of Violent Acts (but not limited to):

Conditional Threat: the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met. For example, "If you don't pay me one million dollars, I will place a bomb in the school."

Direct Threat: identifies a specific act against a specific target and is delivered in a clear, straight-forward and explicit manner. For example, "I am going to place a bomb in the school gym."

Indirect Threat: tends to be vague, unclear and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked and equivocal. For example, "If I wanted to, I could kill everyone at this school." While violence is implied, the threat is phrased tentatively ("If I wanted to") and suggests that a violent act could occur, not that it will occur.

Veiled Threat: is a threat that strongly implies but does not explicitly threaten violence. For example, “We would be better off without you around anymore.” It clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning to the threat.

Emotional/Psychological Violence: is a statement or act to make a victim feel stupid, worthless or fearful, to gain control over them. For example, destroying possessions, intimidation, being verbally aggressive, etc. (Violent Prevention Initiative (VPI), 2013).

Physical Violence: the use of a part of their body or an object to gain control of the victim, e.g. pushing, slapping, choking, etc. (VPI, 2013).

Levels of Risk Related to Violence

Low

- Minimal risk to identified victim(s) or general safety of persons.
- Resulted in a minor injury such as a bruise or scratch.
- Site first aid administered.
- Threat is vague and indirect and information is implausible or lacks detail.
- Threat is unrealistic.
- Content of threat suggests person is unlikely to carry it out.
- Threat or act made worker feel uncomfortable.

Worrisome behaviours are those that cause concern for members of the school system and the community that may indicate that a student is moving toward a greater risk for violent behaviour. This would include instances where a student may be engaging in behaviours such as:

- Drawing pictures,
- Writing stories in class, and
- Making vague statements that do not constitute ‘uttering threats’ as defined by law but do raise concern.

Examples of Low Risk:

- Student is poking a pencil in a threatening way towards a worker.
- Student threw a block at a worker and narrowly missed him/her/them.
- Student sends an email to worker stating “I’m going to destroy you with my nuclear bomb.”
- Parent states “You are singling my child out” while posturing towards the worker.

Moderate

- More direct and concrete risk than a level low risk of violence.
- Resulted in moderate injury that may require medical aid or time loss (< 5 days).
- Threat or act made worker feel ongoing impact, post incident.
- Wording of the 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.
- 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 of Moderate Risk:

- Student states to another student: “If I wanted to, I could destroy everyone in this school at one of our assemblies! Don’t think I don’t mean it.”
- Parent threatens and raises hand to worker attempting/threatening to hit him/her/them.
- Student shoves a desk toward a worker bruising the worker’s leg.
- Parent says to a worker, “stop picking on my kid or I will get you.”

High

- Threat or act made worker feel felt imminent threat/risk of violence
- Incident that may have resulted in medical aid or lost time (> 5 days).
- Threat is direct, specific and plausible.
- Threat suggests concrete steps have been taken towards carrying it out.

Examples of High Risk:

- Student posts the following information on Facebook: "I am sick and tired of the way our school is run; at noon on Friday I will lure the worker out and stab them in front of the school with my 20 cm blade. Believe me I know how to do this and it is about time someone took action against this madperson!"
- Strange male enters the girl's washroom and when asked to leave utters specific threats and expletives.
- Parent hits a worker during a heated discussion about the parent's child.
- Student repeatedly hits and spits on a worker and needs to be restrained.

Investigation

The purpose of the Incident Investigation is to determine the contributing factors and root cause(s) so effective corrective action(s) can be taken. Contributing factors are any fact(s) that may have contributed to the incident. A root cause(s) are contributing factors that if removed from the scenario would have prevented the incident from occurring. Corrective actions need to address the root cause(s) for effective prevention of similar incidents. There are two stages of an investigation, the preliminary and the full investigation. The preliminary investigation must be completed within 48 hours of the incident being reported and the full investigation needs to be completed and submitted to District OHSW within 20 days. If an Incident Investigation is completed as a result of a Violent Incident Report on a bus the completed Incident Investigation should be provided to the associated school by the Transportation Manager.

If the worker is not reasonably available, they may review and sign the Incident Investigation as they become available. Redacted Incident Investigation's will be reviewed by JOHS Committees during the monthly JOHS meeting. If the Incident Investigation reveals a is needed, please complete an Individual-Safe Work Procedure (SWP) after completion of Incident Investigation.

3. Individual-Safe Work Procedure (SWP)

The Individual-Safe Work Procedure (SWP) is developed either following known incidents of violence towards workers, by a student, parent, member of public, or based on known documented past behaviour indicating the potential for violence towards workers. The plan provides an overview of past behaviour, antecedents (root cause(s)) and a de-escalation plan to mitigate the risk of potentially violent situations. Creation of the plan will involve the Principal/Vice Principal or Manager and a worker with knowledge and/or a JOHS Worker Rep. If the worker and/or JOHS Worker Rep are not reasonably available, they may review and sign the Individual-SWP as they become available. The Individual-SWP's needs to be reviewed by the worker(s) prior to working with the student or other to ensure they know what actions to take to prevent violent incidents and keep themselves safe when escalation occurs. Principal/Vice Principal or Manager to notify applicable workers of the creation of a Individual-SWP creation or changes to one through email. The email will direct workers to view Individual-SWP binder in the school Office (NO Individual-SWP is to be forwarded via email to workers).

