Individual Staff Safe Work Instruction

SD#28

Safe Work Planning Team:

Principal / Vice-Principal / Supervisor

Staff requesting the ISSWI

If requested a Staff Representative

Others, as applicable, including:

Classroom Teacher

Case Manager

IES / YCW / EA

It is crucial to involve the individual expressing concerns about feeling unsafe at work in the initial team responsible for developing the Individual Staff Safe Work Instruction. This document is **not** a **student behaviour plan**—it is specifically focused on identifying staff safety hazards and outlining appropriate controls.

The Joint Occupational Health and Safety (JOHS) reviews the draft ISSWI and provides safety-related feedback and recommendations, as outlined in the Workers Compensation Act, Part 2, Division 5, Section 36. While the Committee plays an important advisory role, it does not hold approval authority. Final decisions regarding the ISSWI rest with the District (Principal/Supervisor), who considers all input as part of the planning process.

COMPLIANCE

The following tool is to be used for the communication of hazards and control measures to a worker. The form should identify the hazard related to the tasks and should include clear concise information about control measures to be taken. It can be used for any work where there is a risk of injury when working Terms of use

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Individual Staff Safe Work Instruction

1. Staff Information

Date (yyyy-mm-dd)	School Name	Staff Name

Student Name

2. Potential Hazards and Safe Work Instructions

Hazard Potential	Baseline - Specific Hazard	Dysregulation - Specific Hazard	Safe Instruction/Details
Physical Physical hazard exists? ○ Yes ○ No	☐ Awkward posture ☐ Transferring ☐ Lifting ☐ Pushing or Pulling equipment ☐ Floor work ☐ Stooping/bending ☐ Walking/pacing ☐ Regulation support ☐ Rescue medication ☐ Catching – helping down ☐ Other [ ]	☐ Awkward posture ☐ Transferring ☐ Lifting ☐ Pushing or Pulling equipment ☐ Floor work ☐ Stooping/bending ☐ Walking/pacing ☐ Regulation support ☐ Rescue medication ☐ Catching – helping down ☐ Other [ ]	
Noise Noise hazard exists? ○ Yes ○ No	☐ Shouting ☐ Screaming ☐ Crying / Moaning ☐ Verbal threats ☐ Other [ ]	☐ Shouting ☐ Screaming ☐ Crying / Moaning ☐ Verbal threats ☐ Other [ ]	

Date (yyyy-mm-dd)	School Name	Staff Name

Hazard Potential	Baseline - Specific Hazard	Dysregulation - Specific Hazard	Safe Instruction/Details
Biological Biological hazards exist? ○ Yes ○ No	☐ Blood, Saliva, Mucus ☐ Voids (toileting) ☐ Sharps ☐ Other	☐ Blood, Saliva, Mucus ☐ Voids (toileting) ☐ Sharps ☐ Other	
Externalizing hazards exist? ○ Yes ○ No **Head Action** **Arm Action** **Leg Action** **Full Body** **Movement**	**Head Region** ☐ Spitting ☐ Biting ☐ Head Butting **Hand / Arms*** ☐ Banging ☐ Clearing ☐ Grabbing ☐ Pinching ☐ Pulling ☐ Punching ☐ Pushing/Shoving ☐ Scratching ☐ Slapping ☐ Throwing **Legs / Feet** ☐ Kicking / Stomping Full Body ☐ Bolting, Running ☐ Leaving area* ☐ Dropping, Flailing ☐ Twisting/Rocking/swaying ☐ Urination/Defecation ☐ Pursuing ☐ Other	**Head Region** ☐ Spitting ☐ Biting ☐ Head Butting **Hand / Arms*** ☐ Banging ☐ Clearing ☐ Grabbing ☐ Pinching ☐ Pulling ☐ Punching ☐ Pushing/Shoving ☐ Scratching ☐ Slapping ☐ Throwing **Legs / Feet** ☐ Kicking / Stomping Full Body ☐ Bolting, Running ☐ Leaving area* ☐ Dropping, Flailing ☐ Twisting/Rocking/swaying ☐ Urination/Defecation ☐ Pursuing ☐ Other	

