



Durham Catholic District School Board

“The Board”

## Administrative Procedure

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| Title: <b>Workplace Violence Prevention - Students</b> | Procedure #: <b>AP324-2</b>                 |
| Administrative Area:                                   | Human Resources and Administrative Services |
| Policy Reference:                                      | Workplace Violence (PO324)                  |
| Date Approved:   |   |
| Dates of Amendment:                                    |   |
| Date of Annual Review                                  |   |

### 1.0 Purpose

The purpose of this administrative procedure is to support a safe working environment through the implementation of effective measures to prevent and address workplace violence as the result of student behaviour.

According to the Occupational Health and Safety Act (OHSA), workplace violence directed at a worker by a student may be a one-time occurrence or involve repeated behaviours (e.g., hitting) that cause or could cause physical injury. Workplace violence may include an attempt to exercise physical force against a worker, (e.g., an attempt to hit or bite) and it may include a statement or behaviour which is reasonable for a worker to interpret as a threat of violence, (e.g., leaving a worker a threatening note or threatening an act of violence against a worker).

According to the OHSA, a student does not need to have the capacity to understand that his/her behaviour could cause physical injury to a worker to be considered workplace violence.

### 2.0 Definitions

**Functional Behaviour Assessment (FBA)** – an FBA is a valuable problem solving tool in addressing behaviour problems by looking at both the likely causes and at the characteristics or symptoms of behaviour. An FBA is used to determine the purpose of the behaviour (i.e., the function it serves), to identify contextual factors that may be triggering the behaviour, and to evaluate the effectiveness of intervention strategies.

**Incident** - any event in which an act of workplace violence as defined by OHSA occurs on Durham Catholic District School Board property or at a Durham Catholic District School Board sanctioned event associated with a Durham Catholic District School Board employee.

## 2.0 Definitions (Cont'd)

**Joint Health and Safety Committee (JHSC)** - a committee composed of employees who represent the workers and the Board that is committed to improving health and safety conditions in the workplace. The Committee identifies health and safety issues and brings these matters to the employer's attention. Members of the Committee must be kept informed of health and safety developments in the workplace.

**Occupational Health and Safety Act (OHSA)** - sets out the rights and duties of all parties in the workplace, as well as procedures for dealing with workplace hazards and for enforcement as needed.

**Personal Protective Equipment** – the equipment/devices/clothing that is used to protect a staff member or student from injury during the course of daily activities (e.g., Kevlar, shin pads, etc.)

**Reprisal** - any act of retaliation, either direct or indirect.

**Safe Place** – any location in the school that is designed as a safe location for a student needing to de-escalate or a location that could be made safe should the student not want to go to a pre-determined place (e.g., clear the hallway, etc.)

**Safety Plan** – an emergency response plan developed for students with risk of injury behaviour including students with special education needs whose behaviour presents a risk of injury to self, staff and/or students and/or is a flight risk. All students with a Safety Plan must have an IEP that identifies the goals and teaching strategies needed to reduce the ongoing risk-of-injury behaviours. While Safety Plans are unique for each student, they generally include the following information:

- a description of the observable behaviour concern(s)
- triggers or antecedents
- prevention and intervention strategies to support staff and student safety
- emergency communication procedures
- consequences (progressive discipline actions)
- documentation
- follow-up/re-evaluation

**Supervisor** – a person who has charge of a workplace or authority over a worker. This may include a principal or designate.

**Threats** - any statements, acts, or communication intended or apparently intended to intimidate a person, in circumstances where the person threatened believes, or has reasonable grounds to believe, the threat may be carried out.

**Workplace** - any land, premises, location or thing upon which an employee performs work or work-related duties or functions. Schools and school related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the direction of this policy.