Criteria for Individual-Safe Work Procedure (SWP) Completion

- As per the Violent Risk Assessment/Incident Investigation,
 - If the worker in consultation with Principal/Vice Principal or Manager and/or District OHSW or Inclusive Education feel further action is needed to mitigate future incidents.
 - New behaviour which requires creation or revisions to the Individual-SWP.
- Past behaviour indicating the potential for violence towards workers,
 - A VIR or Incident Investigation does not have to precede a Individual-SWP. A Individual-SWP can be created when there is credible knowledge of potential for violence towards workers.

When creating a Individual-SWP please consider the following,

- File review conducted – Student File and/or Inclusive Education Plan (IEP or Competency Based IEP) to be reviewed for information relating to past violent incidents (including student to student) or the potential for violent incidents towards a worker
- First-time occurrence for a violent incident
- Follow-up to previous occurrence(s) – The worker's perception of the incident, in the event the worker feels further action is needed to mitigate future incidents or the behaviour displayed is beyond that of baseline (previously recorded).
- Out of District aggression noted – As noted in file review or communicated verbally.

Schedule walk-throughs of the Individual-SWP, without the student present, to ensure applicable staff have practiced the plan in the event an incident occurs, as required. In addition, the Individual-SWP **must be reviewed** to ensure corrective actions are effective at mitigating the risk of violent acts and behaviour. To ensure timely review, a new plan must be reviewed within a month of implementation and at the end of each school year, to determine which aspects of the plan are to remain. A review may take place sooner if a new behaviour is observed or when a current plan is found to be ineffective. If during the review of an Individual-SWP it is determined it is no longer needed to mitigate the risk of violence, as per the District VRA (see page 21), the Individual-SWP can be closed. If the plan is for a student, a Closure Letter, with the Individual-SWP and District VRA attached, will be placed in their file (see page 19). All copies of old and/or out of date plans will be archived in the student's file (white file). The Principal/Vice-Principal or Manager must forward on a current, unsigned, copy of the Individual-SWP to a school that is at risk of violent incidents from a student, parent or other members of the public. Originals with signatures will be archived by the Principal/Vice-Principal or Manager within the Principal/Vice-Principal or Manager's confidential files.

Communication of Individual Safe Work Procedure to Workers

- Development of or revisions to an Individual-SWP must be communicated to workers (including School Secretaries) and itinerants that work directly with student or other. This includes school staff that may coach or run extracurricular programs outside of school hours. The Principal/Vice-Principal or Manager will notify of Individual-SWP or changes to a Individual-SWP to workers through email to aforementioned workers. The email will direct workers to review the Individual-SWP binder in the office and ask any clarifying questions (NO Individual-SWP will be forwarded via email to workers).
 - If the student takes a bus, a copy of the Individual-SWP with non-essential information redacted must be forwarded to the transportation department for applicable bus drivers to review.
- On-Call Educational Assistants, TTOC's, spareboard bus drivers and other itinerant staff should have access to review Individual-SWP's for students or members of the public they work with. They must read, review and sign-off on the applicable Individual-SWP's available in the school/site office.
 - Educational Assistants and Teachers are able to have redacted versions of Individual-SWP's, for students in their class, in their TTOC Binder and EA Replacement Handbook for TTOC's and On-Call Educational Assistants to reference during the working day. These plans must remain confidential (with redacted last name and medical information) and stored in a secure location only.

4. Threat Synopsis

A Threat Synopsis is completed for students, parents or members of the public that are known to be or could be violent and/or threatening. 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 potentially violent person. The synopsis describes the specific threat associated with this person and corrective actions that should be taken to protect workers against violent acts. This form is completed by the Principal/Vice-Principal or Manager.

Communication of Threat Synopsis to Workers

- Development of or revisions to a Threat Synopsis must be communicated to all site-based workers, itinerants and, if the student rides the school bus, the transportation department. The Principal/Vice-Principal or Manager will notify of Threat Synopsis or changes to a Threat Synopsis to workers at a staff meeting and/or through email. The email will direct workers to view the Threat Synopsis in the Threat Synopsis binder in the office (NO Threat Synopsis to be forwarded via email to workers).
- On-Call Educational Assistants, TTOC's, spareboard bus drivers and other itinerant staff should have access to review Threat Synopses for students, parents or members of the public they could encounter while on-site.

The site-based Threat Synopses binder must be readily available in a binder in the school office. If possible, a photograph of the person of concern should be posted on the Threat Synopsis.

Site-Based Violence Risk Assessment (VRA)

Each SD 62 site is required to complete a Site-Based Violence Risk Assessment (VRA). The Site-Based VRA is a review of the site's overall environment and features to evaluate the hazards or risk factors for violence. The review

will include, but not be limited to, an inspection of the physical work area, collection of staff surveys and a violent incident trend analysis to determine if action taken to mitigate the risk of violence has been effective. The Site-Based VRA is to be completed once and reviewed annually to determine if amendments to the assessment are needed. Those involved in completion of the Site-Based VRA are Principal/Vice Principal or Manager and JOHS Worker Rep(s) and/or worker(s) with knowledge of risk factors.