Date (yyyy-mm-dd)	School Name	Staff Name

3. Environment Set Up and Tools Required for Safe Work

Category	Item Required	Safe Instruction and specific details regarding items
Room/area	☐ Antiseptic wash ☐ Eye wash station ☐ Hand Sanitizer ☐ Room mounted alarm button ☐ Telephone ☐ Means of egress ☐ Sink, waste bin and Wipes ☐ Receiving pads ☐ Other ( )	
Transferring	☐ Padding/Mats ☐ Lifts/hoist/sling ☐ Other ( )	
Personal Protective Equipment	☐ Arm protectors ☐ Face mask/shield ☐ Glasses ☐ Gloves ☐ Hat, head covering ☐ Hearing protection ☐ Pants ☐ Smock ☐ Footwear requirements ☐ Vest ☐ Other ( )	
Safe Preparation and Safe Work Practice	☐ Calm State ☐ Graduated Introduction ☐ Hair tied back ☐ Limited Contact hours/day ☐ Micro breaks ☐ No Jewelry ☐ Scent Free ☐ Team Required>1 ☐ Vaccinations ☐ Other ( )	
Training	☐ Hand Hygiene ☐ Care Plan ☐ Individual Education Plan ☐ Individual Evacuation Plan ☐ Lifts and transfers ☐ Violence prevention ☐ Workplace violence awareness ☐ Other ( )	

Date (yyyy-mm-dd)	School Name	Staff Name

3. Environment Set Up and Tools Required for Safe Work (Cont.)

Employee Requests

Employer Response to Requests

4. Related Plans

Take the following action:

Date (yyyy-mm-dd)	School Name	Staff Name

5. Related plans that must be reviewed prior to starting safe work (select all that apply)

☐ Care Plan	☐ Individual Education Plan	☐ Student Behaviour Plan
Other:		

6 Safe Work Instruction Acknowledgement

		Date (yyyy-mm-dd)

7. Review

Initial Review - two weeks after implementation with both Employee & Principal	Periodic Review Requested by:		
Date (yyyy-mm-dd)	Employee ☐	JOSH ☐	Safe Work Planning Team ☐

Instructions

Workplace Violence Prevention flagging icon - used if there are externalizing behaviours that are considered workplace violence.
Delete this icon if there is no risk of workplace violence.

1. Student Information

Date (yyyy-mm-dd)	School Name	Stafft Name
YYYY-MM-DD	School Name	Staff First and Last Name

In the following areas below all "Details" pertain to the safety of the worker and the success of the student during situations that could cause harm to the worker. The information given must be concise.

2. Potential Hazards and Safe Work Instructions

Hazard Potential	Specific Hazard	Safe Work Instruction Details/Actions
Physical hazard exists?	● Yes ○ No	Could happen during: ☐ Baseline ☑ Dysregulation
	☑ Awkward posture ☐ Transferring ☐ Lifting ☐ Pushing or pulling equipment ☑ Regulation support ☐ Stooping/bending ☐ Walking/pacing ☐ Floor work ☐ Rescue medication ☐ Catching - helping down ☑ Other ( )	[Student] may advance towards other students. It might be necessary to obstruct this interaction. Radio for support with location Radio to Admin for support - and location Other: Student requires constant guiding when walking, alternate arm use, do not resist student movements with arms.
Noise hazard exists?	● Yes ○ No	Could happen during: ☐ Baseline ☑ Dysregulation
	☐ Shouting ☑ Screaming ☐ Crying / Moaning ☑ Verbal threats ☐ Other ( )	[Student] screams and verbally threatens employees using shocking language when dysregulated. Do not engage with [student] at this time -Be silent -Stand back -Look away -Radio for assistance
Biological hazards exist?	● Yes ○ No	Could happen during: ☐ Baseline ☑ Dysregulation
	☐ Blood, Saliva, Mucus ☐ Voids (toileting) ☐ Sharps ☐ Other ( )	[Student] will spit with accuracy when dysregulated. [Student] will aim at you and target you when spitting. The range is approximately 5-10 ft. Keep your distance during externalizing behaviours.
Externalizing hazards exist?	● Yes ○ No	Could happen during: ☑ Baseline ☑ Dysregulation
	Head Action ☑ Biting, Head butting ☐ Spitting **Arm Action** ☐ Banging ☐ Clearing ☑ Grabbing ☑ Pulling ☑ Punching ☑ Pushing / Shoving ☑ Scratching ☑ Slapping ☑ Throwing **Leg Action** ☑ Pinching **Legs / Feet** ☐ Kicking / Stomping **Full Body** ☑ Bolting, Running* ☑ Leaving area* ☑ Flopping, Flailing ☐ Twisting/Rocking/swaying ☑ Urination/Defecation ☐ Pursuing ☐ Other ( )	**Baseline:** Twisting and rocking can be seen at any time. Position yourself with adequate space to allow for this type of movement. **Dysregulation:** All items checked have been witnessed during dysregulation. Follow the Crisis Response Plan below. Expect to see unsecured items like books, instruments, cleared or thrown during dysregulation. If possible, staff will move unsecured objects, i.e., musical instruments When support staff arrive redirect [Student]. Disengage if you are the focus of the attention. The more space given there is less chance of physical interaction. No more than two people directly in [Student] sight line. -Keep a dynamic safe distance during the externalizing acts. -Stand back and move to a safe place as needed -Stay quiet, do not engage in conversation -Look away and try to turn your radio down if it is up higher than a 4.