## 2.0 Definitions (Cont'd)

**Workplace Violence (also referred to as Risk of Injury Behaviour)** is defined by the Ministry of Labour (MOL) as:

- the exercise of physical force by a person against a worker in a workplace that causes or could cause physical injury to the worker
- an attempt to exercise physical force against a worker, in a workplace that causes or could cause physical injury to the worker
- a statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

**Workplace Violence Risk Assessment** – an assessment of the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work. A risk assessment under OHS is not an assessment of an individual or student.

## 3.0 Procedures

### 3.1 Measures and Procedures to Control the Risks of Workplace Violence when Working with Students

3.1.1. A risk assessment conducted in a school board setting should include assessing:

3.1.1.1 the physical environment, for instance, the security and control of entry and exit points, the working conditions and maintenance of the school communication systems, and the geographical location of the school;

3.1.1.2 work practices, conditions, and the nature of work, such as working alone with students or others, working outside, working in a portable, being an occasional or part-time worker, providing personal care to a student, special events at a school including assemblies and school trips;

3.1.1.3 current measures and procedures in the workplace violence prevention program which may include, but not be limited to:

3.1.1.3.1 a means to summon immediate assistance;

3.1.1.3.2 workplace violence response and prevention protocols (e.g., BMS training, Violent Threat Risk Assessment, etc.);

3.1.1.3.3 information and instruction in behaviour management (which may include elements such as recognizing, managing, and de-escalating behaviours and understanding triggers associated with particular diagnosis, etc.);

3.1.1.3.4 measures and procedures to develop and/or revise student safety plans;

### 3.0 Procedures (Cont'd)

- 3.1.1.3.5 sharing of information as appropriate, and consistent with OHSA and other applicable legislation, for student transitions and transfers within and across school boards;
  - 3.1.1.3.6 Notification of Risk of Injury procedures for students who present with risk of injury behaviours; and
  - 3.1.1.3.7 Personal Protective Equipment (PPE).
- 3.1.1.4 The risk assessment should also include any known risks based on a review of previous workplace incidents as well as any known risks identified in other school communities (e.g., the entry of weapons into a school).
- 3.1.1.5 The risk assessment is not an assessment of a student.

### 3.2 **Reassessing the Risk of Workplace Violence**

- 3.2.1 A reassessment of the risks of workplace violence will occur as often as necessary to ensure that the workplace violence policy and administrative procedures continue to protect staff from workplace violence. Changes or events within a school that may warrant a reassessment may include:
- 3.2.1.1 an increase in the number, frequency or severity of incidents for a specific workplace (e.g., school, classroom, etc.)
  - 3.2.1.2 a change in the physical environment of a workplace (e.g., the addition/removal of portables)
  - 3.2.1.3 a change in the student population of a school (e.g., at the beginning of a school year or when there is a significant change in the numbers or make-up of the student population mid-year); and/or
  - 3.2.1.4 a change in curriculum or scheduling, or a change in environment (e.g., noisy construction at a school), to determine if such change could provoke potential risk of injury behaviours.

### 3.3 **Measures and Procedures to Control the Risks of Workplace Violence from Students**

- 3.3.1 **Measures and procedures may include but are not limited to:**
- 3.3.1.1 physical environment controls such as ensuring good lighting, improving sightlines by removing barriers, securing moveable objects, noise reduction strategies;
  - 3.3.1.2 request for assistance and support from multi-disciplinary teams;
  - 3.3.1.3 developing and/or updating student safety plans;
  - 3.3.1.4 procedures for student transitions (e.g., sharing student safety plans as appropriate);
  - 3.3.1.5 using Personal Protective Equipment (PPE) when required;
  - 3.3.1.6 violence prevention classroom audits;

### 3.0 Procedures (Cont'd)

- 3.3.1.7 sharing Notification of Risk of Injury Plans and sharing Safety Plans as needed; and
- 3.3.1.8 Specialized training for staff in positions with a higher risk of aggressive behaviour (e.g., Behaviour Management Systems, Functional Behaviour Assessment, etc.)

