

SAFETY PLANS

Pro-Active Planning for Staff Safety

Chilliwack School District #33

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Introduction to the Safety Planning Manual

Maintaining a safe and caring school environment is of critical importance to all personnel in the school system. It is equally important for personnel to work in environments that are safe and free from the risk of violence. Unfortunately, incidents do occur from time to time, and this manual is a guide to safety planning procedures when such incidents occur.

These procedures were first developed by School District #36 (Surrey) and School District #42 (Maple Ridge-Pitt Meadows) in consultation with the Workers' Compensation Board. This collaboration led to a training all districts around the province and each district now uses a version of this manual as the template for their unique needs. Chilliwack School District acknowledges the leadership of Laurie Smith, District Principal, Maple Ridge in developing the manual. This manual is revised for our District with permission.

Susan Edgcombe
District Principal

Section 1: Safety Planning

Safety Planning

Rationale

Working within the Safe, Orderly and Caring Schools Framework

Our schools work hard to meet the educational, behavioural and emotional needs of students, in classrooms that not only accommodate diversity, but that also provide optimum opportunities for learning. In British Columbia, a vision of how to meet some of these challenges 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 this discussion, certain descriptors from this document are relevant. “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 School District No. 33 is consistent with these Ministry guidelines, and may be seen as a demonstration of our effort 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

The safety planning process addresses the issue of violence toward school district staff members from students. Violence, 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” (Occupational Health and Safety Regulation 4.27/WorkSafe BC, 2005).

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).

In 2003-2004, School District #36 (Surrey) worked collaboratively with WorkSafe BC to develop district policies and procedures that were in compliance with WorkSafe requirements. Safety planning is a procedure that works in conjunction with a district Threat Assessment Protocol to ensure that adequate procedures are in place for school district employees who encounter a risk of violence in their workplace.

For more information and publications, see:

www.worksafebc.com

Safety Planning in an Educational Context

The issue of violence in the workplace is of concern to teachers, parents and support staff. The Canadian Union of Public Employees (CUPE) of BC recently published an article about violence in the workplace, stated that such environments lead to “high staff turnover and depression and stress that hurt morale and productivity” (CUPE BC Health and Safety News, September 2005).

Today’s teachers also report concern about serious problem behaviour that may lead to teacher injury, stress or loss of morale. In a brief to the Royal Commission on Workers’ Rights in 1997, the British Columbia Teachers’ Federation (BCTF) expressed their concern that “...the failure of many school district employers to conduct risk assessments endangers the safety of teachers and the children in their care because there are few preventive measures in place and little awareness of what to do should the threat of violence arise”.

A joint Simon Fraser University and British Columbia Teachers’ Federation survey (*Violence against BC Teachers*, BCTF Research, 1999), found that:

- ❖ “48% of teachers have experienced some violence or threat during their career
- ❖ Incidents of violence most often occurred in regular school classrooms during school hours
- ❖ Incidents were often situational – arising OUT of situations rather than deliberately planned”

While this report on violence against teachers calls for the establishment of risk assessment and containment procedures as recommended by the WorkSafe BC, it cautions that any procedures and policies need to be in the context of a school setting, and in particular, work within the Ministry of Education framework for Safe Schools.

Providing a process that is contextually appropriate for an educational setting, is respectful of student needs and rights, and yet meets the expectations for maintaining worker safety is the fundamental goal for safety planning.

Theoretical Background for Safety Planning

Safety Plans are Not 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 important, 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.

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 setting events and antecedents to behaviour, in an attempt to identify those situations where staff members are most at risk from a student behavioural escalation.

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

- ❖ Most often events or situations that occur out of school and are biological, physiological or social in origin
- ❖ Do not cause the behaviour – but increase the probability that the student will react to antecedents at school
- ❖ May involve sleep, diet, physical health or family factors
- ❖ Need the involvement of home to mitigate these factors.

Immediate Triggers:

- ❖ Typically those situations or events that occurs at school just prior to a problem behaviour
- ❖ Can be a particular work demand, a particular negative interaction with others, being ignored or a particular setting variable, such as too much noise or movement
- ❖ May not always lead to problem behavior, but could, especially when prior setting events are present.

