

Promoting Staff Safety Through Behaviour Support Plans and Safe Intervention Plans Procedure

RATIONALE:

At times a student's behaviour may pose a direct risk to self or to others. In order to mitigate these behaviours and address the risk that they may pose, a behaviour and/or safe intervention plan may be appropriate in order to protect the Health and Safety of the individual and others.

TERMINOLOGY:

Behaviour Support Plan (BSP): A Behaviour Support Plan (BSP) is a written plan that is designed to target the underlying reason for behaviour, replace the inappropriate behaviour with an appropriate behaviour that serves the same function, and reduce or eliminate the challenging behaviour (Ontario Ministry of Education, 2007). If the student also has an Individual Education Plan (IEP), then the BSP is developed based on the alternative expectations that are outlined in the IEP. The BSP from a Health and Safety perspective is developed to reduce and/or eliminate the behaviours that are leading to incidents. It is also developed to help the student acquire the knowledge and skills that are necessary to improve his or her behaviour such that he/she can be successful at school.

Safe Intervention Plan (SIP): A Safe Intervention Plan (SIP) is a plan developed for a student whose behaviour is known to pose an ongoing risk of injury to him/herself, other students, staff, or other people in general. It can serve as a crisis-response plan that outlines the roles and responsibilities of the staff in dealing with specific problem behaviours. It is a tool that addresses a planned reaction to behaviour, and is implemented and revised as needed.

Tiered Intervention Approach: Tiered Intervention for students is a systematic, sequential approach to providing high quality, evidence-based instruction and appropriate interventions that respond to students' individual needs. This same approach can be adopted to address the required level of supports and training in order to address behaviours that pose a risk to staff. Figure 1.0 demonstrates this approach.

Incident Prevention: Incident prevention is the most critical element in protecting the Health and Safety of staff and others. Fundamental to this is the development of BSPs that addresses the root causes of the behaviour. The strategies implemented through these plans are focused on controlling and/or eliminating the identified behaviours. Eliminating the behaviour will ensure a safe working environment for all.

Mitigating Incident Severity: Safe Intervention Plans address the Health and Safety of staff through pre-planning, remediation and specific crisis response strategies. The SIP focus is to mitigate the severity of behaviours and in turn the severity of the incident. The SIP is simply the protocol in place when an aggressive and/or violent incident occurs. It must be followed by all parties to ensure the Health and Safety of staff is protected as much as possible in the circumstance.

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A student for whom a SIP is deemed necessary must also have a BSP developed so that the behaviours can be reduced or eliminated. The student should have appropriate alternative expectations outlined in their IEP (if one has been developed for the student) to delineate the plan for addressing the behaviour(s).

As with risk assessment, the development of a BSP and/or SIP must involve all staff who work on an ongoing and daily basis with the student, as well as parent(s)/guardian(s) and representatives from any community agencies working with the student/family.

Physical Intervention: It is acknowledged that in rare circumstances staff intervention may need to take the form of physical intervention to respond to the behaviour of the disruptive student so that all students can benefit from their education. Physical restraint is the last and most intrusive procedure in the hierarchy of behaviour management techniques and as such, is a short-term crisis strategy for safety purposes only. Physical restraint should only be performed by staff who have been trained to do so, and thus implementation of SIPs is a high intensity, or tier 3, intervention. In situations where a physical intervention is deemed too high risk by staff then the principal/vice principal/designate must notify the authorities to respond.

SIP Development Overview: Staff who work with the student on an ongoing daily basis must be aware of and involved in the development of Stage 1 and 2 of the SIP in order to respond in proactive ways to prevent behaviour from escalating to Stage 3. A Stage 3 intervention should be performed by staff who have been trained to do so. Following any application of Stage 3 and 4 of the SIP, staff who work with the student need to review the student's IEP, BSP, and SIP and adjust each plan as appropriate to proactively work towards the reduction of the behaviour which led to the application of the procedures outlined in the SIP.

Support: Character Network staff, Special Education Consultants and/or Student Services staff are available to assist school staff in developing the Individual Education Plan, Behaviour Support Plan, and Safe Intervention Plan. Again, every effort should be made to include the parent(s)/guardian(s) in the development of all plans.

PROCEDURES:

1.0 Responsibility

- 1.1 Principals will ensure that all staff are properly trained according to the System Workplace Violence Training Matrix (Appendix D).