Instruction callouts (right column):

Select "Yes" if you expect that employees will have to physically interact to support the individual. Select the stage when this hazard is expected - baseline, or dysregulation. Select "No" if there is no physical interaction expected.

Select all the applicable hazards.

Select "Yes" if you expect that there will be noise hazards while working with the individual. Select the stage when this hazard is expected - baseline, or dysregulation.
Check off the applicable items
Delete the Externalizing Icon if "Verbal Abuse / threats" has not been checked.
Any noise hazard created by the student may have an impact that does not exceed the noise threshold however it could be causing strain.

Select "Yes" if you expect that employees will have to have exposure to externalizing hazards. Select the stage(s) when this hazard is expected - baseline or dysregulation. Describe the hazard specifically and how the employee will protect themselves from the hazard. The indiviual is not the hazard - the action is the hazard.
For Example: Maintain a physical barrier between you and the individual during instruction.
Delete or add any externalizing icons as necessary.

Date (yyyy-mm-dd)	School Name	Staff Name
YYYY-MM-DD	School Name	Staff First and Last Name

3. Environment Set Up and Tools Required for Safe Work

Category	Item Required	Safe Instruction and specific details regarding items
Room/area	☐ Antiseptic wash ☐ Eye wash station ☑ Hand Sanitizer ☐ Room mounted alarm button ☐ Telephone ☐ Means of egress ☐ Sink, waste bin and Wipes ☐ Receiving pads ☐ Other ( )	The immediate environment should be free of items that could be grabbed, and thrown. Glass window should be shatter proof or protected. Receiving pads should be available in the main learning environment and accessible to the team employees. Staff must be able to leave the room if necessary and protect themselves against externalizing hazards.
Transferring	☐ Padding/Mats ☐ Lifts/hoist/sling ☐ Other ( )	Not applicable.
Personal Protective Equipment	☐ Arm protectors ☐ Face mask/shield ☑ Glasses ☑ Gloves ☐ Hat, head covering ☐ Hearing protection ☐ Pants ☐ Smock ☑ Footwear requirements ☐ Vest ☐ Other ( )	Appropriate sturdy footwear is required when to be worn when working as a team member with [Student] or if called upon to assist as an admin. Nitrile - latex free gloves - used during dysregulation. Keep these with you at all times. If needed safety glasses and something to cover your eyes if a significant amount of spitting is happening.
Safe Preparation and Safe Work Practice	☑ Calm State ☑ Graduated Introduction ☐ Hair tied back ☐ Limited Contact hours/day ☐ Micro breaks ☐ No Jewelry ☐ Scent Free ☑ Team required >1 ☐ Vaccinations ☑ Other ( )	**Graduated Introduction:** New employees working directly with [Student] should be gradually introduced. The amount of time to be introduced can vary on the relationship with [Student], however the employee must be familiar with the crisis response plan. **Team required:** When off school grounds a minimum of two employees are required to work directly with [Student]. **Other:** Team employees should meet before the beginning of the day to collaborate on the plan for the day, review any changes from the previous day and determine what the next steps are. For off school grounds travel, use the field trip planning risk assessment to determine how the work will be carried out safely. Scarfs, lanyards, necklaces and other items that could be pulled are not to be worn.
Training	☐ Hand hygiene ☐ Individual Evacuation Plan ☐ Lifts and transfers ☐ Violence prevention ☑ Workplace violence awareness ☐ Care Plan · : : ☐ Individual Education Plan ☐ Other ( )	Employees working directly with [Student] need to be familiar with trauma informed practice, releases and use of UKERU receiving pad. All employees working in the area need to be aware of the crisis response plan for common areas.