Safety Plans Seek to Identify the Stages of Escalation and Identify Appropriate Responses

The escalation cycle for aggression was first prototyped by Leonore Walker, in her 1979 book *the Battered Woman*. Since then, this escalation cycle has been employed widely in educational literature. In the following example, Brenda Smith-Myles and Richard Simpson describe the aggression cycle and appropriate responses in a school setting:

The Stages of Frustration and Appropriate Responses

1. Anxiety: *Student sighs or uses other nonverbal cues. Teacher can respond by active listening and nonjudgmental talk.*
2. Stress: *Student exhibits minor behavior problems. Teacher can use proximity control, boost student interest, or provide assistance with assignments.*
3. Defensiveness: *Student argues and complains. Teacher can remind student of rules, use conflict resolution, and encourage student to ask for help.*
4. Physical Aggression: *Student has lost control and may hit, bite, kick, or throw objects. Teacher can escort the student from class, get help, and protect the safety of the other children.*

5. *Tension Reduction*: Student releases tension through crying or verbal venting or student may become sullen and withdrawn. Teacher can ... help the student gain insight into feelings and behavior. (Myles & Simpson, 1998),

The safety plan as used by SD. No. 33 identifies four stages of escalation (anxiety/stress, defensiveness, acting out and tension reduction). Immediate responses for each stage are identified and the safety plan team will identify appropriate student-specific responses for each stage.

Practical Considerations for Safety Planning

Use Trained District Staff

The safety plan process is most effective when trained district personnel are employed by school staff in the writing of a safety plan. In SD. No. 33, the personnel who are trained are District Student Services Coordinators, Psychologists and School Counsellors. Using trained district staff to write safety plans ensures that:

- ❖ there is a facilitator who is “somewhat” removed from the immediate situation
- ❖ 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 response plan for a particular concern (such as leaving the school grounds) or a behaviour plan to improve peer to peer interactions would be appropriate.

Develop 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
- ❖ a safety plan should be reviewed
- ❖ a safety plan can be terminated, and to have a risk assessment procedure
 - The Workplace Violence Risk Assessment (WVRA) may be used for this purpose.

Consistent implementation and documentation is critical for effective safety planning. Examples of policies and procedures developed by SD#36 (Surrey) are included in this guide

It is also important to have procedures in place that ensure:

- ❖ all personnel on staff are aware of when a safety plan is needed
 - all principals need to bring procedures to a staff meeting
- ❖ personnel working directly with the student have an opportunity to read the safety plan before working with the student
 - keep a special file at the front desk
- ❖ that procedures are in place to have a signed copy in the student's school and district files
 - assign one person to be responsible
- ❖ that appropriate support and follow-up is provided in any situation of violence toward staff members.
 - desirable to have personnel with some dedicated time

References

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Occupational Health and Safety Regulations (2005), Workers' Compensation Board of BC (Worksafe BC). Crown Publications, Victoria, BC, Canada.

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

Section 2: Safety Planning Guide

District Policy/Procedure

Overview

Safety Plans:

- are risk control plans 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 Services 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;
- do not work to improve the behaviour of students;
- require careful documentation and implementation;
- should always be followed by the development of a behaviour support plan.

A safety plan should be written **if**:

- A file review reveals a real possibility of danger to staff
- Personnel working with the student feel unsafe, or
- There is an incident that causes injury to staff or staff members to feel unsafe

It is important not to just dismiss a person’s request for a safety plan.

Workplace Violent Incident Report Form

When an incident of violence directed towards staff occurs, the following steps must be followed:

- 1) Incidents of violence as defined by the Workers’ Compensation Board of British Columbia, must be reported promptly to the principal or designate by the affected staff member or district employee using the **Workplace Violent Incident Report Form (WVIRF)** located in the school office. The completed report must be forwarded as per the directions on the bottom of the form.
- 2) The principal or designate must initiate an investigation immediately following a report of violence directed toward a staff member or district employee.
- 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 appropriate Assistant Superintendent and/or the District Principal at Student Services, in the case of a student with special needs.