Additional Documents

In addition, to the forms listed above the following forms may be used depending on the nature of the violent incidents, in consultation with District OHSW.

- District Violence Risk Assessment
- Task Based Procedures

District Violence Risk Assessment

The DVRA is a more detailed risk assessment than the one within the “Incident Investigation.” The DVRA includes surveying the workers who directly work with the student who has shown violent behaviour. In addition, the Violent Incident Report(s) are reviewed when completing the DVRA.

Criteria for DVRA

If risk of behaviour in the Incident Investigation indicates the physical and/or emotional risk at High contact District OHSW and/or Inclusion Coach to facilitate the completion of the DVRA. Completion of the DVRA will involve the Principal/Vice-Principal or Manager, worker with knowledge and/or JOHS Worker Rep and in some cases, District OHSW and/or Inclusion Coach.

Task Based Procedures

Task Based Procedures are detailed directions regarding best practice in engaging in specific tasks or activities. There are different types of task based procedures: General Task Based Procedures (Student Interactions) and Task Based Procedures (Interactions with the Public). General Task Based Procedures (Student Interactions) are to be used by all workers who work with students who have complex behaviours. Task Based Procedures (Interactions with the Public) are for staff who may encounter aggressive or potentially escalated parents, renters of schools or other members of the public.

Working Alone

If conducting a home visit or transporting a student while working alone, as per the definition below, workers must follow the “Working Alone or From Home Safe Work Procedures” found on Engage.

WorkSafeBC defines working alone as *a means to work in circumstances where assistance would not be readily available to the worker in case of an emergency, or in case the worker is injured or in ill health (WorkSafeBC, 2008).*

Additional supports

Trauma-Informed Practice

The lens of Trauma-informed practice is relevant to all helping practitioners as it focuses on safety, stabilization and reconnection. Trauma-Informed is different than trauma specific work that many counsellors and psychologists do, which required specialized clinical training. In the education system, school counsellors and school psychologists may have this additional training to support children and youth with significant adversity issues but educators and staff stay in the world of trauma-informed to ensure competence in helping. Trauma-Informed is not about doing more in the classroom and community but rather, about doing things differently, this lens is about life and how children’s environments have the potential to shape their beliefs and behaviors along the way.

Point of Contact Risk Assessment (POCRA)

In total there are four (4) areas that must be considered for the POCRA, these include the person, the worker, the environment and the task. Using the Person, Employee, Environment and Task (PEET) cue card (see procedures in appendix) with its list of criteria will help to assess the risk by including not only the person, but also other key items to support the prevention of workplace violent incidents. The PEET cue card is a formal and defined process for what many skilled workers with experience have already learned to do before they initiate the complex work they do every day.

Requirements:

1. The point of contact risk assessment should be implemented where workers deal with members of the public known and unknown as well as for workers assigned to work with students who have a history of externalizing behaviour during dysregulation.
2. Affected workers must be trained on how to conduct a “point of contact risk assessment” (POCRA) using the Person, Employee, Environment, Task (PEET) cue card (see procedures in Appendix).
3. Where possible, all workers should be aware of how to conduct a point of contact risk assessment using PEET cue cards.

Transitions

When a student is transitioning between schools, the Transition of Individual-SWP’s or Threat Synopses process must be followed (see appendix). For example, notification of Individual-SWP’s, Threat Synopses (if applicable), past violent incidents and letter of closure of Individual-SWP’s even when previous plans have been archived.

