

Risk Response Plan

Pro-Active Planning to Increase Staff & Student Safety

STAFF SAFETY PLANNING

Rationale

Working within the Safe, Orderly and Caring Schools Framework

A special thank you to Laurie Smith, School District No.42, Maple Ridge- Pitt Meadows and the work she has done in conjunction with School District No.36, Surrey to establish a procedure around maintaining a Safe, Orderly and Caring School System. This manual has been adapted for School District No. 22 from the framework she originally developed for School District No. 36 (Surrey) and School District No. 42 (Maple Ridge-Pitt Meadows).

In British Columbia, a vision of how to meet challenges related to compromised staff safety is outlined in the document *Safe, Orderly and Caring Schools: A Guide*, (Ministry of Education, 2004). When we consider the role that Safety Planning has in our District the following elements are critical to recognize.

Safe, orderly and caring schools:

- are focused on prevention,
- respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging, and
- participate in policies, practices and procedures that promote school safety”

The Safety Planning process used by our School District is consistent with Ministry guidelines, and may be seen as a demonstration of our efforts to develop consistent practices and procedures that provide for the safety of district employees from the risk of violence from students.

Working within WorkSafe BC Framework

Violence in the workplace, as defined by WorkSafe BC, relates to “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”.

Within School District No. 22 we wish to decrease the number of threatening or violent actions experienced by workers and believe that a protocol will assist in accomplishing this goal. (Occupational Health and Safety Regulation 4.27/WorkSafe BC, 2005, Safety Plans- Pro-Active Planning for Staff Safety, Laurie Smith, 2011).

In addition, WorkSafe regulations require that employers have procedures in place for assessing “the risk of injury to workers from violence in the workplace” and to “establish procedures, policies and work environment arrangements to eliminate the risk to workers from violence” or, if this is not possible, establish procedures, policies and work environment arrangements to minimize the risk to workers” (Occupational Health and Safety Regulation 4.28/WorkSafe BC, 2005, Safety Plans- Pro-Active Planning for Staff Safety, Laurie Smith, 2011).

Safety Planning is a procedure that works in conjunction with the district’s Threat Assessment Protocol, to ensure that adequate procedures are in place for school district employees who encounter a risk of violence in their workplace. In response to recent need and the great work of School District No. 36 and No. 42, School District No. 22 is also implementing a Safety Planning framework (Safety Plans - Pro-Active Planning for Staff Safety, Laurie Smith, 2011).

For more information and publications, see:

www.worksafebc.com, Safety Plans- Pro-Active Planning for Staff Safety, Laurie Smith, 2011

Elements of Safety Planning

Safety Plans versus Behaviour Plans

Safety Planning is a process to protect the safety and well-being of staff and other students in an emergency situation, and more importantly, to prevent such situations from arising at all. Safety Plans, while sharing some key components with behaviour support plans, are not effective intervention plans on their own, since they do not teach new skills or focus on long-term educational approaches designed to make problem behaviours unnecessary (Carr, 1997). Safety Plans are one part of a larger intervention process, which would ideally include a functional assessment of the problem behaviours that would enable the team to develop a positive behaviour support plan for the student in question. In the following appendix you will find a sample Behaviour Plan, a Risk Assessment and a sample Safety Plan. When cross referencing the three documents it is easy to see the differences in the use of each process.

Safety Planning is a Process

It is fundamental to understand that Safety Planning in an educational context is a process that is designed to, in the language of Safe, Orderly and Caring Schools, “respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging” (Ministry of Education, 2004). Often, parents and school teams are traumatized by incidents of violence, and the writing of a Safety Plan can guide the team into a collaborative discussion about keeping staff safe while maintaining a positive focus on the student.

Safety Plans Utilize Behavioural Principles

Part of the Safety Planning process includes the identification of the environment and triggers to behaviour, in an attempt to identify those situations where staff members are most at risk from a student behavioural escalation.