- 4) The principal will complete the **Workplace Violence Risk Assessment (WVRA)** form to determine if a Safety Plan is required for the student. **Note:** If the incident in question involves student threat making behaviour and not physical contact or aggression, the District Threat Assessment Protocol must be implemented in place of completing a WVRA form.
- 5) 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 required that a student be physically restrained;
 - d) a Workplace Violence Risk Assessment form (WVRA) indicates a risk of violence.
- 6) Based on the results of the investigation and completion of a WVRA form following a concerning incident, the principal or designate will call a meeting (if appropriate) to design a safety plan as an action to control risk.
- 7) A member of district staff from Student Services, trained in writing safety plans will assist/consult with the development of a safety plan.
- 8) A meeting will be convened which must include the principal or designate, all personnel who work directly with the student, the parent(s) or guardian(s) of the student and a member of district staff from Student Services.
- 9) A safety plan will be written and include:
 - awareness of early warning signs relative to escalation of behaviour;
 - strategies for early intervention, de-escalation, and appropriate responses to end escalating behaviours;
 - a progressive 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, and
 - d) physical restraint strategies as a last resort when there is a danger to self/others; and a plan to train staff (if necessary) in crisis response
 - a referral to district Standard Precautions and Emergency Procedures in case of possible contact with body fluids.
 - 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 #3 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) 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 administrative office and all personnel (i.e. TOC, bus drivers, 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 provision is followed.
- A copy of the signed safety plan must be forwarded to Student Services for documentation purposes.

13) If any required member of the safety plan development group refuses to sign the plan or attend the meeting, the principal or designate must contact the appropriate Assistant Superintendent for assistance.

Workplace Violence Risk Assessment (WVRA)

Overview

The Workplace Violence Risk Assessment (WVRA) 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). If not available in your school office, contact the District Health and Safety Officer.

Instruction

The Workplace Violence 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 met (see below) that warrants the development of a safety plan.

The WVRA form must be completed by the principal or designate when: 1) early identification (i.e. file review, information sharing, interview, etc.) indicates that reasonable cause exists that a student has presented concerns (i.e. violence directed toward a school district employee) in the past; or 2) incidents of student violence directed toward a school district employee are reported by a the employee to the principal or designate.

When completing the WVRA 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 WVRA 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 experience with the student is required.

The WVRA must be reviewed by the School Health and Safety Committee.

Please feel free to contact the District Principal, Student Services or Coordinator at any time with regard to WVRA form completion.

Violence Threshold Indicator

A safety plan is MANDATORY when:

(1) the **Intensity indicator** on the WVRA form exceeds “Low”

or

(2) the **Frequency indicator** on the WVRA form exceeds “Low” while the **Intensity indicator** exceeds “None”.

When a risk is determined, it is essential that a safety plan be established IMMEDIATELY

Section 3: Forms

Workplace Violence Risk Assessment (WVRA)



If a student initiates a violent incident, this form is to be used by Principals/Vice Principal, in consultation with the affected staff member and a member of the School Health and Safety Committee, to determine if a Safety Plan for that student is required.

Definition: "Violence means 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 behavior which gives a worker reasonable cause to believe that he or she is at risk of injury." – Reg 4.27



Date: _____ School: _____

Name of person reporting a concern: _____

Name of student involved in concern/incident: _____

D.O.B. _____

Date of incident: _____

Nature of the concern/incident: _____

Persons investigating risk: _____

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

INTENSITY	FREQUENCY
If an incident has occurred, how severe was the injury? 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	How often are incidents likely to occur? 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
The intensity of the incident(s) is: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None	The frequency of the incidents is: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <i>Please check (✓) the box that best describes the risk at school</i> </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <i>Please check (✓) the box that best describes the risk at school</i> </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 question 2 or 3

- 2) This student presents a risk of violence toward staff (see chart above).
- a safety plan must be written when: (1) the intensity indicator exceeds “low”; or (2) 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 district principal, student services immediately to confirm or 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 instruction above (See #2)**

Principal (or designate Signature)	Date – Form Completed
Names of others who contributed to the risk assessment:	

File in a risk assessment file in the school office and forward a copy to the Occupational Health and Safety Officer.

Safety Plan



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

School: _____ Date: _____

OBJECTIVE: To ensure that staff working with _____ are aware of responses and safety procedures in place to maintain a safe, productive learning environment for _____, other students and staff.