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- 1.2 Principals will ensure that the Caring and Safe School Modules (1-3) are reviewed on an annual basis and that staff are aware of the resources contained in Module 4. This review must occur by September 30th each school year. Principals are to maintain a record of the training provided. The Modules are available at www.caringandsafeschools.hwdsb.on.ca
- 1.3 Principals will ensure that BSPs and SIPs are reviewed at least annually.
- 1.4 Principals will complete the Site Workplace Violence Prevention Training Form (Appendix F) and submit it to the Superintendent responsible for Special Education/Student Services by September 30th of each school year, to enable system training to be scheduled as needed.
- 1.5 Staff trained in Non-Violent Crisis Intervention (NVCi) who are listed on a SIP will ensure that their certification remains current.
- 1.6 HWDSB will provide appropriate training, according to the System Workplace Violence Training Matrix and the submitted Site Workplace Violence Prevention Training Forms (Appendices D and F).
- 1.7 When required, system support staff will provide additional support with regard to appropriate strategies to employ.

2.0 Behaviour Support Plan (BSP) Development and Implementation

- 2.1 When an incident has occurred, an inappropriate behaviour has manifested itself, or a student with a behavioural history has been identified, the principal or vice-principal, in consultation with the appropriate staff, will evaluate the behaviour and take action as required. This action may include but be not limited to: Applied Behavioural Analysis (ABA), Functional Behaviour Analysis (FBA), behaviour logging/tracking and the development of a Behaviour Support Plan.
- 2.2 A Behaviour Support Plan (BSP) is developed in collaboration with staff working directly with and supporting the student (Appendix D).
- 2.3 The BSP will reflect the alternative expectations in the student's Individual Education Plan (IEP), if an IEP has been developed for the student.
- 2.4 The BSP will be reviewed after each reported workplace incident, as circumstances change or at a minimum once per school year.

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3.0 Safe Intervention Plan (SIP) Development and Implementation

- 3.1 When an inappropriate violent or aggressive behaviour has manifested itself, a violent incident has occurred or a student with a violent history has been identified, the principal or vice-principal, in consultation with the appropriate staff, will evaluate the workplace risk that the student's behaviour poses. Appropriate actions, as indicated in the Student Workplace Violence Risk Assessment Matrix, (Appendix E) shall be taken to protect the Health and Safety of staff.
- 3.2 If indicated in the Risk Assessment Matrix as appropriate, a SIP will be developed by the principal/vice principal in collaboration with staff working directly with and supporting the student.
- 3.3 A BSP, if not already in place, must also be developed in collaboration with staff working with the student, as a proactive measure to reduce or eliminate the underlying behaviour. The BSP shall be developed as per section 2.0.
- 3.4 System support staff can be contacted to assist in the development of the SIP, BSP, and/or IEP if this is deemed to be appropriate.
- 3.5 Parent(s)/guardian(s) will be consulted in the development of the SIP. If the parent(s)/guardian(s) do not support the SIP, then the onus is on the parent(s)/guardian(s) to present a mutually acceptable alternative plan. Should an agreement not be reached, the school may need to implement next steps (e.g., suspension, expulsion, police).
- 3.6 A copy of the SIP is to be placed in the documentation section of the student's Ontario Student Record (OSR).
- 3.7 Staff who work with the student on an ongoing daily basis are responsible for the implementation of Stages 1 and 2 of the SIP in order to respond in proactive ways to prevent behaviour from escalating. Stages 1 and 2 are reviewed and refined as appropriate to ensure that all possible strategies to prevent escalation are employed appropriately and consistently, according to the SIP.
- 3.8 Disruptive/out of control behaviour is to be resolved by using the least intrusive means possible before proceeding to any restraint.
- 3.9 Staff trained in NVCI will perform Stage 3 of the SIP only if behaviour escalation deems this to be necessary.

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- 3.10 Staff who work with the student on an ongoing daily basis, including the staff involved in Stage 3, will employ the techniques indicated in Stage 4 of the SIP.
- 3.11 Following any application of Stage 3 and 4 of the SIP, staff who work with the student will review the student's IEP, BSP, and SIP and adjust each plan as appropriate to proactively work towards the reduction of the behaviour which led to the application of the procedures outlined in the SIP.
- 3.12 Staff shall document all incidents involving the application of Stage 3 of the SIP, using the Safe Intervention Report Form (Appendix G). The Report Form is filed in the Documentation Section of the student's OSR. The completion of a Violent Incident Report may also be required.
- 3.13 Any injury to staff and/or students during Stage 3 shall be recorded on the Safe Intervention Report Form and on HWDSB's Supervisor's Incident Investigation Report. Any injury to a student must be reported on the Ontario School Boards' Insurance Exchange (OISBE) form.
- 3.14 The SIP will be reviewed after each reported workplace incident, as circumstances change or at a minimum once per school year.

