

# Individual Safe Work Instruction

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SD#28

**Safe Work Planning Team:**

Principal/VP/Site Manager  
Classroom Teacher  
Case Manager  
IES/YCW/EA

## COMPLIANCE

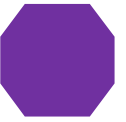
The following tool is to be used for the communication of hazards and control measures to a worker. The form should identify the hazard related to the tasks and should include clear concise information about control measures to be taken. It can be used for any work where there is a risk of injury when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

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# Individual Safe Work Instructions






## 1. Student Information

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

## 2. Potential Hazards and Safe Work Instructions

Hazard Potential	Baseline - Specific Hazard	Dysregulation - Specific Hazard	Safe Instruction/Details
 <p>Physical hazard exists? Yes      No</p>	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	
 <p>Noise hazard exists? Yes      No</p>	Shouting Screaming Crying / Moaning Verbal threats Other	Shouting Screaming Crying / Moaning Verbal threats Other	

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

Hazard Potential	Baseline - Specific Hazard	Dysregulation - Specific Hazard	Safe Instruction/Details
 <p>Biological hazards exist? Yes    No</p>	<p>"</p> <p>Drɔqf . 'Ucrkxc.'O wevu" Xqids (toileting)" Sharps Other</p>	<p>"</p> <p>Drɔqf . 'Ucrkxc.'O wevu" Xqids (toileting)" Sharps Other</p>	
<p>Externalizing hazards exist? Yes    No</p>     	<p><b>Head Region</b> Spitting Biting Head Butting</p> <p><b>Hand / Arms*</b> Banging Clearing Grabbing Pinching Pulling Punching Pushing/Shoving Scratching Slapping Throwing</p> <p><b>Legs / Feet</b> Kicking / Stomping Full Body Bolting, Running Leaving area* Dropping, Flailing Twisting/Rocking/swaying Urination/Defecation Pursuing Other</p>	<p><b>Head Region</b> Spitting Biting Head Butting</p> <p><b>Hand / Arms*</b> Banging Clearing Grabbing Pinching Pulling Punching Pushing/Shoving Scratching Slapping Throwing</p> <p><b>Legs / Feet</b> Kicking / Stomping Full Body Bolting, Running Leaving area* Dropping, Flailing Twisting/Rocking/swaying Urination/Defecation Pursuing Other</p>	

Date (yyyy-mm-dd)	School Name	Student 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    Á ""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 ( "....." )	



# SAMPLE Individual Safe Work Instructions SAMPLE

## 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	Student Name
YYYY-MM-DD	School Name	Student First and Last Name
<b>Baseline description</b>		
[Student] will use externalizing behaviour towards adults (hit, kick, spit, throw and/or push over items) when they are frustrated, hungry or when they have suffered a perceived injustice (not getting to do what they want). [Student] will also on occasion run from supervised areas and/or staff.		PHOTO HERE

Fill in a description that summarizes the anticipated hazards of working with the individual. The individual is not the hazard, the actions are the hazard.  
Use concise language.  
For behaviour - use language around antecedents and setting events.  
For care - use a description of the services provided by the worker and the hazards presented. For example: Student uses a wheelchair and when doing support work awkward postures are possible and supportive lifting is required.  
  
Use "Alt+Enter" to start a new line within a cell.  
To adjust the row height go to the left hand margin and drag the row down so your text will fit.