RATIONALE: _____, on occasion, will _____

KEY UNDERSTANDINGS ABOUT THIS STUDENT

(Provide a brief positive profile of this student)

This plan addresses short term and long term actions required for _____ to be safe at school and it can be adjusted as needed.

1) PLAN:

Staff working with _____ will read and sign this safety plan.

2) PRIOR EVENTS:

Problem behaviours are more likely 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 (<u>Immediate</u> 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)

3) ANTECEDENTS:

Be aware of situations and events that are immediate triggers for the escalation of behaviour:

Immediate Triggers (Actions or events that often occur immediately before problem behaviour 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)	Strategies (<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.

4) CRISIS RESPONSE PLAN: (staff responses to student's behaviour)

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>Be Supportive: (empathetic, non-judgmental response)</p>
<p>Defensive: (cues that this student is beginning to lose the ability to think or process information)</p>	<p>Be Directive: (set simple, clear, enforceable limits)</p>
<p>Acting Out: (risk to self or others*)</p>	<p>Crisis Intervention Plan*: (injury prevention):</p> <ul 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 strategies <u>as a last resort</u> when there is a danger to self/others.
<p>Tension Reduction: (cues that this student is calm)</p>	<p>Therapeutic Rapport: (re-establish rapport - do not recriminate)</p>

***If there is contact with body fluids, refer to SD No. 33 Emergency Procedures manual and the district Standard Precautions Procedures.**

5) POST INCIDENT DEBRIEFING: (ensure all involved employee(s) are included)

6) OTHER MEANS TO MINIMIZE RISK: (i.e. clothing, earrings, etc.)

(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, the availability of loose objects, for example).

7) POST INCIDENT DEBRIEFING: (ensure all involved employee(s) are included):

8) CRITERIA FOR CALLING HOME:

9) REINTEGRATION PLAN: (if required)

10) THIS PLAN WILL BE REVIEWED:

- regularly by the principal or designate;
- if any change in behaviour occurs such that the risk of violence is different and/or an incidence of violence occurs.

11) A SAFETY PLAN MEETING WILL BE CONVENEED:

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.

TERMINATION DATE:

____ / ____ / ____
Y M D

Section 4: Additional Resources

Sample Questions for Information Gathering



Do staff members familiar with student or a file review indicate any previous incidents of a similar nature? If yes, please explain and indicate the names of staff members who have contributed to this risk assessment:

If there have been prior similar concerns/incidents, how frequently do they occur? (e.g. daily, monthly, yearly).

If there have been prior similar concerns/incidents, what was the intensity (e.g. injury requiring medical attention, hospitalization, a bruise or scratch, or no injury reported).

Does the staff member reporting the concern/incident have any suggested steps that could be taken to reduce the risk working with the student?

Date the appropriate incident report was filed with the Occupational Health and Safety Officer.

Are there written procedures in place (e.g. as outlined in a threat assessment or a safety plan) that would mitigate or eliminate the risk? Do these need to be updated?

Other factors that should be considered (e.g., cognitive, psychosocial, etc.)

A Quick Guide for 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.

