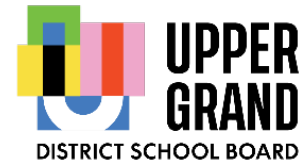


Safety (Behaviour Prevention and Intervention) Procedures Manual 413-A



Category:	Human Resources
Administered by:	Appropriate Superintendent
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1. General

These procedures outline the steps to follow when a student's behaviour poses an ongoing physical risk to self and/or others in the school.

2. Definitions

Student-Centered Instructional Tool

The Student-Centred Instructional Tool (SCIT) is a problem-solving process designed to lead staff through a data driven approach to inform student centred instructional practices. Staff would work through the SCIT process by gathering strength-based data through observations, conversations, interviews, review of student work and formal assessments to help refine the school team's understanding of where the student is experiencing successes and challenges; informing how they adapt their instructional strategies. The SCIT is monitored and reviewed regularly to ensure the learning conditions are designed for skill building and student progress and success.

Student Struggle and Behaviour

A child's behaviour is/can be an indicator, or the way they communicate, that they are struggling. Kids do well if they can, and behaviour can be a symptom of a skill not fully developed or a need not being met. If we believe this to be true, then we need to interpret struggle as a sign of a student requiring understanding, support and care. This drives us to learn more in partnership with the student. As educators, that means that we need to focus our next steps on how we engage in learning about this struggle to inform how we can best support a student's success.

Behaviour Management Systems (BMS)

BMS is the board-approved model for reducing and managing unsafe student behaviours. One of the foundations of BMS is that the best way to prevent harm is to avoid physical intervention. BMS recognizes that unsafe behaviour can occur despite best efforts at planning and early intervention and trains the safest physical intervention methods for staff and students of all ages.

In-School Team (IST)

The IST team consists of the principal and/or vice-principal and the special education/resource teacher. The following may be included in the IST based on the student's profile and panel: classroom teacher, child and youth counsellor, guidance counsellor, educational assistant and early childhood educator, student success teacher, social worker, mental health secondary support.

The purpose of the IST team is to work alongside the classroom-based staff, using the problem-solving process outlined in the SCIT, to support the development and adaptation of school based interventions and processes.

Consultant Support Team (CST)

The CST team includes the in-school team with the possible addition of the consultant, psychology and mental health services, the counselling and attendance social worker, speech and language pathologist, special education consultant, and staff from specialized support teams. The purpose of the CST team is to work alongside school-based staff, using the problem solving process outlined in the SCIT, to support the development and adaptation of school-based interventions and processes. It may also include recommendations for additional assessments.

Collaborative Case Conference

A collaborative case conference involves bringing community partners, families and advocates together to collaborate to support programming for a student.

Behaviour/Mental Health Plan (Form 413-2)

This plan notes a student's areas of strengths, areas of need or lagging skills, and proactive strategies required to support the student in the school environment. Strength-based measurable and realistic goals and strategies are developed and implemented. The Behaviour/Mental Health Plan also outlines ways in which staff will respond to student struggle.

Safety Plan (Form 413-3)

A safety plan is a process for how staff are to respond to a behaviour that is unsafe to the student, other students and/or staff. The strategies used are based upon the Behaviour Management Systems (BMS) training used in the school board.

Physical Interventions

Physical interventions may be in the form of a block, a release, or containment. These techniques are clearly defined in the Behaviour Management Systems (BMS) training. Specific techniques safely inhibit the ability of the student to move freely using the least force necessary and for the briefest time needed. Physical intervention limits the student from performing a potentially injurious action to self and others. There is no transportation of students due to the high risk this imposes for both student and staff. Reporting physical interventions is done through the online reporting system available on the board's intranet.

Violent Incident Report

This report is to be completed if a violent incident is directed from a student toward a staff member. (Violence directed from a student to another student is to be reported using an online Safe Schools Incident Report form). A violent incident is characterized by one or more of the following: verbal or written threats; physical, emotional, sexual abuse/harassment/assault; racial or ethnocultural harassment; robbery; extortion; or bullying by an individual or group of individuals which has the effect of impairing or might have the effect of impairing the health and welfare of any student or staff member.

3. Developing a Behaviour/Mental Health and/or Safety Plan

3.1 Staff will use the Student-Centered Instructional Tool (housed in CLEVR) to develop the Behaviour/Mental Health and/or Safety Plan. Staff will use observations, student work, interviews/consultation (staff, student, parents/guardians, community partners) etc. to gather information to inform intentional planning.

The following data collection tools can be used to provide additional information for the development of these plans:

- Behaviour/Lagging Skill Log (ABC) (Form 413-1)
- Frequency Behaviour (Form 413-5)
- Continuous Observational Recording (Form 413-6)

- High Intensity-Low Frequency Recording (Form 413-7)
 - Functional Behaviour Assessment (Form 413-8)
 - Assessment of Lagging Skills & Unsolved Problems - ALSUP (Form 413-9)
- 3.2 When a student poses an ongoing physical risk to self or others, a Student Safety Plan must be developed.
- 3.3 A Safety Plan is a process that includes strategies and next steps to support staff to engage in prevention, de-escalation and early intervention to address unsafe behaviour. The plan explicitly outlines the situations that warrant use of the intervention, staff trained to perform the intervention and the approved physical intervention to be used.
- 3.4 The Safety Plan will be shared with parents/guardians as their participation and support is important in this process. A Safety Plan will be considered valid with or without the agreement or signature of a parent/guardian.
- 3.5 The Safety Plan will be developed by all staff who work directly with the student, and signed by the same staff, the principal, and a parent/guardian.
- 3.6 A Safety Plan will be documented on Form 413-3 (Student Safety Plan).
- 3.7 A student with a Behaviour/Mental Health plan (Form 413-2) and/or a Safety Plan (Form 413-3) may have an Individual Education Plan (IEP). The associated accommodations or alternative programming from the Safety Plan should be reflected in the IEP.
- 3.8 If a student participant on a field trip has a safety plan, it must be revised in advance of the trip to reflect the necessary modifications and accommodations needed for the student to be successful on the field trip.
- 3.9 The Safety Plan will be formally reviewed on an annual basis. It will be monitored to evaluate effectiveness and reviewed following any event that requires activating the safety plan to ensure that the strategies being used are effective in supporting the safety of the student, other students and staff.
- 3.10 The use of physical intervention is to be reported using the online reporting system available through the board's intranet, and the incident should be

reviewed and debriefed with all relevant staff, and the Safety Plan updated if necessary.

- 3.11 If there have been no incidents of violence for three years, the Safety Plan will be removed from the Ontario School Record.

4. Physical Intervention

At UGDSB we believe that the best way to prevent harm to staff and students is to avoid the use of physical interventions whenever possible.

4.1 Staff Considerations

- 4.1.1 Staff, students and parents/guardians will work together to maintain safe schools.
- 4.1.2 Physical intervention has the potential to aggravate a situation that is already volatile. In alignment with Behaviour Management Systems (BMS), physical intervention is only used if: there is clear and imminent risk of harm to self or others; engaging in the intervention does not increase the risk; and if all other strategies have been tried. In no event shall physical intervention be used to threaten or punish a student. Physical intervention can cause bodily harm to all involved and should only be used as a last resort when other BMS strategies are not working and there is imminent risk of harm.
- 4.1.3 Staff should be encouraged to take precautions to ensure their personal safety (e.g., choice of footwear, clothing, hair styles, and personal protective equipment). This would also include being aware of maintaining a safe personal distance from students and a safe working environment.
- 4.1.4 In some situations, it may be necessary to develop a safety routine in the classroom to ensure the safety of all students.
- 4.1.5 Physical intervention may be used by staff only where there is imminent risk of danger causing harm to self or others. Only physical interventions that are part of a training program approved by the Superintendent of Program will be used, including block, releases and containments.

- 4.1.6 With some students, repetitive self-injurious behaviours are more frequent (e.g., students with developmental disabilities). Physical intervention is rarely an appropriate response to such behaviours. Appropriate and effective responses to self-injurious behaviour should be developed in discussion with the in-school team and be included in the IEP and Student Safety Plan.
- 4.1.7 Staff members may contact the board's Health and Safety Officer to request support in situations where they believe a student's behaviour poses a risk to their personal safety. The Health and Safety Officer will determine if a Workplace Risk Assessment should be completed, as per Policy 417 Violence in the Workplace.
- 4.1.7.1 When staff members seek support from the board's Health and Safety Officer regarding a matter of risk to personal safety, Student Support and Program Services staff will be notified as appropriate by the Health and Safety Officer.
- 4.1.8 Situations may occur where a student's behaviour poses a risk to a staff member's personal safety. As such, staff may be required to wear personal protective equipment to protect their personal safety. If this equipment is required and supplied by the board, it must be worn by the staff member whenever there is a risk of harm. (Under the *Occupational Health and Safety Act* (sec. 28(1)(b))).

4.2 Reporting Physical Intervention

- 4.2.1 When physical intervention has been used, it shall be reported using the online reporting system available through the board's intranet.
- 4.2.2 Copies of the Physical Intervention Report will be provided to the parents/guardians, Superintendent of Education, Superintendent of Program, and the Health and Safety Officer.

5. Training

- 5.1 All principals and vice principals, educational assistants, child and youth counsellors, special education consultants, speech language pathologists,

psychological staff, social workers and board-certified behaviour analysts are required to be certified in Behaviour Management Systems (BMS) with yearly re-certification.

- 5.2 Physical intervention training, through Behaviour Management Systems, will focus on prevention, de-escalation, early intervention strategies and approved physical intervention.
- 5.3 Behaviour Management Systems training is available to other interested staff. Training as a school team is highly recommended.