

# Psychological safety plan

## Youth Wellness Champions Program

All adult participants in the Youth Wellness Champions (YWC) provincial training have a role in supporting the psychosocial safety of attendees. This document provides an overview of the roles, responsibilities and process individuals appointed to a Safety Lead (SL) and Student Safety Lead (SSL) role will use to support the well-being of youth who may experience psychosocial distress during the training.

### Roles

- Safety Lead (SL): appointed members from the YWC advisory committee who have formal experience providing psycho-social support.
- Student Safety Leads (SSL): appointed school personnel (i.e., social work, teacher etc.) attending training with students.

NOTE: RNAO asks Public health staff attending YWC training without school board personnel to identify a SSL from their respective health unit to support attendees at the centralized training.

### SL responsibilities during an incident

- Where school personnel do not accompany student attendees, SL work with SSL (in this case appointed PH Staff), to provide basic psychosocial support to students until they are linked to an external support (i.e., ambulance, ACT team etc.).
- Where school personnel are present, SL will act as an additional resource support to the SSL, but will not take lead in psychosocial support interventions.
- Follow up immediately with any student/s who leave the YWC training sessions abruptly or display signs of distress (e.g. crying, emotional distress).

### SSL responsibilities

- Acts as the initial point person for the local site to support youth experiencing emotional distress.  
NOTE: the SL will recognize an issue and notify the SSL for support.
- Assesses student needs and ability to continue with YWC training.
- Follows up with student family contact and/or school administrators during and post student crisis during the training to ensure proper support for student in their local environment.
- May provide additional follow-up/support to students post training.

### Role of representatives from public health units before attending YWC sessions

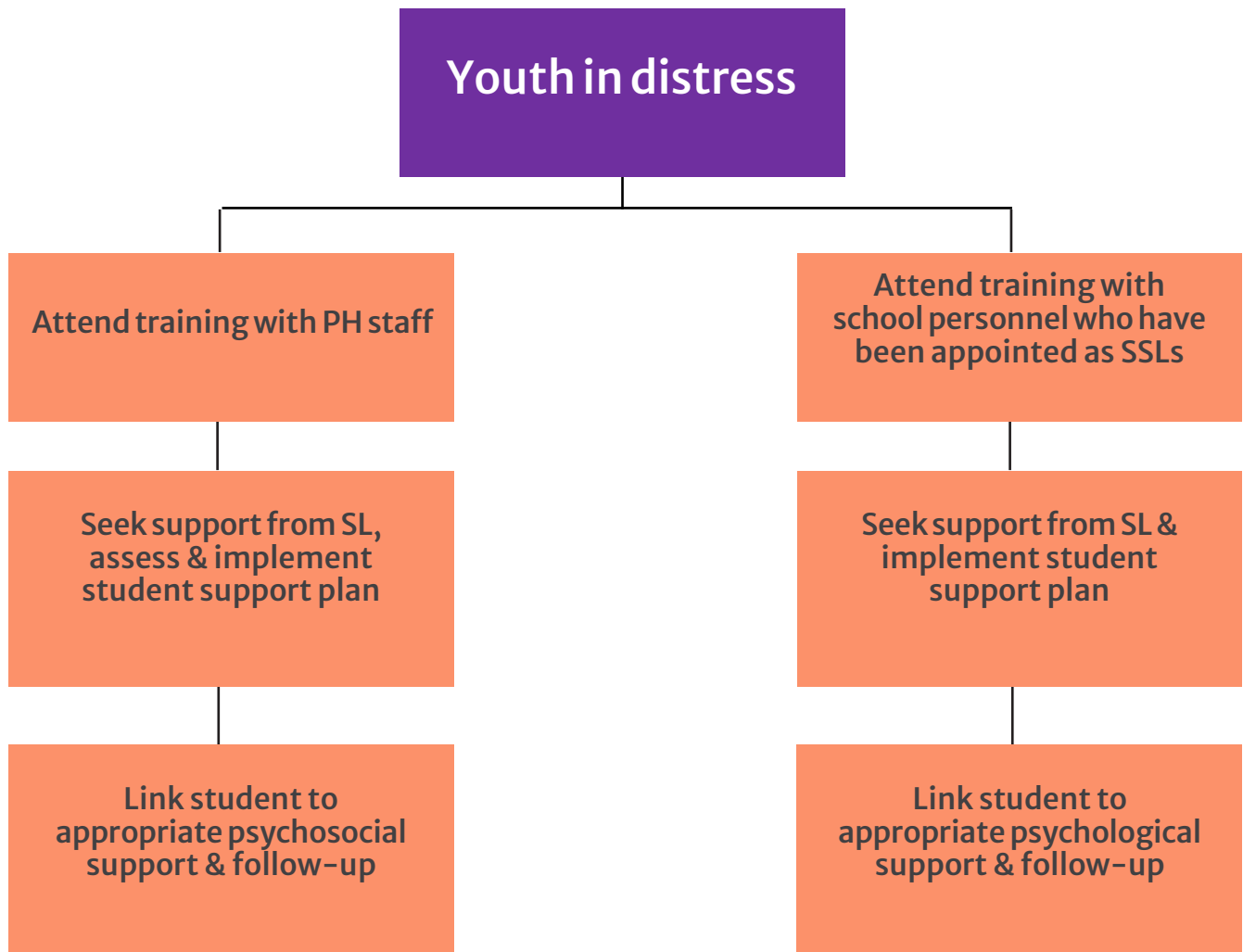
- Confirm school board protocol/policies regarding psychosocial support of students.
- Review this document with your school contact and other adults attending training.
- Notify students about who is in the SSL lead role for your site.
- If students are attending with school personnel, confirm names of school staff who will act as SSL.
- If students are not attending training with school personnel, appoint a public health staff attending the training into an SSL role.
  - o Identify who the local school and/or school board contact will be for follow-up purposes.
  - o Ensure you have an emergency family contact identified for students.
- Co-creating a list of disruptor activities (e.g. favourite music, YouTube videos, or internet memes) that can be used during training or meetings to uplift or lighten the mood when conversations become heavy or emotionally challenging.