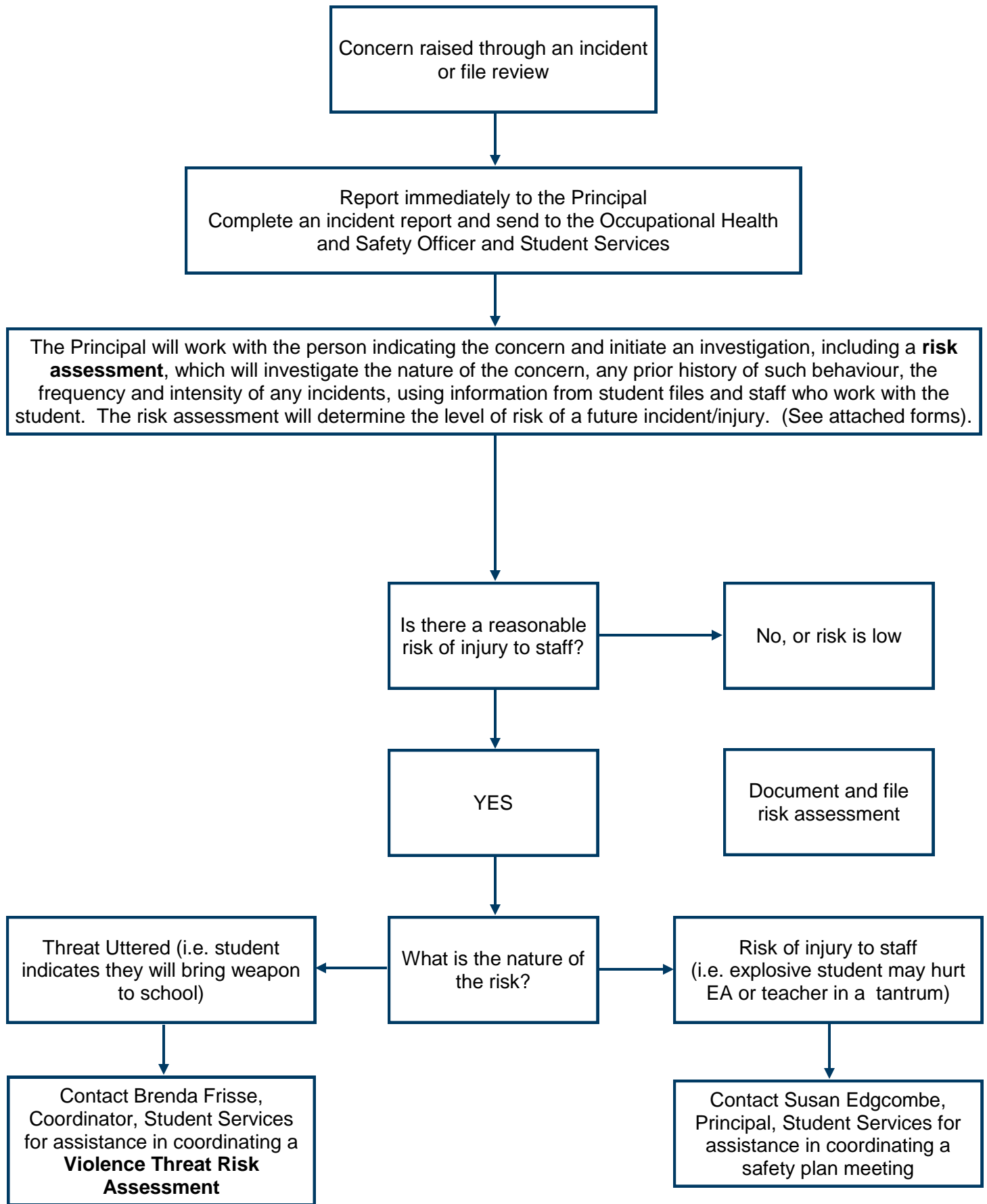
First, it is important to recognize that *all* concerns are valid and must be taken seriously

When a concern is raised:

- Report all concerns immediately to the principal.
- File the Form 1Threat/Violence Report located in the school office or on the School District web site. The completed form must be forwarded to the Occupational Health and Safety Officer and Student Support Services.

Risk Assessment

- As soon as a concern is raised, the principal will conduct a risk assessment. (see Forms 2 and 3 and flow chart). The risk assessment will determine if there is a level of risk to staff safety, and whether the risk, if identified, involves concern of 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 Brenda Frisse at Student Services for assistance in implementing a threat assessment. This process will include an identification of the risk and steps to eliminate or mitigate the risk.
- If the risk assessment indicates there that there is a risk that a student may injure a staff member in the performance of their duties, a procedure needs to be in place to eliminate or mitigate the risk. Contact Susan Edgcombe, District Principal, Student Services for assistance in writing a safety plan. Note: Implement *either* a safety plan or threat assessment process – not both.



Appendix/Notes

(These terms of reference were collaboratively accepted by a committee including the Occupational Health and Safety Officer, SSS personnel and MRTA representatives).

Worksafe BC requires that:

- All concerns are followed up with a risk assessment
- Risk assessment needs to 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 up to once a week

High Frequency indicates that the incidents occur at least once a week 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