4. Related Plans

Take the following action:

1. Classroom - Determine if it is possible to have [Student] leave the learning space, if not alert the teacher to clear the class/area. Use the UKERU receiving pads as necessary to suport [Student] during dysregulation while the other students exit the area safely. Leave the area, close the door, send radio communication to alert Admin (can be done by the Classroom teacher upon exiting the space), observe from the window. If [Student] approaches the door, continue to maintain a dynamic safe distance. Admin and extra team members to keep observation of the student and maintain a dynamic safe distance. Approach [Student] only when appropriate to re-establish positive behaviour support plan.

2. Common Areas (Library, Halls, Music room, Playground) - Notify those in the immediate area to clear the area. Leave the area and close the doors. Radio to Admin. Other rooms in the area to be secured - announce "hold and secure". Team members to observe from a dynamic safe distance. If necessary team to relocate themselves behind a secure door or area. Approach [Student] only when appropriate to re-establish positive behaviour support plan.

3. Learning Room - Remove yourself from the room, observe from the window, radio the admin, move to the admin office area.

4. Off School Grounds - Notify Admin, maintain a dynamic safe distance. Locate a barrier to have between you and [Student] (i.e. Park bench, fence etc.).

Special Note for Student Safety: If [Student] is injured or in imminent harm the employees will assess the scene and attempt to reduce chance of significant injuries when it is appropriate.

5. Related plans that must be reviewed prior to starting safe work (select all that apply)

☐ Care Plan	☑ Individual Education Plan	☐ Individual Evacuation Plan	☑ Positive Behaviour Support Plan
	☐ Other	N/A	