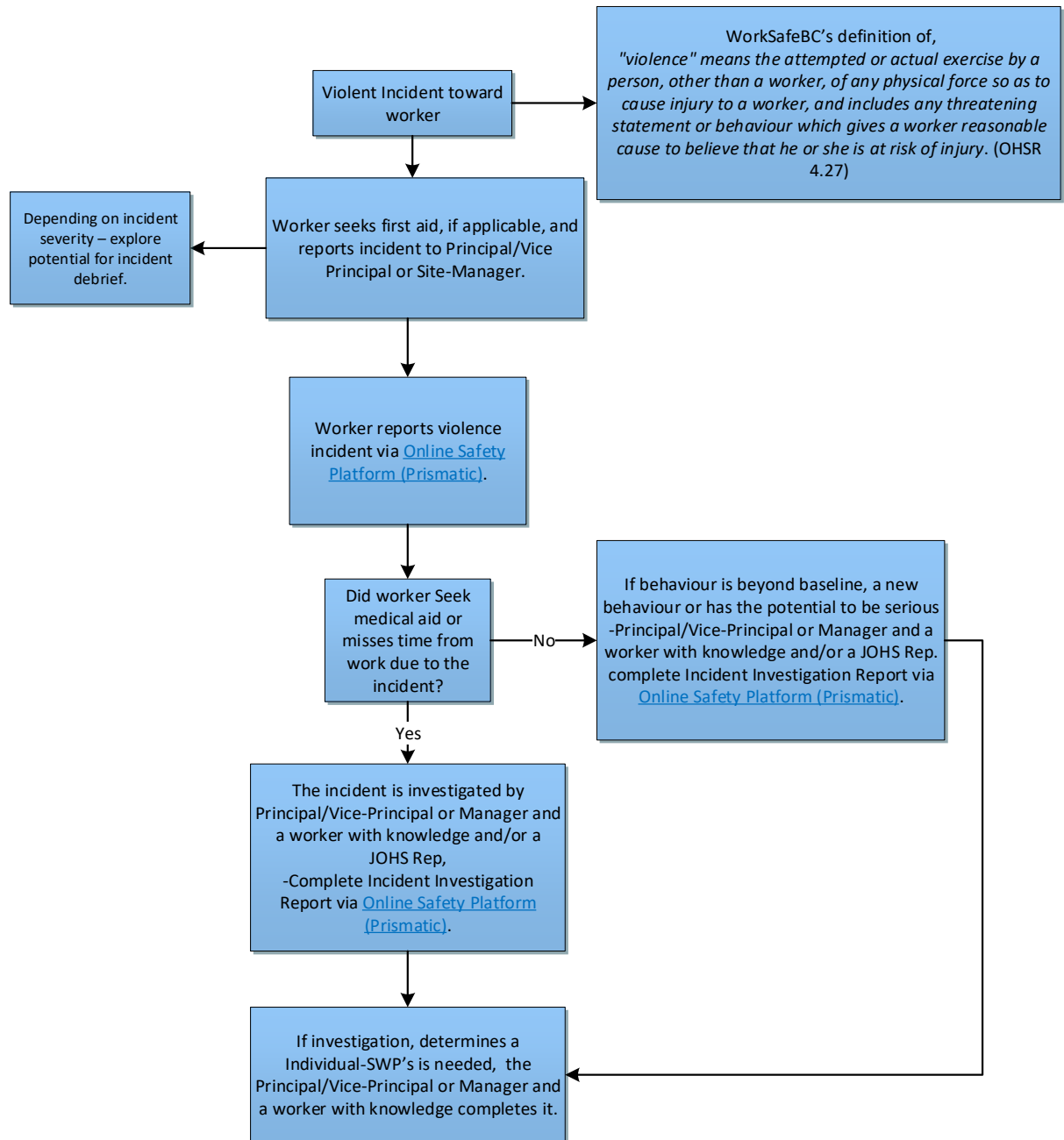
Summary

The goal of the Violence Prevention Protocol is to provide a safe and secure work environment for SD 62 students and staff. Effective implementation of the protocol will ensure that violent acts towards staff are investigated and effective corrective actions are taken. The goal of this protocol is to provide a workplace where staff can work together to prevent potentially violent behaviours.