4.0 Safety Audit

- 4.1 As part of, or prior to, the development of a student's SIP, school staff must conduct a classroom and school safety audit (including outdoor areas) to identify any potential hazards that may be present specific to the known behaviours. Classroom items that could present a potential risk for anyone should be identified and either removed or placed in more secure areas of the classroom (e.g., scissors, pencils, rulers, etc.). Precautionary procedures must be established when it is not practicable to remove the potential hazard. (Appendix C)
- 4.2 When arranging the classroom to meet individual student needs, staff should ensure the layout does not create a hazard for anyone. (i.e. clear means of egress, clear paths for quick movement). The following should be considered while conducting a safety audit:
 - Number of students and staffing ratio
 - Physical abilities of students
 - Student's response to aggression from others
 - Student's medical/health conditions
 - Intervention procedures established (e.g., BSP, SIP, School Response Team, etc.)
 - Quiet area established in order to break the cycle of inappropriate behaviour
 - Equipment safely secured (e.g., computer hardware)
 - Use of alternative learning materials (e.g., safety compass, scissors)
 - Transitions to and from the classroom established and practiced
 - Washroom access and supervision

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- School arrival and departure procedures (transportation)
- Location of aggressive student within classroom
- Location of classroom within school (e.g., proximity to office, stairs, exits, etc.)
- Space around student who is aggressive
- Provide enough space between desks to allow easy movement
- Two-way communication system- what is in place and where is it located (e.g., telephone in classroom, P.A. system, walkie talkies, etc.)

4.3 Given that every situation is unique, the above list is not exhaustive. Items specific to the student and/or situation need to be considered as well.

5.0 Student Transition Process

- 5.1 When it is known that a student for whom a SIP has been developed is transferring from one school/program to another, staff at the sending school/program will inform the appropriate staff at the receiving school/program that a SIP is in place. Staff at the receiving school/program will review and revise the SIP as necessary in order to operationalize the SIP within the new environment.
- 5.2 When a student for whom a SIP has not been previously developed is transferring from one school/program to another as a result of a violent incident, staff at the sending school/program will develop a SIP based on the information that is known about the student's behaviour and forward the SIP to the receiving school/program. Staff at the receiving school/program will review and revise the SIP as necessary in order to operationalize the SIP within the new environment prior to the student transitioning.
- 5.3 When a student from another Board or community program is transferring to an HWDSB school, reasonable efforts should be taken to ascertain whether or not the student's behaviour will necessitate the development of a BSP and/or SIP prior to the student transitioning.

6.0 Training

- 6.1 Staff training shall be arranged as per the System Workplace Violence Training Matrix and the submitted Site Workplace Violence Prevention Training Forms (Appendices A and C).
- 6.2 Staff will attend system-provided training, as appropriate.
- 6.3 System support staff can be contacted to provide additional support as necessary.

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7.0 Communication

- 7.1 The principal/vice-principal will develop a process to inform all staff of the names and location of students with SIPs. Staff shall be informed as to any behaviours or triggers that the student(s) may have.
- 7.2 The principal/vice-principal will develop a process to inform any supply or itinerant staff of the names and location of students with SIPs.
- 7.3 Parent(s)/guardian(s) will be informed of any application of Stage 3 of the SIP.

8.0 Appendices

- A. Safe Intervention Plan (SIP)
- B. Behaviour Support Plan (BSP)
- C. Classroom / School Safety Audit Template
- D. System Workplace Violence Training Matrix
- E. Student Workplace Violence Risk Assessment Matrix
- F. Site Workplace Violence Training Form
- G. Safe Intervention Plan (SIP) Report

Caring and Safe Schools Modules at www.caringandsafeschools.commonshwdsb.on.ca

SAFE INTERVENTION PLAN

Student's Name	School
Date of Birth _____ (year/month/day)	Grade
Gender Male _____ Female _____	IEP <input type="checkbox"/> BSP <input type="checkbox"/>
<i>Name of Staff Member Assisting in the creation of the Safe Intervention Plan</i>	<i>Position</i>
1.	
2.	
3.	
4.	
5.	

Parent Response to the Safe Intervention Plan

Parent's Signature

Date

Principal's Signature

Date

This Plan must be reviewed yearly and/or as circumstances change. The Safe Intervention Plan should be reviewed in conjunction with other related documents (e.g., Individual Education Plan - IEP, Behaviour Support Plan - BSP). A copy of the SIP should be placed in the Documentation File of the Student's Ontario School Record. The information contained in the SIP should be made available to all appropriate staff.