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
<b>Physical hazard exists?</b> <input checked="" type="radio"/> Yes <input type="radio"/> No 	<input checked="" type="checkbox"/> Awkward posture <input type="checkbox"/> Transferring <input type="checkbox"/> Lifting <input type="checkbox"/> Pushing or pulling equipment <input checked="" type="checkbox"/> Regulation support <input type="checkbox"/> Stooping/bending <input type="checkbox"/> Walking/pacing <input type="checkbox"/> Floor work <input type="checkbox"/> Rescue medication <input type="checkbox"/> Catching - helping down <input checked="" type="checkbox"/> Other ( )	<b>Could happen during:</b> <input type="checkbox"/> Baseline <input checked="" type="checkbox"/> Dysregulation [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.
<b>Noise hazard exists?</b> <input checked="" type="radio"/> Yes <input type="radio"/> No 	<input type="checkbox"/> Shouting <input checked="" type="checkbox"/> Screaming <input type="checkbox"/> Crying / Moaning <input checked="" type="checkbox"/> Verbal threats <input type="checkbox"/> Other ( )	<b>Could happen during:</b> <input type="checkbox"/> Baseline <input checked="" type="checkbox"/> Dysregulation [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
<b>Biological hazards exist?</b> <input checked="" type="radio"/> Yes <input type="radio"/> No 	<input type="checkbox"/> Blood, Saliva, Mucus <input type="checkbox"/> Voids (toileting) <input type="checkbox"/> Sharps <input type="checkbox"/> Other ( )	<b>Could happen during:</b> <input type="checkbox"/> Baseline <input checked="" type="checkbox"/> Dysregulation [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.
<b>Externalizing hazards exist?</b> <input checked="" type="radio"/> Yes <input type="radio"/> No     	<input checked="" type="checkbox"/> Biting, Head butting <input type="checkbox"/> Spitting  <input type="checkbox"/> Banging <input type="checkbox"/> Clearing <input checked="" type="checkbox"/> Grabbing <input checked="" type="checkbox"/> Pulling <input checked="" type="checkbox"/> Punching <input checked="" type="checkbox"/> Pushing / Shoving <input checked="" type="checkbox"/> Scratching <input checked="" type="checkbox"/> Slapping <input checked="" type="checkbox"/> Throwing <input type="checkbox"/> Pinching  <b>Legs / Feet</b> <input checked="" type="checkbox"/> Kicking / Stomping  <b>Full Body</b> <input checked="" type="checkbox"/> Bolting, Running* <input checked="" type="checkbox"/> Leaving area* <input checked="" type="checkbox"/> Flopping, Flailing <input checked="" type="checkbox"/> Twisting/Rocking/awaying <input type="checkbox"/> Urination/Defecation <input checked="" type="checkbox"/> Pursuing <input type="checkbox"/> Other ( )	<b>Could happen during:</b> <input checked="" type="checkbox"/> Baseline <input checked="" type="checkbox"/> Dysregulation <b>Baseline:</b> Twisting and rocking can be seen at any time. Position yourself with adequate space to allow for this type of movement.  <b>Dysregulation:</b> All items checked have been witnessed during dysregulation. Follow the <u>Crisis Response Plan</u> 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.

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.

Describe in bullet points each key hazard and the control measures to take.  
Example: Awkward posture checked - When working with student at the desk take frequent breaks, switch sides periodically. Work in teams and use the hoist when toileting.  
If "Other" was checked = be clear in the details about what the other item is referring to.

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 biological 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 individual is not the hazard, the action is the hazard.  
Example: Individual spits as part of baseline behaviour - employee are to wear specified personal protective equipment. Alternatively, Student requires rescue medication as trained by the school nurse. Bite hazard exist.

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 individual 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	Student Name
YYYY-MM-DD	School Name	Student First and Last Name

### 3. Environment Set Up and Tools Required for Safe Work

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

Check off any items that are required in order to work safely with this individual. Add additional comments on where these items are kept or how they are to be used as necessary. For example: Sink checkbox: A sinks should be easily accessible in order to wash hands when leaving the learning space or prior to working with others.

Check off as applicable. If not applicable indicate this in the text box. Add instructions on where to find more information for requirements or add the information. i.e. care plan

Check off all required PPE, also indicate if a specific PPE is optional in the text box. If there are specific types of PPE indicate the brand and model that are required. If there are instructions on how to use the PPE, when to use it, be clear in this area.

Check off all applicable steps that need to be in place in order to initiate safe work practice. Explain the details of each items that is checked off, so that it is clear to the employee.

For Example: Graduated Introduction checked - all employees working with the individual will be required to work as an observer until the primary has assessed that the student is not experiencing unexpect dysregulation. This is not a defined time period and should be done on a case by case basis.

Check off the applicable training required Indicate if the training is required prior to being appointed to the team or if it can be part of the on the job training. Be specific it a particular course is required.



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

#### 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 support [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.

Add text for each area that requires some information on how to manage the response. Group all areas with a similar response together. However ensure that if there are unique elements in an area the response has been considered.  
 E.g., Leave the area, radio for help, do not confront or block, if needed go to a safe room and close the door. Clear the hall, clear the room,  
 - REPORT ALL ACTS OF VIOLENCE AS SOON AS REASONABLY POSSIBLE.  
 - Post incident debrief is required prior to leaving, or prior to starting the next day.

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

<input type="checkbox"/> Care Plan	<input checked="" type="checkbox"/> Individual Education Plan	<input type="checkbox"/> Individual Evacuation Plan	<input checked="" type="checkbox"/> Positive Behaviour Support Plan
<input type="checkbox"/> Other	N/A		

Check off all the other plans that must be read in conjunction with this ISWI.

#### 6. Safe Work Instruction Acknowledgement

Print Name	Signature and Date

Acknowledgement of having read the above information. If there are any questions please ask.

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

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.