APPENDIX

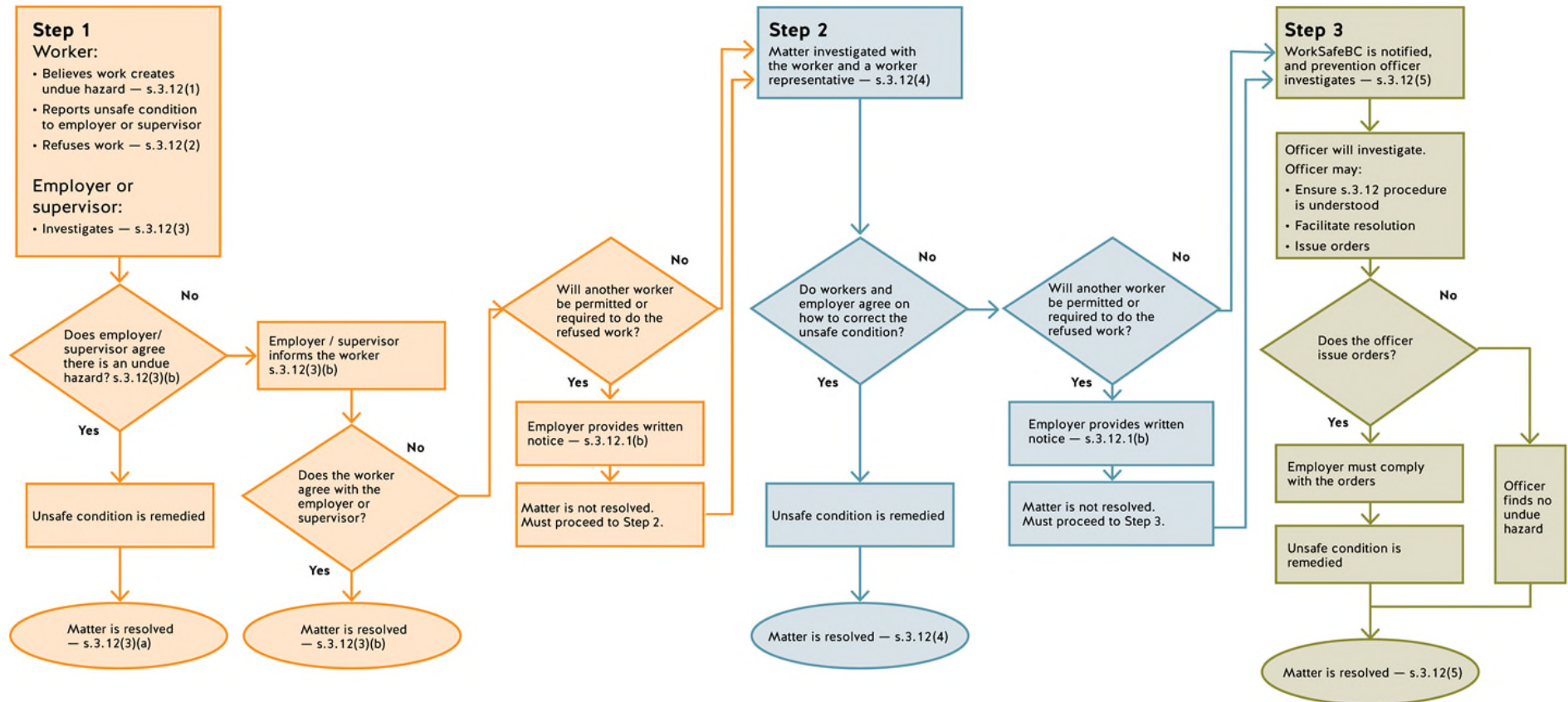
Flow Charts

Violent Incident Flow Chart



Work Refusal

Work Refusal Flowchart from the OHSR Guideline 3.12



Definition of Undue Hazard

- OHSR defines hazard as a thing or condition that may expose a person to a risk of injury or occupational disease
- OHSR defines risk as a chance of injury or occupational disease
- Oxford dictionary defines "undue" as unwarranted, inappropriate, excessive or disproportionate
- **Undue Hazard: a thing or condition that may expose a worker to an excessive or unwarranted risk of injury or occupational disease**

Forms



Violent Incident Reports are now online via OHS Safety Platform - Prismatic.

Incident Investigation are now online via OHS Safety Platform – Prismatic.

Individual Safe Work Procedure on Engage at [Violence Prevention Protocol | Staff Intranet \(sd62.bc.ca\)](https://sd62.bc.ca)

Completed by:

- P/VP or Manager

Threat Synopsis

Date: _____ Site/School: _____

Principal/Vice Principal or Manager's Name: _____

Signature: _____

Synopsis Created for (Name): _____

If a Student,

Grade: _____ DOB: _____

Bus Student: ☐ No ☐ Yes, if yes forward a copy to Transportation Manager

*Please place photo of
person of concern here, if
available.*

Specific Threat	Corrective Measure/Staff Response*

**If you are directly working with the person of interest please check with P/VP or Manager regarding level of risk to determine if there is an Individual-SWP.*

If this person directs the above or any other threatening behaviours towards you, please inform your P/VP or Manager.

Provide copies to: - Student File - JOHS Committee (redacted document)
- HR (cmerner@sd62.bc.ca) - Inclusion Services - If busing student, Transportation Manager

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

Individual-SWP Closure Letter

Date: _____

RE: _____

DOB: _____

School: _____

Based on a review of information regarding the Student's behavior and District VRA, the Individual-SWP is no longer needed to mitigate the risk of violence, it has been determined that the **Individual-SWP can be closed at this time.**

Should the Student's or other behaviour increase in frequency and/or severity or the level of physical aggression towards workers escalates, the School Administrator following the Violence Prevention Protocol may develop, in conjunction with the appropriate school members, the reinstatement of the Individual-SWP.

Principal's Signature

Please place this letter in the Student's School File with Individual-SWP and District VRA attached.

Please maintain Principal's signed copy of plan in confidential files.

Transition of Individual-SWP or Threat Synopses

Purpose: The purpose of this document is to ensure that Individual-SWP or Threat Synopses transition with students, as they move from classes, grades and schools. This document will ensure that staff who work directly with students who have current Individual-SWP's have reviewed the Individual-SWP's and been trained accordingly before working with the student.

Roles and Responsibilities

Principal/Vice-Principal or Manager

- Ensure active Individual-SWP's transition to the student's new class, grade and/or school.
- Ensure Individual-SWP's are reviewed, as required.
- Ensure active Threat Synopsis transition to the student's new school, if applicable.
- Ensure that staff have training and reviewed the Individual-SWP before they work directly with the student.

Worker

- Participate in training and review of Individual-SWP, as required.

JOHS Committee

- Participate in the Individual-SWP review process, as required.

District OHSW

- Train Principal(s)/Vice-Principal(s) and Manager(s) on process and provide reminders, as required.

Inclusion Services

- Support schools in transition process, as required.

Process

All Individual-SWP's need to be reviewed by the School Based Team, including staff with knowledge of the specific student, in the spring of each year. Reviewing Individual-SWP's is a regular part of the transition process.