#### 3.3.2 Provision of Personal Information Regarding Students with a History of Workplace violent behaviour – Notification of Risk of Injury

- 3.3.2.1 Principals and supervisors must provide workers with information, including personal information, related to a risk of workplace violence from a student with a history of risk of injury behaviour, if the worker can be expected to encounter that student in the course of his/her work and the risk of workplace violence is likely to expose the worker to physical injury.
- 3.3.2.2 Principals and supervisors must not disclose more personal information about a student than is reasonably necessary to protect workers from physical injury. For example, workers may not need to know specific programming information depending on the circumstance, but must understand the measures and procedures, (e.g., in a Student Safety Plan) to be followed as part of the workplace violence program in order to protect themselves.
- 3.3.2.3 Each principal is to develop and maintain a Notification of Risk of Injury binder and electronic folder (e-folder) for their school that identifies students with a history of risk of injury behaviour where the risk of workplace violence is likely to expose a staff member to physical injury.
- 3.3.2.4 Both the Notification of Risk of Injury binder and the e-version Notification of Risk of Injury Form is a truncated version of the student's Safety Plan. It should only include safety-relevant trigger(s), environmental interventions, observable signs of escalation and interventions and the crisis response plan. Information related to a student's academic, curriculum or programming interventions is to be redacted. A photo of the student must be included with the Notification of Risk of Injury.
- 3.3.2.5 The Notification of Risk of Injury binder should be stored in the main office for access by any staff member who may be at Risk of Injury from a student.

### 3.0 Procedures (Cont'd)

- 3.3.2.6 The Notification of Risk Injury e-folder will be available to all teachers (including those doing a long term placement (LTOs) and Designated Early Childhood Educators (DECEs) on staff. The Notification of Risk of Injury forms in the e-folder are to be PDF documents only and password protected.
- 3.3.2.7 Educational Assistants should give input in the creation of student safety plans and therefore should be familiar with all safety plans for students who require a Notification of Risk of Injury. Educational Assistants can review the Notification of Risk of Injury binder whenever needed.
- 3.3.2.8 Custodians, Lunch Time Supervisors and Secretaries should have access to Notification of Risk of Injury binders in the main office for any student for whom there is a likelihood of contact. It is the expectation that the Principal will inform each of these staff members should there be a student who may cause a risk of injury to them. Access to the Notification of Risk of Injury binder in the Program Support Room acts as the Notification of Risk of Injury for Educational Assistants.
- 3.3.2.9 In accordance with legal obligations under the Education Act, all staff will ensure such information provided will be kept strictly in confidence and that student privacy rights will be protected.
- 3.3.2.10 Principals must review this procedure at the first staff meeting of each semester or term. Should there be a change (addition, deletion or revision) to the information in the Notification of Risk of Injury binder and e-folder, principals must notify teachers via confidential email.
- 3.3.2.11 This process makes it incumbent upon those with access to the electronic folder to read the information provided to them. Principal notification in 3.3.2.10 and access to the electronic folder acts as the Notification of Risk of Injury for the purpose of OHS requirements.
- 3.3.2.12 Daily Occasional staff (e.g. daily supply teachers, EAs and DECEs) will be notified by the Principal and be provided with access to a Notification of Risk of Injury binder when needed.

## 3.0 Procedures (Cont'd)

### 3.3.4 Responsibilities

#### Principals

3.3.4.1 The principal is responsible for the safety of staff and students at the school. The principal is required to conduct an investigation into all potential and reported incidents of unsafe conditions and establish a plan to alleviate the safety concern. The principal must:

- 3.3.4.1.1 Ensure that preventative programming and instructional interventions are implemented to respond to unsafe student behaviours. A request for Student Services support, may be made to support the development of an IEP and Safety Plan;
- 3.3.4.1.2 Ensure that both, permanent and occasional staff, are provided with the required information related to a Safety Plan to work with students who are likely to demonstrate unsafe behaviour;
- 3.3.4.1.3 Develop and maintain a Notification of Risk of Injury electronic folder and hard copy binder that identifies students with a history of violent behaviour where the risk of workplace violence is likely to expose a staff member to physical injury.
- 3.3.4.1.4 Ensure that personal protective equipment (PPE) if required, is provided, monitored and used in accordance with the Safety Plan;
- 3.3.4.1.5 Promote staff awareness and use of Behaviour Management Systems (BMS) principles;
- 3.3.4.1.6 Encourage all staff to approach behaviour improvement in the same cyclical method as improvement in academic skills – gather information, plan, implement, review progress, modify plans, establish long term goals;
- 3.3.4.1.7 Arrange for teaching staff to provide the necessary instruction to occasional staff regarding Safety Plans in their lesson plans.

### 3.0 Procedures (Cont'd)

#### Staff

- 3.3.4.2 It is the responsibility of all staff to follow procedures laid out in a student's IEP and Safety Plan. Staff are required to bring safety concerns to the attention of the school's principal.
- 3.3.4.2.1 Classroom/subject teachers/DECEs scheduled to teach the student must participate in the creation of the Safety Plan. Educational Assistant (EA) input, especially those EAs working directly with the student is essential to the successful creation and implementation of a Safety Plan;
- 3.3.4.2.2 Classroom/subject teachers as well as other teachers scheduled to teach the student during the school day (e.g., curriculum coverage teachers) are responsible for providing information from the student's IEP and the Safety Plan for occasional teachers when absent in the light blue Safety Plan Duotang;
- 3.3.4.2.3 Occasional Staff (including daily supply teachers, EAs, DECEs, etc.) are responsible for ensuring that IEPs and Safety Plan are read, understood and followed as part of the instructional program.
- 3.3.4.2.4 EAs are responsible for leaving a detailed plan and clear instructions about the students they support, where appropriate, for use by staff during absences. The presence of a Safety Plan must be noted;
- 3.3.4.2.5 Principal or designate (i.e., PST) is responsible for maintaining a list of all students who have Safety Plans and for keeping a copy of the safety plans in the Safety Plan Binder in the Program Support room. PSTs are responsible for giving the most recent electronic copy of a student's Safety Plan to the principal for the school's electronic documentation file.
- 3.3.4.3 It is the responsibility of the Superintendent of Student Services or designate to oversee program adjustments and staff/resource needs that may be required to support the safety and learning needs of students with special education needs and risk of injury behaviour.

### 3.0 Procedures (Cont'd)

3.3.4.4 It is the responsibility of the Board's Health and Safety Officer to be a resource regarding the Occupational Health and Safety Act and to communicate with the Ministry of Labour, and/or the Joint Health and Safety Committee where appropriate.

3.3.4.5 It is the responsibility of the Superintendent of Human Resources and Administrative Services and/or appropriate manager of Human Resources and Administrative Services to respond to concerns and to assist with procedures for employee support, deployment, and communication to union affiliates and response to concerns.

#### 3.3.5 Admission of Students with a Current History of Risk of Injury Behaviour from Another School within the DCDSB

3.3.5.1 It is essential that information about students who pose a safety risk to self or others be responsibly shared between administrators of sending and receiving schools. When the sending principal is made aware that a student with a history of risk of injury behaviour is moving to another school within the DCDSB, the principal of the sending school must notify the principal of the receiving school prior to the student beginning at the new school.

3.3.5.2 The principal of the sending school must organize a Transition Team meeting. The meeting should include the administration from both schools, the Program Support Teachers from both schools, the parent, Student Services support staff and community agencies involved with the student. Whenever possible the classroom/subject teacher and DECE should be invited. Any member of the school team who is unable to attend, should have the information shared with him/her.

3.3.5.3 During the Transition Team meeting, changes to the Safety Plan based on the transition to a new school must be discussed.