Antecedent Events (the situations that set the student up for a problem)

- are most often events or situations that occur out of school and are biological, physiological or social in origin
- do not cause the behaviour – but can increase the probability that the student will react to various triggers at school
- may involve sleep, diet, physical health or family factors
- need the involvement of home to mitigate these factors

Behavioural Triggers:

- ❖ are typically those situations or events that occur at school just prior to a problem behaviour
- ❖ can be a particular work demand, a particular negative interaction with others, such as the environmental setting
- ❖ may not always lead to problem behaviour, but could, especially when prior setting events are present.

Practical Considerations for Safety Planning

Administrators are responsible for Safety Plans

The Safety Plan process is most effective when trained personnel are employed by school staff in the writing of a Safety Plan. In School District No. 22, the personnel who are trained are our School Principals, behaviour intervention specialists or SBRTs. Using trained district staff to write Safety Plans ensures that:

- ❖ consideration is given to Safety Planning as a process
- ❖ the Safety Plan meets or exceeds WCB expectations, and
- ❖ District personnel are informed of all incidents of violence.

Safety Plans are for Staff Safety

At times, schools may have concerns about the safety of students, and request a Safety Plan. As a result of consultation with the WCB, currently Safety Plans are **exclusively for incidents of violence or risk of violence toward staff**. The Safety Plan process becomes cumbersome and difficult to administer if student to student incidents are included, and it is difficult to delineate which incidents would involve a Safety Plan. In these circumstances, a Behaviour Plan for a particular concern (such as leaving the school grounds) to improve peer to peer interactions would be appropriate.

District Practices and Procedures

It is important to develop district practices and procedures so that all personnel in the district, particularly administrators know when a Safety Plan:

- ✓ is necessary
- ✓ should be reviewed
- ✓ can be terminated

Risk Assessment-Workplace Violence Report may be used for this purpose (appendix- adapted from "Safety Plans- Pro-Active Planning for Staff Safety", Laurie Smith, 2011).

For our District-wide Safety Protocol to be effective the following must be implemented:

1. All personnel on staff should be aware of when a Safety Plan is needed; therefore, all principals need to bring the procedures to a staff meeting.
2. Personnel working directly with the student must have an opportunity to read the Safety Plan before working with the student. A special file at the front desk or in the Principal's office should be accessible for all personnel who work with the student. The Principal, School Based Resource Teacher, or Secretary will notify incoming staff of the Safety Plan.
3. Procedures should be in place to have a signed copy of the Safety Plan in the student's school files. One person at the school site should be responsible for ensuring the documentation is placed in the appropriate files.
4. In any situation of violence toward staff members, appropriate support and follow-up should be provided. Administration will follow up with the impacted staff to see what support is needed at that time; the staff impacted by the incident should be given some time to review the plan and de-escalate from the event.

References

A Brief to the Royal Commission on Workers' Compensation in British Columbia from the British Columbia Teachers' Federation, May 1997, British Columbia Teachers' Federation, 100-550 West 6th Avenue, Vancouver, B.C., V5Z 4P2.

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Carr, E., Levin, L., McConnachie, G., Carlson, J., Kemp, D & Smith, C., (1994). *Crisis Management*, in Communication-based intervention for problem behaviour. Baltimore: Paul. H. Brookes.

CUPE BC Health and Safety News, On-Line Newsletter, September 2005.

Ministry of Education, British Columbia, (2004). *Safe, Caring, Orderly Schools: A Guide*: Queen's Printer, Victoria, BC, Canada.

Myles, B. S., & Simpson, R. L. (1998). Aggression and violence by school-age children and youth: Understanding the aggression cycle and prevention/intervention strategies. *Intervention in School and Clinic*, 33(5), 259-264.

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Occupational Health and Safety Regulations (2005), Workers' Compensation Board of BC

(WorkSafe BC). Crown Publications, Victoria, BC, Canada.

Safety Plans- Pro-Active Planning for Staff Safety (2011), Laurie Smith.

Walker, Leonore. (1979). *The Battered Woman*. New York: Harper & Row.