- If the Individual-SWP is no longer needed to mitigate the risk of violence, the P/VP or Manager, Worker with knowledge and/or JOHS Worker Rep can determine that the Individual-SWP will be closed by using the District Violence Risk Assessment, within the Violence Prevention Protocol.
 - When a Individual-SWP is closed, it will be removed from the binder, stapled to the Closure Letter and District Violence Risk Assessment, and placed in a confidential envelop in the student's file (white file).
- If the student still requires an Individual-SWP to mitigate the risk of violence, the P/VP or Manager, Worker with knowledge and/or JOHS Worker Rep will keep the Individual-SWP open.
- If this is a transition year for the student and the Individual-SWP will remain open it must be shared with the receiving school. If there is a corresponding Threat Synopsis, it must be shared with the receiving school as well. Sharing of the plan will include, but is not limited to,
 - Communication of the Individual-SWP through the annual transition meetings (April/May) which take place between family of schools.
 - Current school's P/VP will forward a copy of the plan to the receiving school, attention P/VP.
 - The receiving P/VP will ensure the Individual-SWP's and/or Threat Synopses are read, reviewed and adjusted to their school setting and added it to the applicable binder.
 - Individual-SWP will be read and signed off by those staff members who work directly with the student. This includes school staff that may coach or run extracurricular programs outside of school hours.
 - Training for staff working with the student with an Individual-SWP will be provided as per the Site-Specific Violence Risk Assessment.
 - Review of the Individual-SWP and training for staff must be provided before workers work with the student.
 - All staff site will have access to applicable Threat Synopses.

District Violence Risk Assessment

Completed by:

- P/VP or Manager,
- Worker with knowledge and/or
- JOHS Worker Rep

In consultation with,

- District OHSW and/or Inclusion Coach

The following chart is meant to assess incidence directed toward worker **ONLY**. Please review past incidents and forms (Worker's Statement of Incident, Form 6.9's and Violent Incident Reports) over the past calendar year, at least.

Person of Interests Name: _____ School/Site: _____ Date: _____

☐ Student DOB: _____ Grade: _____ ☐ Parent ☐ Other _____

Previous Risk Assessment(s) (Y/N): _____ Date of last Assessment _____

Intensity of Behaviour If an incident has occurred, how severe was the injury?				Exposure to Behaviour (Including threats) How often are incidents likely to occur?	
Physical		Emotional		Frequency	
High	resulted in hospitalization or lost time >5 days	High	felt imminent threat/risk of violence resulted in lost time	High	at least once a week up to once or more per day
Moderate	resulted in moderate injury that required medical aid or time loss <5 days	Moderate	felt ongoing impact	Moderate	at least once a month up to once a week
Low	resulted in a minor injury such as a bruise or scratch, site first aid administered	Low	felt uncomfortable/unsafe	Low	at least once a year up to once a month
None	no physical injury	None	felt no impact	None	no previous incidents known
Physical intensity of incident(s): <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> None		Emotional intensity of incident(s): <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> None		Frequency of incident(s): <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> None	

☐ Individual-SWP can be closed, physical and emotional intensity of the behaviour is rated as none and the Individual-SWP is no longer needed to mitigate the potential for violence.

☐ If student/other person presents a risk of violence towards staff at high please forward to District OHSW for further action.

 Administrator's Signature

 Worker's Signature

Copies to: ☐ JOHS Committee (redacted document) ☐ Email to District OHSW (cmerner@sd62.bc.ca)

WokSafeBC Forms

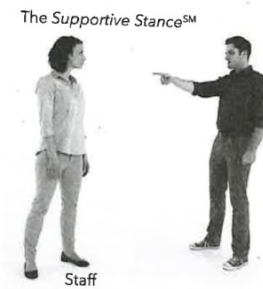
Please note: **Form 7** Employers Report of Injury or Occupational Disease and **Form 6** Application for Compensation and Report of Injury or Occupational Disease are located on WorkSafeBC's website under "Forms and Resources" at <https://www.worksafebc.com/en/forms-resources#sort=relevancy>. Please note, Worker's Report of Injury or Occupational Disease To Employer (WorkSafeBC's form 6A) is the violent incident report on [Prismatic](#).

Requirements for working with student(s) with complex behaviour:

- **Never wear** scarves, dangly earrings, ties, draw string hoodies or necklaces
- **Always wear** closed toed shoes (no high heels or flip-flops)

Overall Procedures:

- **Workers to employ CPI supportive stance when engaging with student**
- Limit chatter between workers, unless using as a distraction technique. Keep focus on student.
- Access Principal/Vice-Principal or Manager for support for all behaviours listed below.
- **Hit/push/kick**
 - Employ CPI supportive stance (see image)
 - Give space or block and move
 - Shift balance to avoid pushes, shoves or scratches
- **Threats with objects**
 - Employ CPI supportive stance
 - Increase space
 - Block and move to safe space
- **Bolting**
 - DO NOT impede egress (allow student space to exit)
 - In the event that risk of injury to the student is greater if there is no intervention, please use CPI training to keep student safe
 - Give space and visually monitor student
 - Decrease verbal cues
- **Verbal threats**
 - Remain calm and non-reactive
 - Do not take them personally
- **Physical threats**
 - Remain calm and non-reactive
 - Increase space
 - Access Principal/Vice-Principal or Manager for support
 - If student or others are in imminent danger, assess and evaluate next steps
 - If required, Principal/Vice-Principal or Manager to call 911*
- **Property damage**
 - Remain calm and non-reactive
 - Access Principal/Vice-Principal or Manager for support
 - If student or others in imminent danger assess and evaluate next steps
 - If required, Principal/Vice-Principal or Manager to call 911*
- **Throws Items**
 - If student appears to becoming agitated, remove items from their vicinity
 - Block or duck if items are thrown and move self to safe location



**In extenuating circumstances, when the call for an ambulance is time sensitive, any district staff member can call for ambulance services.*

Task Based Procedures – Interactions with the Public



SD62 staff who work in schools during the day, evening or off site during a field trip may interact with parents, renters of schools or members of the public. In some cases, the individuals SD62 staff interact with may be or become dysregulated. This Task Based Procedure will provide staff a process to follow to de-escalate and manage these interactions to mitigate the risk of violence in the workplace.