3.3.5.4 Upon completion of the Transition Team meeting, the principal of the receiving school should share the Safety Plan with staff as needed and determine whether or not a Notification of Risk of Injury is required. If a Notification of Risk exists at the sending school, a Notification of Risk must be completed at the receiving school.

3.3.5.5 The Safety Plan should be reviewed and revised as needed at the end of the first week and then again at the end of the first month and then as often as needed.

3.3.5.6 The Notification of Risk should be reviewed regularly and removed when appropriate.

## 3.0 Procedures (Cont'd)

### 3.3.6 Admission of Students with a Current History of Risk of Injury Behaviour from Outside of the Board

- 3.3.6.1 When a student is registering to attend a DCDSB school (whether from another board, a section program, or beginning school for the first time), and the Board is made aware that the student has behaviours that pose a risk of injury, entry procedures include, but are not limited to the following:
- 3.3.6.1.1 The principal or designate shall register the student;
  - 3.3.6.1.2 Every effort should be made by the principal to obtain the student's Safety Plan and/or any other related records prior to the student's entry to school. The principal, after careful consideration, may determine safe entry into the school is possible if he/she is able to obtain sufficient information including, but not limited to, the student's most recent IEP and Safety Plan while waiting for the complete OSR.
  - 3.3.6.1.3 Wherever possible, prior to the student beginning in the classroom, the principal should have a Transition Team Meeting. The meeting should include the administration from both schools, the Program Support Teachers from both schools, the parent, Student Services support staff and community agencies involved with the student. Whenever possible the classroom/subject teacher and DECE should be invited. Any member of the school team who is unable to attend, should have the information shared with him/her.
- 3.3.6.2 Information gathered should include, where available:
- 3.3.6.2.1 Current IEP, Safety Plan, and Behaviour Log if applicable;
  - 3.3.6.2.2 Current/existing health information, including diagnoses and medications;
  - 3.3.6.2.3 Current/existing assessment information from professionals;
  - 3.3.6.2.4 Current/existing assessment information from community agencies/services supporting the student;

### 3.0 Procedures (Cont'd)

- 3.3.6.2.5 A Functional Behaviour Assessment;
- 3.3.6.2.6 Parent/guardian/caregiver interventions and prevention strategies;
- 3.3.6.2.7 Information regarding Suspensions/Expulsions or probation/police, as appropriate.
- 3.3.6.3 Actions may include, but are not limited to:
  - 3.3.6.3.1 Determining whether there is adequate information to develop a responsible and safe entry plan;
  - 3.3.6.3.2 Communicating the entry timeline to staff and parents/guardians/caregivers. The Principal may request that the entry of the student be slowed down until the Safety Plan is completed and staff are made aware of the contents of the Safety Plan;
  - 3.3.6.3.3 Developing an entry plan;
  - 3.3.6.3.4 Informing all relevant staff of the level of risk (e.g., Notification of Risk of Injury) as required;
  - 3.3.6.3.5 Designating the staff who are to be involved in revising/preparing the IEP and Safety Plan (must include the classroom/subject teacher);
- 3.3.7 **Transfer of a Student with a Current History of Risk of Injury Behaviour to a School Outside of the Board**
  - 3.3.7.1 Where a student with a current history of risk of injury behaviours is transferring to a school outside the Board, the Principal must make every effort to inform the sending school of the existence of a Safety Plan for that student.
  - 3.3.7.2 The Principal and School team should support all transition opportunities to help the receiving school effectively plan for the transition of the student to his/her new school.
- 3.3.8 **Staff Absences**
  - 3.3.8.1 With respect to staff absences, prior planning with school staff is essential when an occasional employee is going to have direct contact with a student who has risk of injury behaviour. The Safety Plan should address staff absences.