SAFETY PLANNING FOR STUDENTS

District Procedure

Risk Assessment

Safety Planning

Physical Restraint and Seclusion Guidelines

District Procedure

Adapted from "Safety Plans - Pro-Active Planning for Staff Safety, Laurie Smith, Feb, 2011"

Overview

Safety Plans:

- risk control plans are implemented when there is reasonable cause to believe that a student may injure a staff member or district employee;
- may be deemed necessary in certain exceptional circumstances where the health and/or safety of other students is compromised; (Please consult with the appropriate Student Learning personnel to determine "exceptional" circumstances.)
- satisfy the WCB requirements and district need for employees to be informed of the potential risk of workplace violence and to mitigate against the possibility of such risks;
- are not implemented to improve the behaviour of students, but to keep staff safe;
- require careful documentation and implementation;
- should always be followed by the development of a Behaviour Plan.

District Procedure

A Safety Plan must be written when:

- a) there is reasonable cause to believe that a student may injure a school district employee;
- b) exceptional circumstances exist such that the health and/or safety of other students is compromised;
- c) an incident has occurred requiring that a student be physically restrained; or,
- d) a Risk Assessment form indicates a risk of injury to a staff member

When any of the above circumstances exist, the following steps must be followed:

- 1) Incidents of violence, as defined by the WorkSafe BC, must be reported promptly to the principal or designate by the affected staff member or district employee. Staff member completes the "**Threat/Violence/Intimidation/Harassment Report**".
- 2) The principal or designate must begin the process and initiate an investigation as soon as they are aware of a report of violence directed toward a staff member or district employee. Principal completes "**Risk Assessment – Workplace Violence**".

- 3) During the investigative process it may be appropriate to send home or suspend the student in question for behaviours that are concerning and/or violent. **Note:** On a case-by-case basis, it may be necessary to restrict the student from returning to school until a Safety Plan is developed or amended. Please consult with the District Vice-Principal for Student Support Services.
- 4) When an incident of violence occurs (as defined by the WCB), the completed **“Threat/Violence/Intimidation/Harassment Report”** must be forwarded to DH&S who will send the document to the District Secretary of Student Support Services for processing. The District Vice-Principal of Student Support Services will be in direct contact with the Principal of the school regarding the report. Simultaneous submissions of reports will go to the OHS officer and the Principal will share the report with the school OHS Committee.
- 5) The District Vice-Principal of Student Support Services will review all **“Threat/Violence/Intimidation/Harrassment Reports”** with the Director of Instruction for Student Support Services, then will send a copy of the completed **“Threat/Violence/Intimidation/Harassment Report”** to the Health & Safety Committee at Operations and the school Principal. The Student Support Services Dept. will upload the **“Threat/Violence/Intimidation/Harassment Report”** to the student’s e-file.
- 6) The site principal will confirm whether a Safety Plan is already in place. If not, a Risk Assessment must be completed. (See District flow chart)
- 7) Based on the results of the investigation and completion of a Risk Assessment, if required, the principal or designate will call a meeting to design a Safety Plan, as an action to control risk.
- 8) The Safety Plan meeting must include the principal or designate, all personnel who work directly with the student, and a representative from Student Support Services. Parents/guardians of the student(s) involved **may** be consulted in the process. It is important for staff to recognize that when discussing more than one student privacy issues must be considered.
- 9) A Safety Plan will be written and must include:
 - awareness of early warning signs relative to escalation of behaviour;
 - strategies for early intervention, de-escalation, and appropriate responses to end any escalating behaviours;
 - a response progression crisis intervention plan that details staff actions, specifically:
 - a)** keeping a safe distance, **b)** clearing the area,
 - c)** assigning a team leader who directs the actions of intervening adults,
 - d)** physical restraint **as a last resort** when there is a danger to self/others; and, **e)** a plan to train staff (if necessary) in crisis response; if restraint is indicated then a parent must sign off on the Safety Plan to indicate they acknowledge that restraint may be necessary, **f)** a parent must also be notified each time a restraint/seclusion has been issued.