6. Safe Work Instruction Acknowledgement

Print Name	Signature and Date

Item	Term	Supporting information and examples
1	Antiseptic wash	To ensure appropriate hand hygiene when working with students on a care plan.
2	Arm protectors	Where there is a possibility of scratching or biting on the arm. Various types of arm protectors could be employed. Jean jackets, Kevlar sleeves are examples
3	Awkward posture	Where working with the student requires the worker to sustain an posture that is outside of the neutral posture of standing or sitting straight. Includes leaning to the side, twisting, where the positions must be repeated or held.
4	Banging	A student uses their hand or fist to hit objects.
5	Biting, head butting	A student using their mouth to bite the worker or their head to hit the worker.
6	Blood Saliva Mucus	Biological hazard from blood exposure.
7	Bolting , Running	Bolting and running are not a hazard but the worker's response to these actions could generate a hazard. Clear instructions on how to respond to bolting or running must be developed.
8	Calm State	As part of the self check prior to engaging with someone confirm you are engaging in a comforting way.
9	Catching - helping down	Select when the student has a tendency to climb things and needs assistance to get down safely.
10	Clearing	Swiping articles from a surface to the floor.
11	Crying / moaning	Select when exposure to these items is sufficient that is should be acknowledged. In some cases providing hearing protection is necessary to reduce the impact over the course of a work day or week.
12	Eye wash station	For the learning space or close by if there is potential for liquids/bodily fluids to get in a workers eye.
13	Face mask/shield	Select for working spitting.
14	Floor work	Select when the worker would be expected to get up and down from the floor many times during the work day to support the student.
15	Flopping, flailing	voluntary or non voluntary movements.
16	Footwear requirements	sturdy footwear requirements for supporting students on the go or that stomp.
17	Glasses	eye protection from saliva or objects.
18	Gloves	Working with changing/toileting
19	Grabbing	select when the student will reach out and grab the worker firmly and there is potential injury as a result.
20	Graduated Introduction	Select when a worker should be slowly introduced to the student so as to not cause dysregulation. This prevents incidents.
21	Hair tied back	Select when there is a potential for the student to grab hair.
22	Hand Sanitizer	Quick hand sanitization where wash stations are not possible or close by.
23	Hat, head covering	Select when there is a potential for the student to grab hair.
24	Hearing protection	Where there is noise that might be loud or an mentally fatiguing. This could include screaming and crying or moaning. Workers should always increase distance from the noise source if safe to do so in order to reduce the impact of screams.
25	Kicking / Stomping on	Select if there is a risk of being kicked or stomped on.
26	Leaving area	select for students that get up and roam. Workers should know how to response safely. i.e. do not block.
27	Lifting	select for situation where the worker may be required to lift the student or some equipment related to working with the student.
28	Lifts/hoist/sling	For transferring to beds, or toileting
29	Limited contact hours/day	In situation where alertness is required limiting the worker contact time can support good decision making.
30	Means of Egress	Alternate way to leave the space and not engage with a dysregulated individual
31	Micro breaks	short relief periods where a worker can step away from the specific task that requires extreme focus.
32	No jewelry	Jewelry that could be grabbed and result in an injury should not be worn.
33	Padding / Mats	Mats and padding could include items that might be needed to respond to a student concerns.
34	Pants	Wearing long pants as a protective measure
35	Pinching	action carried out by the individual
36	Pulling	action carried out by the individual
37	Punching	action carried out by the individual
38	Pursuing	action carried out by the individual advancing towards a worker in a catch or carry out contact violence.
39	Pushing / Shoving	action carried out by the individual

Item	Term	Supporting information and examples
40	Pushing and pulling equipment	The worker will be required to push or pull a wheel chair, cart, bed, medical equipment.
41	Receiving pads	Pad used to support a student during dysregulation. The receiving pads are used by the worker in a trauma informed way.
42	Regulation support	This could include applying deep pressure or different supporting holds to aid the student in self regulation. Refer to the positive behaviour support plan for specific for the student.
43	Rescue medication	Includes the administration of medication needed during an event in order to support the student.
44	Room mounted alarm button	the implementation of an engineering control to allow for early notification for a response activation.
45	scent free	The individual may be impacted by scents.
46	Scratching	action carried out by the individual
47	Screaming	action carried out by the individual
48	Sharps	The work involves potential exposure to sharps that could cause puncture or laceration wounds to the worker. There may also be a biological hazard associated with sharps.

Item	Term	Supporting information and examples
49	Shouting	action carried out by the individual - loud voice but not threats
50	Sink, waste bin, and wipes	Items required if there is a need to maintain a clean environment or workers are required to maintain hand hygiene due to activities in the space.
51	Slapping	action carried out by the individual
52	Smock	Personal protective equipment
53	Spitting	action carried out by the individual
54	Stooping/bending	Potential awkward postures required when working with the individual.
55	team required >1	When the work is complex and for the protection of the worker more than one worker working with the individual will improve safety. Adding more workers does not always improve safety. Teams must have an understanding as to why the additional worker will improve safety.
56	Telephone	Engineering control for enhanced communication in a learning space or home visit worker.
57	Throwing	action carried out by the individual
58	transferring	Transferring an individual from one place to another. For example toileting an individual in a wheel chair.
59	Twisting/rocking/swaying	action carried out by the individual
60	Urination/Defecation	action carried out by the individual
61	Vaccinations	Worker protection from blood borne pathogens. Where this is potential exposure to blood, or biting.
62	Verbal Threats	action carried out by the individual
63	Vest	Personal protective equipment
64	Voids (toileting)	action carried out by the individual could include incontinence or by choice actions
65	Walking/pacing	action carried out by the individual - requiring the worker to do a lot of walking or movement.

Date	Description of change
2021-06-02	Initial document
2021-07-15	Updated icons - higher resolution, and amended text on icons.
2024-10-31	Added Employee/Employer Request/Response boxes, Initial/Periodic Review
2024-11-18	Changed name entry and formating