<i>CRISIS DEVELOPMENT</i>	<i>STAFF RESPONSE</i>
STAGE 1: Anxiety	Supportive
STAGE 2: Defensive	Directive
STAGE 3: Acting-Out	Non-violent Physical Crisis Intervention
STAGE 4: Tension Reduction	Therapeutic Rapport

School Behaviour Support Plan

Planning Guide for Alternative Expectations

Appendix B

Student:	School:	
D.O.B.:	O.E.N.:	SIP: Y <input type="checkbox"/> N <input type="checkbox"/>
Teacher:	LRT:	Grade:
Date Written:	Review Date:	IEP: Y <input type="checkbox"/> N <input type="checkbox"/> ID:

Triggers:	Strengths: Reinforcers/Motivators/Interests:
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Date	Assessment methods	Review of progress

Learning Expectation:
Teaching Strategies:

Learning Expectation:
Teaching Strategies:

Learning Expectation:
Teaching Strategies:

Communication Plan:

Principal Signature: _____ Date: _____

CLASSROOM / SCHOOL SAFETY AUDIT

Student:		School:	
Audit Team:			
Date of Audit:			
ITEM TO CONSIDER	COMMENT		ITEM ADDRESSED (√)
Number of students and staffing ratio			
Physical abilities of students			
Student's response to aggression from others			
Student's medical/health conditions			
Intervention procedures established (e.g., Safe Intervention Plan, School Support Team, etc.)			
Quiet area established in order to break the cycle of inappropriate behaviour			
Equipment safely secured (e.g., computer hardware)			
Use of alternative learning materials (e.g., safety compass, scissors)			
Transitions to and from the classroom established and practiced			

ITEM TO CONSIDER	COMMENT	ITEM ADDRESSED (√)
Washroom access and supervision		
School arrival and departure procedures (transportation)		
Location of aggressive student within classroom		
Location of classroom within school (e.g., proximity to office, stairs, exits, etc.)		
Extra personal space around student who is aggressive		
Provide enough space between desks to allow easy movement		
Two-way communication system- what is in place and where it is located (e.g., telephone in classroom, P.A. system, walkie talkies, etc.)		
Other – specific to student		
Other – specific to student		
Other – specific to student		

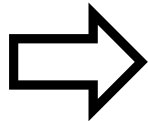
System Workplace Violence Training Matrix																Appendix D	
<p>The Hamilton Wentworth District School Board (the Board) believes in the prevention of workplace violence and promotes a violence-free workplace in which all people respect one another and work together to achieve common goals. Workplace violence in any form erodes the mutual trust and confidence that are essential to the well-being of our staff. This matrix detail the minim training requirements of staff supporting students with Behavioural and/or Safe Intervention Plans.</p> <p>Minimum Training Requirements</p>	Staff listed on/involved with Behaviour Plan								Staff listed on/involved with Safe Intervention Plans								
	All Staff	Superintendents	Caretaking	Classroom Teachers	Principals/Vice Principals	Learning Resource Teachers	School Admin Assistants	Educational Assistants	Classroom Teachers	Principals/Vice Principals	Learning Resource Teachers	School Admin Assistants	Educational Assistants	School Response Team- physical restraints	Tier III Educational Assistants and Teachers		
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
				X	X	X	X	X	X	X	X	X	X	X	X		
				X	X	X	X	X	X	X	X	X	X	X	X		
				X	X	X	X	X	X	X	X	X	X	X	X		
				X	X	X	X	X	X	X	X	X	X	X	X		
						X	X	X			X		X	X			
														X	X		
Other:																	
Workplace Violence and Harassment Z-Card	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Note: Tier III includes: Character Networks, Gateway, Autism Classes, Mentoring EA's and Student Success EA's.																	

STUDENT WORKPLACE VIOLENCE RISK ASSESSMENT MATRIX

Appendix E

This document must be used to identify the level of workplace violence risk a students' behaviour poses to staff. Consider the **consequences** and **likelihood** for each identified behaviour and use the table below to obtain the risk level. The level of risk will determine the appropriate actions required and staff training.

Measures



			Behaviour Consequence				
			1 – Insignificant Dealt with by staff effectively.	2 – Minor Some assistance required to deal with behaviour.	3 – Moderate Regular assistance required to deal with behaviour.	4 – Major Extensive Support/assistance required on a daily basis.	5 – Extreme Severe behaviour demonstrated towards staff and others that requires a third party intervention.
			Behaviour Plan may be in Place	Behaviour Plan in Place	<ul style="list-style-type: none"> Behaviour Plan in Place Possible Safe Intervention Plan 	<ul style="list-style-type: none"> Behaviour Plan in Place Safe Intervention Plan in Place Possible Emergency Response Plan 	<ul style="list-style-type: none"> Behaviour Plan in Place Safe Intervention Plan in Place Emergency Response Plan in place (Student monitored by Principal of Spec Ed)
Likelihood	A -	Almost certain to occur in most circumstances	High (H)	High (H)	Extreme (X)	Extreme (X)	Extreme (X)
	B -	Likely to occur frequently	Moderate (M)	High (H)	High (H)		
	C -	Possible and likely to occur at some time	Low (L)	Moderate(M)	High (H)		
	D -	Unlikely to occur but could happen	Low (L)	Low (L)	Moderate(M)	High (H)	Extreme (X)
	E -	May occur but only in rare and exceptional circumstances	Low (L)	Low (L)	Moderate (M)	High (H)	High (H)

Once the level of risk has been determined, the following table should be used to determine appropriate control measures and staff training.

Level of Risk	Staff Actions	Staff Training
Extreme	<ul style="list-style-type: none"> Safe Intervention, Emergency Response and Behaviour Plan in place. Monitor/Revise student plans accordingly. Act immediately to mitigate the risks and protect staff and students health and safety. Follow board policies and procedures and notify the Police if required. Note: Personal protective equipment may be required. 	<ul style="list-style-type: none"> Same as High
High	<ul style="list-style-type: none"> Safe Intervention and Behaviour Plan in place. Monitor/Revise student plans accordingly. Develop Emergency Response Plan if required. Note: Personal protective equipment may be required. Act immediately to mitigate the risks and protect staff and students health and safety. Take all steps reasonable in the circumstance. Follow all board policies and procedures as required. 	<ul style="list-style-type: none"> Emergency Response Team trained in NVCI. Tier Behaviour Response training required for staff. Safe and Caring Schools On-line Modules 1-4. PPE training if provided.
Moderate	<ul style="list-style-type: none"> Behaviour Plan in place. Monitor/Log Behaviour, adjust Behaviour Plan as required. Develop Safe Intervention Plan if required. Take all reasonable steps to mitigate risks. 	<ul style="list-style-type: none"> Tier Behaviour Response Training required if SIP in place Safe and Caring Schools On-line Modules 1-4
Low	<ul style="list-style-type: none"> Monitor/Log behaviour. Develop Behaviour Plan if behaviour persists. Take all reasonable steps to mitigate risks. 	<ul style="list-style-type: none"> Safe and Caring Schools On-line Modules 1-4



Appendix F

Site Workplace Violence Prevention Training Requirements

This form must be completed and sent to the Superintendent of Leadership and Learning (Elementary Program, Special Education, Student Services) by:

- September 30th each school year,
- February 15th each school year for changes in site requirements as a result of semester turn around and;
- as required through the school year (e.g. student transfers in)

Please use the Student Workplace Violence Risk Assessment Matrix to determine the level of risk a student's behaviour poses and the training required. Use the System Workplace Violence Training Matrix to determine specific training requirements by occupation.

School _____

Principal _____

☐ No Additional Staff Training Required (no additional information required-submit form)

Please note:

- The requirement for NVCI training will be a function of the staff being a member of the Site Emergency Response Team (required to perform physical restraints) or being in a Tier III Environment
- Principals will ensure all required online training is completed as mandated.
- Attached additional pages as required.

1. **Staff name:**_____ **Position** _____

Indicate type of training required: ☐ Tier Behaviour Response ☐ NVCI

2. **Staff name:**_____ **Position** _____

Indicate type of training required: ☐ Tier Behaviour Response ☐ NVCI

3. **Staff name:**_____ **Position** _____

Indicate type of training required: ☐ Tier Behaviour Response ☐ NVCI

4. **Staff name:**_____ **Position** _____

Indicate type of training required: ☐ Tier Behaviour Response ☐ NVCI

5. **Staff name:**_____ **Position** _____

Indicate type of training required: ☐ Tier Behaviour Response ☐ NVCI

6. **Staff name:**_____ **Position** _____

Indicate type of training required: ☐ Tier Behaviour Response ☐ NVCI

SAFE INTERVENTION PLAN REPORT

This report is to be completed for every occurrence of physical intervention.
It is to be submitted to the Principal of the school within one school day of the incident.

Student's Name:	School:
Date of Incident:	Time of Incident:
Name of Parent/Guardian Contacted:	Time & Date of Parent/Guardian Contact:

Description of Incident

Location:
Prior Events/Circumstances:
Procedure Employed:
Outcome:
Any Resulting Injuries:
Next Steps:
Staff Member(s) Involved:
Others Involved:
Witnesses:

Staff Signature/Position

Staff Signature/Position

Staff Signature/Position

Staff Signature/Position