- a referral to district Standard Precautions and Emergency Procedures in case of possible contact with body fluids; (consideration of personal protective equipment)
 - a place to sign and date the Safety Plan;
 - a reintegration plan for a student restricted from attending school until a Safety Plan is developed/modified (see #4 above);
 - a review and/or termination date.
- 10) The principal or designate will review all Safety Plans and Risk Assessments and communicate hazards at regularly scheduled meetings of the school Health and Safety Committee.
- 11) A meeting must be called to review and/or modify an existing Safety Plan if a change occurs such that the risk of violence between a student and a staff member is different and/or an incidence of violence occurs.
- 12) When a Safety Plan needs to be modified, a meeting between the Principal and the **affected** staff member(s) must take place and the OHS site member must be notified.
- 13) The Safety Plan will require careful documentation.
- All persons who attended the Safety Plan meeting are encouraged to sign one copy of the completed Safety Plan.
 - A copy of the Safety Plan must be kept at the school administrative office and all personnel (i.e. TOC, etc.) who will work with the student in question must read the Safety Plan and sign that they have done so before interacting with the student. **Note:** The principal or designate is responsible to ensure that this requirement is followed.
 - A copy of the signed Safety Plan must be forwarded to the Student Support Services Dept. for documentation review purposes and uploading to the student's online file.
- 14) If any required member of the Safety Plan development group missed the meeting to sign the plan, then the Administrator will review the Plan with the staff member when suitable.

School District No. 22

Risk Assessment Procedures

Overview

The Risk Assessment form completion requirements are in accordance with Workers' Compensation Board Inspection Report Orders and the Workers' Compensation Board Occupational Health and Safety Regulations – Violence in the Workplace **4.27, 4.28, 4.29, 4.30 and 4.31** (see Occupational Health & Safety Regulation – Core Requirements 1 through 4, available in school office in British Columbia). If not available in your school office, contact the District Health and Safety Officer.

Instruction

The Risk Assessment form assesses the threshold of student violence directed toward a school district employee. Ultimately, the purpose of completing the form is to determine if a threshold of violence has been reached (see below) that warrants the development of a Safety Plan.

The Risk Assessment form must be completed by the principal of the school site when a "Threat/Violence/Intimidation/Harassment Report" has been completed, and reasonable staff safety concerns exist.

When completing the Risk Assessment form it is essential that consideration be taken of previous employee experience with the student. Conducting a Permanent Records file review and speaking directly to involved staff to determine if a prior risk was established normally accomplish this. When the Risk Assessment form is being completed for the first time because a student new to the school system (arriving from pre-school, home school, or other district) presents concerns, contact with persons who have recent/previous experience with the student is required. A representative of the Health and Safety committee needs to be part of the Risk Assessment process, in addition to affected personnel.

Please feel free to contact the District Vice-Principal of Student Support Services at any time with regard to the Risk Assessment form completion.

**When concerning behaviours are being exhibited by a student, it is important to inform parents regularly.

Physical Restraint and Seclusion Guidelines

Background

Establishment of safe and caring schools is a priority of School District No.22. Student behavior in certain circumstances may result in the use of physical restraint or seclusion in order to ensure student and staff safety. Staff members are directed to use the least restrictive method of intervention to prevent a student from harming self, or others with physical restraint or seclusion being a procedure of last resort.

Definition from Ministry Protocol and District Policy

Physical Restraint – is a method of restricting another person’s freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others.

The provision of a “physical escort”, i.e., temporary touching or holding of a student’s hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

Seclusion – is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. Behaviour strategies, such as “time out”, used for social reinforcement as part of a behaviour plan, are not considered “seclusion”.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

Procedures

In the case of the use of physical restraint or seclusion of a student to prevent imminent harm to self or others the following procedures will be followed:

1. Physical restraint or length of seclusion shall not exceed that required to control the student and shall only be employed until such time as the student has gained self-control.
2. The use of physical restraint or seclusion shall be documented by the staff member involved in the restraint or seclusion on the Threat/Violence/Intimidation/Harassment Report within this manual. The Threat/Violence/Intimidation/Harassment Report is then submitted to the school principal (or designate) on the day of the occurrence. The principal in turn submits to OH&S who will send the document to the District Secretary of Student Support Services for processing.
3. The school principal shall ensure that parents/guardians are advised of each situation requiring physical restraint of their child at the earliest opportunity.
4. Each situation of use of physical restraint or seclusion will be reviewed by the Administration and if the behaviour is deemed likely to reoccur a behavior plan and/or a safety plan should be implemented.