### 3.0 Procedures (Cont'd)

- 3.3.8.2 Occasional teachers, EAs, DECEs and other staff will receive lesson plans for their assignment provided by the permanent employee(s). These plans should contain a list of students who have Safety Plans that the occasional staff member may work with. Copies of IEPs and Safety Plans should also be provided in the standard recognizable duotang.
- 3.3.8.3 A central binder that contains all Safety Plans for the school will be kept in the Program Support office. The principal or designate must ensure that this binder is kept up to date with the most relevant and recent Safety Plans for any occasional staff to access.
- 3.3.8.4 Principals or principal designates will ensure that classroom/subject teachers have noted in their lesson plans and have made available copies of any Safety Plans for their students. These Safety Plans should be stored in the Light Blue Safety Plan Duotang.
- 3.3.8.5 Principals or principal designates will ensure that all occasional staff have been informed about any student with a Notification of Risk of Injury for whom they may come in contact.

#### 3.3.9 Personal Protective Equipment (PPE)

- 3.3.9.1 The OHSA requires that, where safety risks can be eliminated or reduced through the use or wearing of PPE, this equipment must be provided and used by staff. PPE is used with a very small number of students in order to reduce and/or prevent risk of injury for both students and staff.
- 3.3.9.2 PPE is used only when other interventions and/or behaviour management strategies, (e.g., Behaviour Goals in IEP, Self-regulation strategies) have been used without reducing and/or eliminating the risk of injury. Prior to the use of PPE, appropriate data tracking should be examined. School staff should continue to use appropriate behaviour management strategies and model/prompt socially appropriate replacement behaviour even after the decision has been made to use PPE to reduce the risk of injury.

### 3.0 **Procedures** (cont'd)

- 3.3.9.2.1 The need for PPE will be determined by the Principal in collaboration with the school team, the Student Services Coordinators and Facilitator of Educational Assistants. When the school principal, through discussion with the staff who support a student, believes that the student's behaviours present a risk of injury that could be mitigated through the use of PPE, a request should be submitted to the Family of Schools Coordinator or the Facilitator of Educational Assistants.
- 3.3.9.2.2 As part of the ongoing consultation process, parents/guardians/caregivers must be informed when PPE is going to be accessed as a safety measure. Parents/guardians/caregivers must understand the purpose and circumstances in which it is being accessed.
- 3.3.9.2.3 The use of PPE must be documented on the Safety Plan. The plan should also indicate when the equipment needs to be worn or accessed. In some cases, the equipment must be worn at all times, while it is preferable that PPE is only accessed when necessary. Considerations such as the potential for injury and the ability to access equipment during an escalated situation are also important considerations.
- 3.3.9.2.4 When PPE is accessed to lessen the potential risk of injury to the student or others, its ongoing use must be monitored. This monitoring will include frequency of use of the equipment, its effectiveness and the continued need for equipment based on behaviour data tracking.

#### 3.3.10 **Behaviour Management Systems (BMS) – Staff Training and Responsibilities**

- 3.3.10.1 Behaviour Management Systems Training program is the only recognized program used for safe physical interventions in the DCDSB. Behaviour Management Systems was developed by the Ontario Educational Services Corporation (OESC) in cooperation with the Ministry of Education as a response to the need expressed by educators throughout the province for a behavioural intervention program that was effective and tailored to the requirements and realities of schools settings.

### 3.0 Procedures (Cont'd)

- 3.3.10.2 Staff who intervene with a student who poses a physical risk-of-injury are potentially vulnerable to personal injury themselves. To reduce the chance of injury to staff, the board trains staff on the use of BMS in both prevention and intervention strategies that are most likely to support a student who poses a risk of injury.
- 3.3.10.3 BMS Training will be offered to educators and administrators working directly and regularly with students who pose a significant risk-of-injury. It is the principal's responsibility to ensure that staff who are most likely to work with students who pose a risk of injury receive BMS training.

