



Creating a Safe and Caring School



nonviolent crisis intervention
a CPI specialized offering

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Education professionals face a variety of challenges. And regardless of specific job function, there is a profound responsibility—a duty of care—that is embraced by all who commit to this meaningful work.

Providing that duty of care with confidence, consistency, and professionalism requires the ability to recognize and safely respond to disruptive and assaultive behavior before a crisis incident occurs. In addition, if behavior does escalate to violence, having the critical skills to maintain the safety of everyone involved is essential.

This premise is at the core of CPI's *Nonviolent Crisis Intervention*® training program and is reflected in the program's philosophy of providing the best possible *Care, Welfare, Safety, and Security*SM to staff and those in their care.

- **Care**
Needed assistance or watchful supervision.
- **Welfare**
Health, happiness, and well-being.
- **Safety**
Freedom from danger, risk, or injury.
- **Security**
Freedom from doubt, anxiety, or fear.



Structuring a framework for proactive solutions begins with the school administration. A true commitment to creating and maintaining a safe and caring school can be contagious throughout the organization.

- *Your policies and procedures, which clearly outline staff expectations, are crucial for creating a framework for involving all teachers and support staff.*
- *A staff development plan, which includes training that provides the skills to meet expectations, prepares everyone for a role in prevention and productive problem solving.*
 - The risk of violent incidents ... ***can be reduced.***
 - The impact of violent incidents ... ***can be minimized.***
 - The prevention of violent incidents ... ***requires a commitment ... and a plan.***



CPI has been involved with staff training at thousands of schools worldwide. The philosophy, principles, and strategies of *Nonviolent Crisis Intervention*® training have been widely embraced for their realistic approach to decision making and problem solving in promoting a safer environment for students, staff, and visitors.

- *CPI has been actively training professionals to safely manage disruptive and assaultive behavior for over 30 years.*
- *CPI has learned—through research, training, consultation, and resource development—the essential elements for maintaining a safe and caring school.*
- *CPI is is dedicated to raising awareness, stimulating action, promoting long-term solutions, and supporting meaningful staff training in every school.*

Tips at Work: Promoting Care, Welfare, Safety, and SecuritySM

CPI offers the following **Tips at Work: Promoting Care, Welfare, Safety, and Security**SM to raise awareness and facilitate communication. Not intended as an “answer book,” or as a replacement for a well-developed staff training program, it is intended to help administrators, teachers, and support staff revisit the risks and realities of potentially dangerous situations escalating to violent incidents.



Tip #1

Encourage and Promote Courteous Interactions

As an educator, you interact with a variety of staff and students each day. When you are interacting from a position of authority—and when you are not—make it a priority to do so with courtesy. Even if your polite behavior is not immediately reciprocated, this will help foster an environment that values mutual respect among all individuals. Communicate values throughout your school to:

- **Be certain all staff understand expectations relating to courtesy.**
- **Encourage leadership to model respectful attitudes and behavior.**
- **Embrace and value the diversity of your staff and your students.**
- **Respect everyone's privacy.**
- **Expect the best from every staff member—and from yourself.**
- **Develop staff resources for dealing with personal problems that may interfere with job performance.**
- **Utilize respectful supervisory practices in dealing with staff discipline.**
- **Recognize that staff attitudes and behaviors impact the behavior of others.**
- **Handle grievances thoroughly and promptly.**
- **Provide staff with information and development opportunities to improve understanding of their role in promoting polite and courteous interactions.**



Tip #2

Pay Attention to Behavioral Warning Signs

Behavioral signals can provide awareness regarding someone's intentions. Pay attention to cues that may indicate distress or discontent. Some behavioral signals to consider and explore in preventive efforts may include:

- **Significant changes in a student's normal behavior or routines.**
- **Sudden changes in expression, physical activity, or posture.**
- **Dramatic increase or change in voice, volume, or tone.**
- **Expressions that communicate extreme anger or distress.**
- **Communications of despair and hopelessness.**
- **Body posture that is intimidating or threatening.**
- **Verbal or physical threats.**



Tip #3

Consider Objects That Could Be Used as Weapons

Be aware of objects in different areas of your school that could be used as weapons if a student became angry and violent. Be prepared to remove or secure any objects that may be thrown or used as weapons if a disruptive situation begins to escalate. For example:

- **School supplies (pens/pencils, scissors, staplers, compasses, etc.)**
- **Textbooks or binders**
- **Desks or chairs**
- **Computers and other electronic equipment**
- **Nametags or school identification cards with pins**
- **Cleaning supplies (brooms, mops, buckets, etc.)**
- **Food trays**
- **Cups, glasses, plates, utensils**
- **Telephones**
- **Electrical cords**
- **Other objects or equipment specific to your school environment**



Tip #4

Practice and Promote a Team Approach

Efforts that are successful in minimizing danger are rarely solo acts. Attempting to manage a dangerous situation alone may increase danger. It is important to be aware of procedures for obtaining assistance from other staff members. In the absence of emergency alert systems, consider where other staff members may be and how to make them aware of the situation as soon as you can safely do so. Your options may include:

- **Shouting for help.**
- **Using whatever is available to create loud noise or call attention to an area.**
- **Initiating a predetermined signal.**
- **Activating your local emergency medical services system if necessary.**



Tip #5

Assess Your School Environment

The physical school environment impacts student and staff health, safety, and well-being. It is important to thoroughly assess your school environment for safety-related risk factors. This includes parking lots, entryways, reception areas, workstations, classrooms, and offices. The specific type of assessment will vary in each environment, but every environmental assessment will benefit from considering questions such as:

- **Are there convenient, accessible emergency escape routes?**
- **Do staff members know what to do in the event of a life-threatening emergency?**
- **Are first-aid kits readily available?**
- **Is there a method to summon assistance that is reviewed and understood by all staff members?**
- **Is lighting adequate in all areas?**
- **Where could individuals become isolated or be most vulnerable?**
- **Are procedures in place to report and resolve school safety concerns?**
- **Are all staff members well trained in these procedures?**
- **Are all staff members encouraged and supported in discussing ways to create a safer environment whenever possible?**



Tip #6

Trust Your Instincts

Be aware of—and trust—your own internal warning system. Your body may send signals when it senses danger. If you become concerned and sense impending danger, talk to someone about it, follow procedures, and respond accordingly. Some instinctual signals may include:

- **An increase in breathing rate.**
- **An increase in pulse.**
- **A sensation of pressure on your chest.**
- **An increase in perspiration.**
- **A sinking feeling in your stomach.**
- **An increase in sensory acuity.**

Please note: One or more of these signals may also indicate a medical emergency requiring immediate medical attention. It may be necessary to activate your local emergency medical services system.



Tip #7

Educate Staff About Relevant Response Protocol

Information and familiar procedures can reduce unproductive responses to instincts that trigger fear. The type of information that should be available to all staff members includes:

- **A clear definition of a critical and/or violent incident.**
- **A protocol for reporting circumstances of concern or unusual incidents.**
- **Knowing roles and responsibilities in emergency situations.**
- **Appropriate procedures in the event of a violent situation.**
- **Ways to summon internal security personnel or response teams.**
- **How to activate alert systems including local emergency medical services.**
- **Preventive measures.**
- **Ways to maximize safety and minimize risks in emergency situations.**



We Can Help!

CPI's *Nonviolent Crisis Intervention*® training can be your first step on a journey toward creating a safe and caring school. The program's proven techniques give participants the skills to:

- **Identify and safely respond to behaviors that could lead to a crisis.**
- **Use verbal and nonverbal techniques to defuse hostile behavior.**
- **Cope with their own fear and anxiety.**
- **Determine when it's appropriate to physically intervene.**
- **Use CPI's Principles of Personal Safety to avoid injury if behavior becomes physical.**
- **Safely control and transport an agitated student.**
- **Maintain rapport with the student who has acted out.**

Nonviolent Crisis Intervention® training is offered as a **One-Day Seminar**, a **Two-Day Workshop**, and a **Four-Day Instructor Certification Program**. The program is offered both on site and at 150 locations worldwide.



For More Information

- *To discuss your training needs with a Nonviolent Crisis Intervention® Training Specialist, call **800.558.8976** or send an email to **info@crisisprevention.com**.*



educate. empower. enrich.

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