Safety Planning Process involving the inclusion of Physical Restraint or Seclusion

When the likelihood of the use of physical restraint or seclusion of the student is deemed likely to occur on a repeated basis, the above three procedures apply and the additional procedures will be followed:

1. A **Behavior Plan** will be developed in consultation with the parent, administration of the school and the School Based Team.
2. The **Safety Plan** for employees will define in specific terms, when and how physical restraint or seclusion procedures are to be used. The plan will include provisions for communication with parents/guardians about any occurrences of physical restraint or seclusion.
3. Notification to parents of the use of physical restraint or seclusion must occur as soon as possible and always prior to the end of the day that seclusion or restraint has occurred. This occurrence must be documented.
4. Each Behavior Plan shall include regular review dates to evaluate the effectiveness and appropriateness of the Behavior Plan. A copy of the Behavior Plan will be kept in the cumulative file and with the student Individual Education Plan (if applicable).
5. All staff members who may be required to use physical restraint and seclusion procedures must be properly trained prior to the implementation of the program.



RISK ASSESSMENT – WORKPLACE VIOLENCE

Student Name: _____ D.O.B. _____ / _____ /20 _____

M D Y

The following chart is meant to assess behavioural incidents directed toward staff **ONLY**.

<i>Intensity</i>	<i>Frequency</i>
<p>If an incident has occurred, how severe was the injury?</p> <p>High - a severe injury requiring hospitalization Medium - moderate injury such as a sprain or fracture Low - a minor injury such as a bruise or scratch None - not applicable</p>	<p>How often are incidents likely to occur?</p> <p>High - at least once a week up to once or more a day Medium - at least once a month up to once a week Low - at least once a year up to once a month None - not applicable</p>
<p>The intensity of the incident(s) is:</p> <p><input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p><i>Please check (✓) the box that best describes the risk at school</i></p> </div>	<p>The frequency of the incidents is:</p> <p><input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p><i>Please check (✓) the box that best describes the risk at school</i></p> </div>

1. A Safety Plan is presently in place for this student.
 - If a Safety Plan **is** in place for this student **DO NOT** proceed to Questions 2 or 3

2. This student presents a risk of violence toward staff (see chart above).
 - A Safety Plan must be written when: a) the intensity indicator EXCEEDS “Low”; or b) the frequency indicator EXCEEDS “low” while the intensity indicator exceeds “none”.
 - The principal or designate signature is required on this form.
 - The principal or designate will contact the District Vice Principal of Student Support Services immediately to arrange for a Safety Plan meeting.

3. This student does not present a risk of violence toward staff (see chart above).
 (as per the threshold instructions - #2 above)

_____ / _____ / _____
 (Principal or designate Signature) (School) (Date - Form Completed)

Additional Resources

A Quick Guide for District Staff Responding to Safety Incidents or Concerns

From time to time, staff members may have concerns about their safety when working with a specific student. These concerns may arise from a review of a file of a student new to the district or school, or from an actual incident involving a physical or verbal threat or interaction with a student.

First, it is important to recognize that *all* concerns are valid and must be taken seriously.

When a concern is raised:

- Report all concerns immediately to the school principal.
- Complete the School District No. 22 “**Threat/Violence/Intimidation/Harassment Report**” located in the school office. The completed form must be forwarded to the District OHS Officer who will forward to the District Secretary of Student Support Services for processing. The District Vice-Principal of Student Support Service will be in direct contact with the Principal of the school regarding the report.

Risk Assessment

- As soon as a concern is raised, the principal will conduct a Risk Assessment. (see sample form). The Risk Assessment will determine if there is a level of risk to staff safety, and whether the risk, if identified, involves concern for injury, or involves threat making behaviour, and should involve consultation with the affected staff member.
- If the Risk Assessment indicates that a risk is presented **through uttered threats against a staff member**, contact the Director of Instruction for Student Support Services for assistance in implementing a Threat Assessment. This process will include an identification of the risk and steps to be taken to eliminate or mitigate the risk.
- If the Risk Assessment indicates that there is a risk that a **student may injure a staff member** in the performance of their duties, a Safety Plan needs to be implemented. Contact the District Vice-Principal for Student Support Services if assistance is necessary in writing a Safety Plan. Note: Implement either a Safety Plan or Threat Assessment process – not both.