#### 3.3.11 School and Classroom Safety Audit

- 3.3.11.1 Potential threats to the student's own safety or to others in the general school environment and school yard need to be identified and precautionary procedures established.
- 3.3.11.2 In addition to a safety audit of the school, classroom and all other learning environments, a safety audit specific to special education students with risk of injury behaviour needs should ensure that:
- 3.3.11.2.1 Safety Plan emergency procedures have been established and communicated with relevant staff;
  - 3.3.11.2.2 Access to the school emergency communication system is available (e.g., PA System, Walkie Talkies);
  - 3.3.11.2.3 Emergency procedures for moving the class away from student/situation of risk (or removal of the student from class, when possible) have been established;
  - 3.3.11.2.4 A safe place has been established;
  - 3.3.11.2.5 Clear routines for material/equipment use have been established;
  - 3.3.11.2.6 Equipment has been secured (e.g., computer hardware);
  - 3.3.11.2.7 Alternative learning materials (e.g., safety compass, safety scissors) are being used;
  - 3.3.11.2.8 A plan for washroom access and supervision has been established;

### 3.0 Procedures (Cont'd)

- 3.3.11.2.9 School arrival and departure procedures (e.g., busing) have been established including the creation of a Transportation Safety Plan, if required.

#### 3.3.12 Planned Physical Intervention with a Student

- 3.3.12.1 Prior to considering any physical intervention, staff must review AP 804-2 Safe Physical Interventions for Student Behaviours Causing a Risk of Injury. The potential use of physical intervention with a student must be identified in the student's Safety Plan. A Safety Plan that includes potential physical intervention will outline the following details/ procedures:

- 3.3.12.1.1 the indicators that a student's behaviour presents an imminent safety risk and that physical intervention is required;

- 3.3.12.1.2 who will assist in the safe physical intervention of the student;

- 3.3.12.1.3 a contingency plan for staff absences;

- 3.3.12.1.4 safe physical intervention techniques to be used;

- 3.3.12.1.5 safety/protective equipment needed;

- 3.3.12.1.6 how the student's condition will be monitored;

- 3.3.12.1.7 how it will be determined when to discontinue the physical intervention;

- 3.3.12.1.8 communication with school administration.

- 3.3.12.2 If the intervention strategies detailed in the Safety Plan do not result in a decrease of the behaviours requiring physical intervention, the entire Safety Plan must be re-evaluated.

- 3.3.12.3 If the intervention strategies detailed in the Safety Plan result in an injury to a staff member, the entire Safety Plan must be reviewed.

#### 3.4 Workplace Violence Incident Reporting

- 3.4.1 All employees are expected to report all acts of workplace violence by a student in accordance with the OHSA using the Safe Schools Incident Reporting Application on MyDCDSB.

### 3.0 Procedures (Cont'd)

- 3.4.2 All acts of workplace violence against an employee by a student should also be reported in accordance with the Student Discipline policy and supporting Administrative Procedures where applicable. Employees should report the incidents to the principal or designate first and then follow-up in writing using the Safe Schools Incident Reporting Application on MyDCDSB.
- 3.4.3 All employees are expected to report incidences of workplace violence against an employee by a student by the end of the work day or as soon as possible.
- 3.4.4 Principals will endeavour to respond to the incident report within 24 hours.

### 3.5 **Information and Instruction with Respect to Workplace Violence**

- 3.5.1 All employees of the Durham Catholic District School Board will be provided information and instruction regarding workplace violence. This will cover the basics of workplace violence and strategies to deal with the issues. It will include, but is not limited to ensuring employees:
  - 3.5.1.1 know how to summon immediate assistance;
  - 3.5.1.2 know how to report incidents of workplace violence to the employer or supervisor;
  - 3.5.1.3 know how the Board will investigate and deal with incidents, threats or complaints;
  - 3.5.1.4 know, understand and be able to carry out the measures and procedures that are in place to protect them from workplace violence; and
  - 3.5.1.5 are able to carry out any other procedures that are part of the program.
- 3.5.2 All employees will be made aware of the Workplace Violence Prevention Administrative Procedures. Principals and Supervisors will be supported with resource material suitable for staff meetings. Every fall of each school year, Principals, Supervisors and Superintendents will review with staff the Workplace Violence Policy and Administrative Procedures. Principals shall advise parents/guardians of the Policy and Administrative Procedures within a school newsletter in the fall.
- 3.5.3 Information and instruction will be repeated:
  - 3.5.3.1 when there are significant, non-housekeeping changes to the risks encountered;