## Role of schools

- Appoint/identify which school staff member will be the SSL for your attending students and communicate this with your YWC Program public health leads.
- Schools with large numbers of students attending the training may need to appoint at minimum of two people.
- Ensure students are aware of who has been appointed as their SSL.
- Implement your student support plan as per your school board protocol (i.e. contact parents, notifying administrators etc.).

## Process

- Appoint/identify which school staff member will be the SSL for your attending students and communicate this with your YWC Program public health leads.
- Schools with large numbers of students attending the training may need to appoint at minimum of two people.
- Ensure students are aware of who has been appointed as their SSL.
- Implement your student support plan as per your school board protocol (i.e. contact parents, notifying administrators etc.).



## More guidelines for SL/SSL

Document	Primary Audience	Rationale
Ontario Curriculum	<ul style="list-style-type: none"> <li>Schools</li> <li>School Boards</li> <li>Teachers</li> <li>Students, Parents</li> <li>Public Health Staff (Public Health Nurse, Health Promoter etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Aligning the YMHAC toolkit with the Ontario Curriculum will enhance the toolkit's impact.</li> <li>Can increase the likelihood of the program's uptake by the school</li> <li>Enhances students' learning by reinforcing program materials and expectations with concrete examples</li> </ul>

during the housekeeping portion of Day 1 of training.

- During the training participants will learn about “thumbs up/down” code to let “safety” person at exit know you are ok.
- “If at any time during the training, you are not feeling safe, please let an adult know. There is also a safety room located outside these main doors. Please let an adult know you are going to this room, particularly the “safety person” seated at the exit”.

## Local community-based mental health resources

When conducting a locally based training, it would be a good idea to connect with your locally based community mental health organization(s) to a) let them know about your training and b) find out if there are youth that are needing support, where they can turn to in your local community. Also find out the process on how support is provided with the organization on the day of training, should support be required. More information on locally based mental health resources can be found at: [Mental Health & Addiction Treatment Services | Connex Ontario](#)

## Student safety leads for training

Health unit	School contact	Student safety protocol? (Y/N)	Student psychosocial profile? (Y/N)	Name of school personnel attending	Other

Updated February 2025















# In Design keyboard shortcuts