DISTRICT PROTOCOL FLOW CHART

Concern raised through an incident, or file review.

Report immediately to the principal.
Complete a Threat/Violence/Intimidation/Harassment Report and Risk Assessment and send to OH&S who will send the report to Student Support Services for processing. The District Vice-Principal of Student Support Services will follow-up with the Principal of the school.

The Principal will work with the person indicating the concern and initiate an investigation, including a **Risk Assessment**, and inform the OHS Committee member who will investigate the nature of the concern, any prior history of such behaviour, the frequency and intensity of any incidents, using information from student files and staff who work with the student. The Risk Assessment will determine the level of risk of a future incident/injury. (See attached form).

Is there a reasonable risk of injury to staff?
(Consult affected member and OHS staff member)

No, or risk is low

Document and file Risk Assessment at school site.

Yes

Threat Uttered
(e.g. student indicates they will bring weapon to school)

What is the nature of the risk?

Risk of injury to staff
(e.g. elevated student may hurt EA or teacher in a school setting)

Contact the Director of Instruction for Student Support Services regarding a Threat Violence Risk Assessment

Contact District Vice Principal of Student Support Services for assistance in coordinating any additions or follow up that is required.

Threshold Indicators for Risk Assessment

(These terms will need to be discussed and agreed upon with Workplace BC, Manager of Health and Safety, Director of Human Resources, CUPE and NOSTA)

WorkSafe BC requires that:

- all concerns are followed up with a Risk Assessment
- Risk Assessment must consider the frequency and intensity of past incidents

When **assigning a level of risk**, Worksafe BC language considers general workplace situations and the frequency and intensity of the incidents. In that language:

Low Frequency indicates that the frequency of incidents is low (less than once a month or not at all)

Medium Frequency indicates that the incidents occur at least once a month and/or up to once a week

High Frequency indicates that the incidents occur at least once a week and/or up to once or more a day

When **assessing the level of intensity** for Worksafe BC purposes, the following language is used:

Low Intensity indicates that there was a minor injury, such as a bruise or scratch

Medium Intensity would usually indicate that medical help was necessary, and would include such things as a sprain or a fracture

High Intensity would usually indicate that hospitalization is necessary (usually occurring more often in industrial situations)

- ✓ **If the intensity or frequency is Medium or High, then a Safety Plan is necessary.**
- ✓ **If the intensity or frequency is Low or None, but the presenting behaviour is a concern, then a Behaviour Plan should be written.**



VIOLENCE/THREAT/INTIMIDATION/HARASSMENT (VTIH) FORM

PART 1

Use a separate form for each employee. If necessary, please provide additional information on a separate piece of paper.

**Employee to complete Part 1.*

School/District Facility:	Name of Employee:
Incident Date:	Incident Time:
Exact Location of Incident:	Occupation:

TYPE OF INCIDENT

Definition of Terms and Disclosure

Violence	<i>An attempt or actual exercise by a person of any physical force so as to cause injury to another person or persons.</i>
Threat	<i>An expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet, or made by gesture.</i>
Intimidation	<i>The act of instilling fear in someone as a means of controlling that person.</i>
Harassment	<i>Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person. Of particular concern is such behaviour that persists after the aggressor has been asked to stop.</i>

This is a report of: Violence Threat Intimidation Harassment

***If injured at work you may also need to fill out Form 6A "Worker's Report of Injury or Occupational Disease to Employer"**

PERSON COMMITTING ACT - Complete Either A or B (based on whether or not you know the identity of the person)

A. Person Committing Act (if known)

<input type="checkbox"/> Student	Student Name:		Category:	
<input type="checkbox"/> Parent	<input type="checkbox"/> Staff	Full Name:		

**Complete the Risk Assessment Form when person committing act is a student.*

B. Description of Person Committing Assault/Threat IF UNKNOWN

Complete section below if intruder is not known and court action a possibility.