Procedures for interactions with dysregulated individuals (other than staff)

- Decrease verbal cues and do not engage.
- Increase space.
- Employ supportive stance when engaging with a dysregulated individual. Stand on a diagonal.
- Plan out exit routes, if needed.
- Access Principal/Vice-Principal or Manager for support if an individual exhibit following behaviour(s):
 - Threatening gesture
 - Threats with objects
 - Verbal threats
 - Hit/push/kick
 - Physical threats
 - Property damage
 - Throwing Items
- During the evening when the Principal/Vice-Principal is not present, if needed, call 911.
 - Notify head custodian, manager (on-call) or foreperson that police have been called.
 - If non-urgent and support is needed call the RMCP non-emergency line.
 - If a vacant homeless encampment, on SD62 grounds, please contact the Facilities Office at 250-474-9840 and the proper personnel will be dispatched.
- Never approach an individual with a weapon, call police immediately.



Additional Considerations for Field Trips or Off-Site Events

- Before the Trip or Event,
 - Check if there are any Threat Synopsis or Individual-SWP for parents or other members of the public associated with the class(es).
 - Determine safe space options near the field trip location where staff, students and chaperones could muster in the event of dysregulation from member of the public
 - Complete the Risk Assessment and bring a copy on field trip.
 - Determine means of communication with adult team (co-workers and chaperones). For example cell phones, walkie talkies or groups with two adults for support.
 - Review the this document and Risk Assessment with the off-site and on-site person(s)/worker(s) before the field trip to ensure each person knows their role.
 - Role of on-site support person(s)/worker(s) is to keep distance, not engage and contact off site support, as needed.
 - Role of off-site support person is to be available during the field trip time for support, as needed.
- If a member of the public becomes dysregulated while on a field trip, follow the process above,
 - Do not engage with them
 - Leave area, if able.

Risk Assessment - Interactions with Public

Date		Location of Field Trip		Duration of Field Trip	
		Name		Phone #	
Off-site support person (school based)					
Safe space options/details					
Means of communication (tick applicable option)		<input type="checkbox"/> Buddy system <input type="checkbox"/> Walkie-Talkie <input type="checkbox"/> Cell Phones (complete contact # below)			
Role/Title		Name		Contact #	
Worker/On-site support person					
Worker/On-site support person					
Worker/On-site support person					
Worker/On-site support person					
Worker/On-site support person					
Chaperone					
Chaperone					
Chaperone					
Chaperone					

Additional Comments:

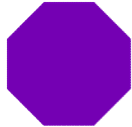




Please complete this Risk Assessment before the field trip and share the Risk Assessment (page 2 only) with applicable adults prior to the trip.

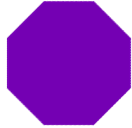




In addition, bring a paper copy on the field trip, please keep in a secure location.

Staff must report violent interactions on prismatic as well as to their Manager/PVP.

*In extenuating circumstances, when the call for emergency services is time sensitive, any district staff member can call 911. Notify PVP or Manager/foreperson if 911 has been called.

SAMPLE PEET cue cards

 Point of Contact Risk Assessment PEET Cue Card			
 Person	 Employee	 Environment	 Task
<ul style="list-style-type: none"> • Verbally threatening • Irritable • Physically threatening • Boisterous • Attacking objects • Confused • Yellow/Red Zone 	<ul style="list-style-type: none"> • Knows the plan • Emotionally ready • Mentally present • Skilled and adaptable • Appropriate energy • Listening • Ready to Respond not react 	<ul style="list-style-type: none"> • Optimized for safe work • Equipment and devices in place • Time of day • Response capacity • Group or individual 	<ul style="list-style-type: none"> • Supportive information • Consent • Inclusiveness • Comfort vs control • De-escalation • Respecting personal space • People centered

 Point of Contact Risk Assessment PEET Cue Card	
 Person	 Employee
<ul style="list-style-type: none"> • Verbally threatening • Irritable • Physically threatening • Boisterous • Attacking objects • Confused • Yellow/Red Zone 	<ul style="list-style-type: none"> • Knows the plan • Emotionally ready • Mentally present • Skilled and adaptable • Appropriate energy • Listening • Ready to Respond not react
 Environment	 Task
<ul style="list-style-type: none"> • Optimized for safe work • Equipment and devices in place • Time of day • Response capacity • Group or individual 	<ul style="list-style-type: none"> • Supportive information • Consent • Inclusiveness • Comfort vs control • De-escalation • Respecting personal space • People centered

Definitions

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.

District Violence Risk Assessment (VRA): A detailed risk assessment completed if Form 2 Violent Risk Assessment notes moderate to high risk behaviour. This Risk Assessment involves the workers who directly work with the student who has shown violent behaviour and reference to VIR's and/or behaviour logs.

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.

Incident Investigation: An Incident Investigation includes a Risk Assessment to determine the likelihood of the incident re-occurring or escalating and to ensure effective corrective actions are taken to prevent further incidents.

Individual Safe Work Procedure: 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.

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 must report to their P/VP or manager immediately and 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.

Site-Based Violence Risk Assessment (VRA): Is a Violence Risk Assessment of the school conducted by the Site-Based JOHS Committee. Once completed the report is reviewed annually.

Tasked Based Procedures: Detailed directions regarding best practice while engaging in specific tasks or activities. For example; transitions, toileting or classroom activities for students with complex behaviours.

Threat Synopsis: 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.

Worker: An individual in the employ of the district. This includes, but is not limited to, Administrators, bus drivers, Teachers, and Teachers on-call, Secretaries, spare-board Educational Assistants, Educational Assistants, Custodians and any other part-time staff.

Violent Incident Report A report submitted by the worker documenting their account of a violent incident.

Supplementation

WorkSafeBC - Occupational Health and Safety Regulation

Participation in Investigations

3.28 Participation by employer or representative of employer and worker representative

For the purposes of section 70(2)(c) of the Workers Compensation Act, the following activities are prescribed:

- (a) assisting the persons carrying out the investigation with gathering information relating to the investigation;*
- (b) assisting the persons carrying out the investigation with analyzing the information gathered during the investigation;*
- (c) assisting the persons carrying out the investigation with identifying any corrective actions necessary to prevent recurrence of similar incidents.*

4.27 Definition

In sections 4.28 to 4.31

"violence" means 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 or she is at risk of injury.

4.28 Risk assessment

- (1) A risk assessment must be performed in any workplace in which a risk of injury to workers from violence arising out of their employment may be present.*
- (2) The risk assessment must include the consideration of*
 - (a) Previous experience in that workplace,*
 - (b) Occupational experience in similar workplaces, and*
 - (c) The location and circumstances in which work will take place.*

4.29 Procedures and policies

If a risk of injury to workers from violence is identified by an assessment performed under section 4.28 the employer must

- (a) Establish procedures, policies and work environment arrangements to eliminate the risk to workers from violence, and*
- (b) If elimination of the risk to workers is not possible, establish procedures, policies and work environment arrangements to minimize the risk to workers.*
- (c) Repealed. [B.C. Reg. 312/2003, effective October 29, 2003.]*

4.30 Instruction of workers

- (1) An employer must inform workers who may be exposed to the risk of violence of the nature and extent of the risk.*
- (2) The duty to inform workers in subsection (1) includes a duty to provide information related to the risk of violence from persons who have a history of violent behaviour and whom workers are likely to encounter in the course of their work.*
- (3) The employer must instruct workers who may be exposed to the risk of violence in*
 - (a) The means for recognition of the potential for violence,*
 - (b) The procedures, policies and work environment arrangements which have been developed to minimize or effectively control the risk to workers from violence,*
 - (c) The appropriate response to incidents of violence, including how to obtain assistance, and*
 - (d) Procedures for reporting, investigating and documenting incidents of violence.*

WorkSafeBC - Workers Compensation Act

Part 2 Division 10 – Employer Accident Reporting and Investigation

68 Immediate notice of certain accidents

- (1) An employer must immediately notify the Board of the occurrence of any accident that*
 - (a) resulted in serious injury to or the death of a worker,*
 - (b) involved a major structural failure or collapse of a building, bridge, tower, crane, hoist, temporary construction support system or excavation,*
 - (c) involved the major release of a hazardous substance,*
 - (d) involved a fire or explosion that had a potential for causing serious injury to a worker, or*
 - (e) was an incident required by regulation to be reported.*

(2) Except as otherwise directed by an officer of the Board or a peace officer, a person must not disturb the scene of an accident that is reportable under subsection (1) except so far as is necessary to

(a) attend to persons injured or killed,

(b) prevent further injuries or death, or

(c) protect property that is endangered as a result of the accident.

70 Investigation process

(1) An investigation required under this Division must be carried out by persons knowledgeable about the type of work involved and, if they are reasonably available, with the participation of the employer or a representative of the employer and a worker representative.

(2) For the purposes of subsection (1), the participation of the employer or a representative of the employer and a worker representative includes, but is not limited to, the following activities:

(a) viewing the scene of the incident with the persons carrying out the investigation;

(b) providing advice to the persons carrying out the investigation respecting the methods used to carry out the investigation, the scope of the investigation or any other aspect of the investigation;

(c) other activities, as prescribed by the Board.

(3) The employer must make every reasonable effort to have available for interview by a person conducting the investigation, or by an officer, all witnesses to the incident and any other persons whose presence might be necessary for a proper investigation of the incident.

(4) The employer must record the names, addresses and telephone numbers of persons referred to in subsection (3).

References

Government of Newfoundland and Labrador. (Sept., 2013). Violent Prevention Initiative. <http://www.gov.nl.ca/VPI/types/>

WorkSafeBC (Jan., 2014). *Occupational Health and Safety Regulation*. <http://www.worksafebc.com/>