### 3.0 Procedures (Cont'd)

3.5.3.2 when there are significant, non-housekeeping changes to the workplace violence policy or program;

3.5.3.3 when circumstances indicate additional instruction or training is needed;

3.5.3.4 when procedures are not being followed or workers do not know about them.

#### 3.5.4 Training Records

3.5.4.1 The provision of workplace violence information and instruction will be tracked by the Human Resources and Administrative Services Department.

3.5.4.2 As part of the annual program audit and review described in the section, “Program Audit and Review”, workplace violence information and instruction needs and other related workplace policy training needs will be continually assessed and updated.

#### 3.5.5 Program Audit and Review

3.5.5.1 The Board, in consultation with the Joint Health and Safety Committee, will annually review the Workplace Violence Prevention Policy and Administrative Procedures to ensure that they are effective.

### 4.0 **Sources**

#### ***Statutes and Regulations***

- Criminal Code (Canada)
- Ontario Human Rights Code
- Ontario Occupational Health and Safety Act
- Education Act
- Teaching Profession Act
- Ontario College of Teachers Act
- Canadian Charter of Rights and Freedoms
- Antiracism and Ethno Cultural Equity (Education Act, s.8 (1), 29.1)
- Accepting Schools Act, 2012
- Municipal Freedom of Information and Protection of Privacy Act

#### ***Ministry of Education Policy/Program Memoranda***

- PPM 120 School Board Policies on Violence Prevention In Schools
- PPM 128 Provincial Code of Conduct
- PPM 144 Bullying Prevention and Intervention
- PPM 145 Progressive Discipline and Promoting Positive Student Behaviour

#### 4.0 Sources (Cont'd)

##### **Professional Colleges**

- College of Audiologists and Speech-Language Pathologists of Ontario
- College of Early Childhood Educators
- College of Psychologists of Ontario
- Ontario College of Teachers
- The Ontario College of Social Workers and Social Service Workers and/or;
- Any other professional colleges or associations recognized under Provincial statutes.

#### 5.0 References

- Ontario Ministry of Labour
- Working Alone Protocol, Facilities Services Staff, September 2008
- School Banking Protocol, Business Services, January 2011

#### 6.0 Related Board Policies and Administrative Procedures

- Workplace Violence Policy (PO324)
- Freedom of Information and Protection of Individual Privacy Policy (PO201)
- Employees' Assistance Program Policy (PO304)
- Occupational Health and Safety Policy (PO318)
- Code of Conduct Policy (PO610)
- Student Discipline Policy (PO611)
- Bullying Prevention and Intervention Policy (PO612)
- Employee Injury Administrative Procedure (AP414-1)
- Accident/Personal Injury Administrative Procedure (AP414-2)
- Student Protection Administrative Procedure (AP607-1)
- Code of Conduct Administrative Procedure (AP610-1)
- Student Discipline Administrative Procedure (AP611-1)
- Bullying Prevention and Intervention Administrative Procedure (AP612-1)

#### 7.0 Related Sources

- Workplace Violence in School Boards: A Guide to the Law, March 2018
- Ontario Ministry of Labour, Health and Safety Guidelines, *Workplace Violence and Harassment: Understanding the Law*, March 2010
- Ontario Education Services Corporation, *Resources for Implementing Bill 168*, April 2010
- Catholic Consortium, *Workplace Violence Policy – General*, March 26, 2010
- Community Threat Assessment and Intervention Protocol, 2014
- Police/School Board Protocol, 2016

#### 8.0 Related Forms

- Safe Schools Incident Reporting Application