<input type="checkbox"/> Male	<input type="checkbox"/> Female	Weight		kg/lbs	Height		cm/ins	Hair colour/style		
Other identifying features (scars, birthmarks, etc.)										
Witnesses (if any):										
Name of Investigating Police Officer					Criminal charges pending					<input type="checkbox"/> Yes <input type="checkbox"/> No

DETAILS ON THE INCIDENT

Description of injury (if any):

Was medical attention required? No Yes Attending Physician: _____

***If employee was seen by a doctor Form 7 "Employer's Report of Injury or Occupational Disease" must be completed by the supervisor/administration.**

COMPLETE WITH YOUR SUPERVISOR (attach additional pages if necessary)

Were you able to work out a solution to this concern? Yes No (if no, must complete Part 2)

Provide a summary of the solution:

*By signing below I acknowledge that after review I, named employee, have determined the above incident does not constitute a threat or risk towards me and that I can and will resolve the above issue by incorporating the above described solution. *Do NOT sign here if "NO" is checked above**

Employee's Signature: _____	Date Signed: _____
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*By signing below I acknowledge that I represent the employer and that I have reviewed the incident and agree with the disclosure as presented. *Do NOT sign here if "NO" is checked above* Supervisor keeps a form at the worksite; submit to safety@sd22.bc.ca if Part 2 is completed.*

Administrator's Signature: _____	Date Signed: _____
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VTIH Form Part 2

*When required, this part to be completed by School Administration and reviewed with impacted staff member.

IMMEDIATE ACTION TAKEN			
<input type="checkbox"/> Site Staff Notified	<input type="checkbox"/> Student Support Services Notified (District VP/Director)		
<input type="checkbox"/> Site Safety Officer Notified at Operations	<input type="checkbox"/> Worksafe Form 6A (if employee injured at work)		
<input type="checkbox"/> Risk Assessment form completed	<input type="checkbox"/> Worksafe Form 7 (if employee sought medical attention or time lost)		
<input type="checkbox"/> RCMP Notified	Other: _____		
RECOMMENDATIONS			
<i>Examples: Develop/revise student safety & behaviour plan, staff training/communication, building safety/security, district referrals, etc.</i>			
[]			
FOLLOW UP/REVIEW (include dates and key points, attach or upload supporting documents when appropriate)			
[]			
<i>By signing below I acknowledge that I represent the employer and together with the employee we agree with this disclosure as presented. *You are required to forward a copy of Part 1 and Part 2 to safety@sd22.bc.ca</i>			
Employee's Signature: _____	=	Date Signed: _____	=
Administrator's Signature: _____	=	Date Signed: _____	=
*District Student Support Services Staff complete this section only.			
<input type="checkbox"/> Risk Assessment attached and completed by Principal of building			
<input type="checkbox"/> Safety Plan uploaded to SSS OneDrive folder (if applicable)			
District Staff Support requested/assigned: _____			
Additional Recommendations: []			
Reviewed by	<input type="checkbox"/> SSS District Vice Principal	<input type="checkbox"/> SSS Director	
Signature: _____	[Date Signed: _____	[



SCHOOL DISTRICT NO.22 (VERNON) Student Support Services
1401 – 15th Street, Vernon, BC V1T 8S8
250-549-9240

SAFETY PLAN (Risk Response Plan)

Date: Select Date	Case Manager: Last Name, First Name
Student Last Name: Last Name	Student First Name: First Name.
D.O.B: MM/DD/YY	School: Enter School Name
Grade: Enter Grade	Ministry Code: Enter Ministry Code

Objective
To ensure that staff working with Enter Student Name. are aware of responses and safety procedures in place to maintain a safe, productive learning environment for this student, other students and staff.

Rationale
Provide a brief positive profile of this student, along with key understandings about this student.

Staff working with this student will read and sign this Safety Plan

Plan
1. PRIOR EVENTS: Problem behaviours are more likely to occur in the presence of certain early warning signs:

Prior Events (prior situations/events that predict the student will have more difficulty in a day e.g. missing breakfast, morning routine off, feeling sick, allergies, medication effects, negative interactions with peers/siblings before school)	Strategies (Immediate actions to take when the student presents as anxious, unwell or upset – steps to prevent escalation e.g. monitor the student upon entry, Plan B day, offer breakfast)
Detail Event.	Describe Strategy.
Detail Event.	Describe Strategy.
Detail Event.	Describe Strategy.
Detail Event.	Describe Strategy.

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2. **IMMEDIATE TRIGGERS:** Be aware of situations and events that are immediate triggers for the escalation of behavior:

Immediate Triggers (Actions or events that often occur immediately before problem behavior e.g. verbal overload, non-preferred task demand, noisy environment, unstructured social situation, student perceives someone is upset with them, unpredicted change of routine, being corrected, hearing NO)	Strategy (<u>Immediate</u> actions to prevent escalation e.g. warning before transitions, allow processing time, break outside of room if too noisy, monitor tone of voice to use with student. Avoid strategies that need implementation time – these are for a Behaviour Plan. Focus on actions that anyone can use immediately.)
Detail Event.	Detail Event.
Detail Event.	Detail Event.
Detail Event.	Detail Event.
Detail Event.	Detail Event.

3. **CRISIS RESPONSE PLAN:** (Staff responses to student’s behavior)
Designated staff will implement the following crisis management plan when necessary.

Precursor Behaviours (What you see)	Staff Responses (What you do)
<p>Anxiety: (noticeable increase or change in)</p> <p>Describe anxiety behaviours.</p>	<p>Be Supportive: (empathic, non-judgmental response)</p> <p>Describe staff response to anxiety behaviours.</p>
<p>Defensive: (cues that this student is beginning to lose the ability to think or process information)</p> <p>Describe defensive behaviours.</p>	<p>Be Directive: (set simple, clear, enforceable limits)</p> <p>Describe staff response to defensive behaviours.</p>
<p>Acting Out: (risk to self or others*)</p> <p>Describe acting out behaviours.</p>	<p>Crisis Intervention Plan*: (injury prevention):</p> <ol style="list-style-type: none"> a) Keep a safe distance; b) Clear the area; c) Assign one person to direct the actions of intervening adults; d) Physical restraint & seclusion strategies <u>as a last resort</u> when there is a danger to self/others. <i>Parents must be notified each time a restraint/seclusion procedure occurs.</i> <p>Describe staff response to acting out behaviours.</p>

Tension Reduction: (cues that this student is calm)

Describe cues.

Therapeutic Rapport: (re-establish rapport – do not re-criminate)

Describe staff response.

***If there is contact with body fluids, refer to Emergency Procedures manual and the district Standard Precautions Procedures.**

4. ACTION TAKEN:

- Notify Principal
- Principal – Notify Parent/Guardian
- Principal – Notify Director of Student Support Services
- Document incident of restraint seclusion procedure

5. OTHER MEANS TO MINIMIZE RISK: (It is essential to consider any environmental factors that may affect risk, such as the wearing of clothing or jewelry, the positioning of furniture and doorways/exits, and the availability of loose objects, for example).

Describe means to minimize risk.

6. POST INCIDENT DEBRIEFING: (ensure all involved employees are included and update parents as required)

Provide summary information and notify parents if required.

7. CRITERIA FOR CALLING HOME:

Detail criteria for calling home.

8. REINTEGRATION PLAN: (if required)

Detail reintegration plan.

9. THIS PLAN WILL BE REVIEWED:

- regularly by the principal or designate;
- if any change in behavior occurs such as the risk of violence is different and/or incidence of violence occurs;
- all staff involved will have ongoing communication about changes.

10. A SAFETY PLAN MEETING WILL BE CONVENED:

The principal or designate will call a Safety Plan review meeting if new information indicates that the Safety Plan needs to be reviewed or modified, and consult the District Vice-Principal of Student Support Services.

11. TERMINATION DATE: Select date.

PERSONS ATTENDING THE SAFETY PLAN MEETING:

I have read this plan and am aware of safety procedures to be followed when working with Student Name..

Name:

Title:

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Action	Person Responsible
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SIGNATURE SHEET FOR ALL PERSONELL WHO WILL BE WORKING WITH THE STUDENT:

