RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the health and safety of its employees and students.

A student's behaviour may sometimes pose a direct risk of injury to self or others. In order to proactively reduce the likelihood of these behaviours occurring a Behaviour Support Plan and/or Safe Intervention Plan may be appropriate in order to protect the health and safety of the student, staff or other persons in the school.

Development of a Behavioural Support Plan and/or Safe Intervention Plan must be based on the premise of knowing our students, and taking the underlying reasons for the behaviour into account. The behaviour may communicate a need is not being met, a skill is not yet developed, situational demands or expectations that exceed students' abilities to respond adaptively, and/or are the result of an underlying condition.

TERMINOLOGY:

Behaviour Support Plan (BSP) is a written plan designed to prevent injury by:
- Identifying the underlying reason(s) that may be interfering with the student's inability to respond adaptively to environmental factors
- Assisting the student in acquiring or strengthening knowledge and skills necessary for successfully meeting situational demands and expectations
- Outlining accommodations required to align the student's skill sets with expectations
- Reducing and/or eliminating the behaviours which may lead to workplace incidents where the student also has an Individual Education Plan (IEP), the BSP is developed based on the alternative expectations as outlined in the IEP.

Emergency Response Plan (ERP): An ERP is developed when there is a serious concern of harm to others due to a threat or previous serious incident. This plan is not meant to address ongoing behavior but, like a safe intervention plan, its goal is to provide staff with direction in the event of the serious incident happening again.

Physical Intervention: It is acknowledged that in rare circumstances staff response may need to take the form of physical intervention as a last resort. Physical intervention is the most intrusive procedure in the hierarchy of behaviour management techniques and as such, is a short-term crisis strategy for safety purposes only. Physical intervention should only be performed by staff who have been trained to do so. In situations where a physical intervention is deemed too high risk by staff the principal/vice

principal/designate must notify the authorities to respond. Schools must communicate to the police that the student is known to have special education needs or communication difficulties.

Positive School Climate: School Climate is the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, respected and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to promote a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

Safe Intervention Plan (SIP): A Safe Intervention Plan (SIP) is a plan developed for a student whose challenging behaviour is known to pose an ongoing risk of injury to self or others. It is a proactive crisis-response tool to address a planned reaction to behavior. It outlines the roles and responsibilities of staff in understanding and supporting students with challenging behaviour. It is a tool to address a planned reaction to a student's varying degrees of dysregulation. It is implemented and revised as needed.

Support: Specialized Services staff are available to assist school staff in developing the Individual Education Plan, Behaviour Support Plan, and Safe Intervention Plan. Every effort should be made to include the parent(s)/guardian(s) in the development of all plans.

Tiered and Responsive Intervention Approach: Tiered and Responsive 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.

Universal Precautions: It is recognized that all individuals have the potential to become dysregulated. Priority is placed on deescalating students by giving personal space, speaking calmly and minimally, offering assistance, and showing empathy. The focus of all communication and actions is on deescalating the situation.

PROCEDURES:

1.0   HWDSB Responsibilities

   1.1   Will provide training according to the System Workplace Violence Training Matrix, (Appendix A). Training sessions will be organized to meet the needs identified through the system Site Workplace Violence Prevention Training Forms. (Appendix B).

1.2 Will deploy system support staff when required to provide additional support to schools with regards to appropriate strategies to employ. Where a health and safety issue has been identified, support staff shall make specific recommendations to the principal.

1.3 Will provide Personal Protective Equipment (PPE) where required.

1.4 Will establish a Police Protocol specific to NVCI Responses.

2.0 Principal Responsibilities

2.1 The principal will participate in the Managing Challenging Student Behaviour Modules annually.

2.2 The principal is required to ensure the development of Safe Intervention Plans and Behaviour Support Plans for students as outlined in the Tiered Behaviour Plan Development Tool (Appendix C).

2.3 The principal will complete reporting forms as required.

2.4 The principal will ensure that BSPs and SIPs are reviewed at least annually and following a Stage 3 NVCI physical intervention.

2.5 The principal ensure the most current BSP and SIP are included in the student's OSR when a student transfers from their school/program.

2.6 The principal will ensure staff follow BSPs and SIPs.

2.7 The principal will establish a school response team when a student with a SIP is attending the school.

2.8 The principal will establish a systematic process for mobilizing the School Response Team during a NVCI response.

2.9 The principal will act on support staff recommendations where a health and safety need has been identified.

2.10 The principal will ensure the SIPs, BSPs and ERPs of the students are provided to staff in advance of the staff working with a student and immediately following an update.

2.11 The principal will complete the Site Workplace Violence Prevention Training Requirements Form (Appendix B) and submit to the Superintendent of Specialized Services by September 30

to enable system training to be scheduled as needed. Principals shall re-submit forms as required throughout the school year.

2.12 The principal will ensure all staff are properly trained according to the System Workplace Violence Training Matrix (Appendix A).

2.13 The principal will develop a process to inform any supply or itinerant staff of the SIPs, BSP and ERP of the students they will be supporting or may encounter.

2.14 The principal will conduct a debrief meeting as outlined in this procedure.

3.0 Support Staff Responsibilities

3.1 Support staff will assist schools in the development and review of plans as requested.

3.2 As requested by the board, make specific program recommendations to the principal to address specific safety concerns.

3.3 Provide additional on-site training when requested.

4.0 All Staff Responsibilities

4.1 All staff will utilize "Universal Precautions" when interacting with students to minimize potential for dysregulation and potentially an unsafe situation to occur.

4.2 All staff will follow Behaviour Support Plans and Safe Intervention Plans for students when so established.

4.3 All staff will wear PPE when so issued by the board.

4.4 All staff will work collaboratively with the principal and support staff to develop, review and revise student plans.

4.5 All staff will review BSPs and SIPs of the students they are supporting or may encounter within the work environment.

4.6 Staff working with the student will monitor the behaviour of the student in order to assist with adjusting the BSP and SIPs where necessary.

HWDSB

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

4.7   All staff will attend training as required.

5.0   Developing Plans

5.1   Refer to the Tiered Behaviour Plan Development Tool (Appendix C) to determine which plans need to be developed.

5.2   Parent(s)/guardian(s) will be consulted in the development of plans. 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 still need consider taking additional measures to ensure the safety of the student and others.

6.0   Developing Behaviour Support Plans

6.1   A Behaviour Support Plan (BSP) (Appendix D) is developed in collaboration with staff working directly with and supporting the student.

6.2   Where an IEP has already been developed, the alternative expectations can be used to create a BSP.

7.0   Ongoing Review of BSP

7.1   BSPs will be reviewed and refined on an ongoing basis to ensure that all possible strategies to prevent potential escalation are employed appropriately and consistently, according to the plan, as circumstances change or at a minimum once per school year.

7.2   System support staff can be contacted to assist in the review of the BSP and/or IEP if this is deemed appropriate.

7.3   Where a BSP has been successful in addressing the behavior or behaviours, a determination will be made by staff working directly with the student as to whether or not the plan is still required. A plan once developed must remain on file for one year and may be withdrawn from the OSR thereafter.

8.0   Developing Safe Intervention Plan

8.1   Where indicated by the Tiered Behaviour Plan Development Tool, a SIP will be developed by the principal in collaboration with staff working directly with and supporting the student.

8.2 Any student requiring a SIP must have a BSP. Refer to section 2.2 on Developing Behaviour Support Plans.

8.3 As part of, or prior to, the development of a student's SIP, the principal in consultation with staff must conduct a classroom and school safety audit (including outdoor areas) using the Safety Audit (Appendix F) 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.

9.0 Ongoing Review of SIP

9.1 Following the occurrence of a physical intervention, SIPs will be reviewed and revised as needed, and at the very least annually.

9.2 System support staff may be contacted to assist in the review of the SIP if required.

10.0 Developing an Emergency Response Plan

10.1 When there has been a serious threat of harm, and no prior pattern of ongoing behaviour, the principal, in consultation with staff who work with the student and the health and safety department, will assess the need for an emergency response plan. Where the need for an ERP has been determined, the Health and Safety Department will contact the appropriate Union/Federation representative from the central JHSC. The plan will detail the specific actions to be taken if the same or similar circumstance occurs again. (Appendix G).

10.2 If an ERP is determined to be necessary, then it must be in place prior to the student returning to school.

10.3 ERP should be shared with school staff and any worker working with a student with an ERP, shall be provided with document prior to student attendance.

11.0 Ongoing Review of an ERP

11.1 An ERP will be reviewed whenever new information is received.

11.2 Part of the review shall include a discussion regarding the continued need for the ERP to be in place.

11.3   The review shall include staff who work with the student on an ongoing daily basis, the appropriate Union/Federation Health and Safety representative from the central JHSC and the Health and Safety Department.

12.0   Student Transition Process

12.1   When it is known that a student for whom a SIP has been developed is transferring from one school/program to another, the principal at the sending school/program will inform the appropriate principal 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.

12.2   When a student for whom a SIP has not been previously developed is transferring from one school/program to another as a result of an unsafe incident, the principal at the sending school/program will work collaboratively with the receiving principal to develop a SIP based on the information that is known about the student's individual strengths and needs, and information regarding specific behaviours, triggers and strategies that have been successful at the sending school.

12.3   When a student from another Board or community program is transferring to an HWDSB school, reasonable efforts should be taken to ascertain whether the student's behaviour would necessitate the development of a BSP and/or IEP alternative pages and/or SIP prior to the student transitioning. If it is determined that a SIP is required, the principal of the receiving school will work in collaboration with system and school staff from HWDSB and the sending board/organization to develop the SIP prior to the first day of attendance.

12.4   During the transition of a student, every effort must be made to expedite the process of ensuring a SIP is in place.

13.0   Post Incident Response

13.1 Application of Stage 3 and 4 of SIP

13.1.1   Staff will inform the principal of the application of Stage 3 of the SIP and document the incident using the Safe Intervention Plan Report Form (Appendix H). The Report Form is filed in the Documentation Section of the student's OSR.

13.1.2   The principal must inform parent(s)/guardian(s) by the end of the day physical intervention was required. In some situations there may be an agreement between the

principal and the parent(s)/guardian(s) and outlined in the SIP that communication regarding NVCI situations will occur at a predetermined and defined frequency.

13.1.3   The principal will collaboratively conduct a review with staff of the student's IEP, BSP and SIP and adjust such plans until such time as the behavior is replaced with adaptive behavior.

13.2 Incident Debriefing

13.2.1   Within 3 working days of a physical intervention, the principal will conduct a review of the operational details of the physical intervention, collaboratively with the staff who were involved.

13.2.2   The Principal may seek the support of System Support personnel when planning to debrief.

13.2.3   The principal may seek the support of the Managers, System Principals and/or Superintendent from the Specialized Services Department if there are concerns.

14.0   Accessing Emergency Response Services

14.1   In situations where a physical intervention is deemed too high risk by staff then the staff and/or principal/vice principal/designate must notify the authorities to respond. Schools must communicate to the police the student is known to have special education needs or communication difficulties. The principal will follow up with their police liaison officer after each call to authorities.

15.0   Training

15.1   Training will be provided according to the System Workplace Violence Training Matrix (Appendix A) for staff.

15.2   Staff trained in Non-Violent Crisis Intervention (NVCI) who are listed on a SIP will ensure that their certification remains current. Note: the names of the people who are trained are not listed on the SIP but are referred to as the NVCI team. Page 1 of the SIP indicates only the names of the people involved in developing the SIP.

15.3   System support staff can be contacted to provide additional training as necessary.

16.0   Confidentiality

16.1   All board staff shall maintain the confidentiality of IEPs, BSPs, ERPs and SIPs at all times. Information will be shared with staff as per this procedure and in line with legislative requirements. Any additional disclosure of information is at the sole discretion of the board.

17.0   Communication

17.1   The most recent copy of the schools'/worksites' BSPs and SIPs are to be held centrally in the main office in hard copy and updated when changes are made immediately. These are to be available to all staff at all times including occasional, itinerant staff and other board staff. Copies may be held electronically in a central database accessible to all staff in lieu of physical copies.

17.2   Staff will be informed by the principal when there have been changes made to the documents.

17.2   Parent(s)/guardian(s) will be informed of any application of Stage 3 of the SIP by the end of the day by the principal.

17.3   BSP and/or SIP are to be available within the classroom to staff covering an absence.

18.0   Document Management

18.1   Behaviour Support Plans, Individual Education Plans, Emergency Response Plans and Safe Intervention Plans are to be maintained in the students' Ontario Student Record.

18.2   Where a BSP, SIP, or ERP has been successful in addressing the behavior a determination will be made by staff working directly with the student as to whether or not the plan is still required. A plan once developed must remain on file for one year and may be withdrawn from the OSR thereafter.

19.0   Safety Audit

19.1   As part of, or prior to, the development of a student's SIP, the principal in consultation with 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.

20.0   Appendices

A) System Workplace Violence Training Matrix
B) Site Workplace Violence Prevention Training Requirements
C) Tiered Behaviour Plan Development Tool
D) Behaviour Support Plan
E) Safe Intervention Plan
F) Safety Audit
G) Emergency Response Plan
H) Safe Intervention Plan Report

System Workplace Violence Training Matrix

This matrix details the minimum training requirements for staff in dealing with workplace violence including specific training for staff supporting students with Behavioural Support Plans and/or Safe Intervention Plans.

Minimum Training Requirements	All Staff	Classroom Instructors of student with BSP	Learning Resource Teachers	Educational Assistants working with student on BSP	Classroom Instructors of student with SIP	Learning Resource Teachers	Educational Assistants working with student on SIP	School Response Team	Tier III Educational Assistants and Classroom Instructors
Safe Schools Training- Bill 157 OESC Modules	x								
Safely Managing Challenging Behaviours	x								
Workplace Violence and Harassment Z-Card	x								
Tier 2 Behaviour Intervention			x	x	x	x	x	x	x
Non Violent Crisis Intervention (CPI) NVCI								x	x
		Student with BSP			Student with SIP				

Note: Tier III includes: Character Networks, Gateway, Autism Classes, Mentoring EA's and Student Success EA's.

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<u>Site Workplace Violence Prevention Training Requirements</u>

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 Tiered Behaviour Plan Development Tool to determine the level of risk a student's behaviour poses and 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 (<u>required</u> 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

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Tiered Behaviour Plan Development Tool

This document must be used to identify the level of risk a students' behaviour poses. 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.

			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. Physical injuries to staff or student(s) likely without intervention.	**4 – Major** Extensive Support/assistance required constantly. Serious injuries to students or staff likely without intervention.	**5 – Extreme** Extensive Support/assistance required including possible third party, emergency intervention.
Likelihood	**A -**	Almost certain to occur in most circumstances	Low (L)	Moderate (M)	High (H)	Extreme (X)	Extreme (X)
	B -	Likely to occur frequently	Low (L)	Moderate (M)	High (H)	Extreme (X)	Extreme (X)
	C -	Possible and likely to occur at some time	Low (L)	Moderate(M)	High (H)	High (H)	Extreme (X)
	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
Extreme	• Behaviour Support, Safe Intervention 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 required. • **Student monitored by Superintendent of Spec Ed**
High	• Safe Intervention and Behaviour Plan in place. Monitor/Revise student plans accordingly • 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.
Moderate	• Behaviour Plan in place. Monitor/Log Behaviour, adjust **Behaviour Plan** as required. • Develop **SIP** if required and conduct Classroom/School Safety Audit • Take all resonable steps to mitigate risks.
Low	• Monitor/Log behaviour. Develop **BSP** if behaviour persist • Take all reasonable steps to mitigate risks.

School Behaviour Support Plan

Student:	School:	
D.O.B.:	O.E.N.:	SIP: Y N
Teacher:	LRT:	Grade:
Date Written:	Review Date:	IEP: Y ☐ N ☐ ID:

Areas of Difficulty:	Strengths: (Well Developed Skills) Needs: (Skills to be Developed) Reinforcers/Motivators/Interests:

Date	Assessment methods	Review of progress

Learning Expectation:

Teaching Strategies:

Learning Expectation:

Teaching Strategies:

Learning Expectation:

Teaching Strategies:

Communication Plan:

Principal Signature: _____   **Date:** _____

A copy of the BSP should be placed in the Documentation File of the Student's Ontario School Record. The BSP is also to be held centrally in the main office and be made available to all appropriate staff, recognizing confidentiality of student information.

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SAFE INTERVENTION PLAN

Student's Name	**School**
Date of Birth _____ (year/month/day)	**Grade**
Gender **Male** **Female**	**IEP** ☐ **BSP** ☐

Name of Staff Member Assisting in the creation of the Safe Intervention Plan	_Position_
1.	
2.	
3.	
4.	
5.	

Parent Response to the Safe Intervention Plan

_____
_____
_____
_____
_____

_____   _____
Parent's Signature   **Date**

_____   _____
Principal's Signature   **Date**

The Plan must be reviewed yearly and/or as circumstances change. Must be reviewed after every workplace reportable incident and after every application of Stage 3. 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 SIP is to be held centrally in the main office and be made available to all appropriate staff, recognizing confidentiality of the information.

SAFE INTERVENTION PLAN

(page 2)

CRISIS DEVELOPMENT	STAFF RESPONSE
STAGE 1: **Anxiety**	**Supportive**
STAGE 2: **Defensive**	**Directive**
STAGE 3: **Risk Behaviour**	**Physical Intervention**
STAGE 4: **Tension Reduction**	**Therapeutic Rapport**

Note: Reference from The CPI Crisis Development Model™

SAFETY AUDIT

Student:		School:	
Audit Team:			
Date of Audit:			

ITEM TO CONSIDER	STRATEGY/COMMENT	ITEM ADDRESSED (√)
Student's medical/health conditions (limitations) if any		
Intervention procedures established (e.g., Safe Intervention Plan, Behaviour Support Plan, School Support Team, etc.)		
Plans to transition student to different areas (e.g. bathroom, bus, different classrooms, office, etc., outdoors) where necessary		
Use of alternative learning materials (e.g., safety compass, scissors)		
Equipment/furniture safely secured (e.g., computer hardware) where necessary		
Quiet area established in order to provide opportunities for the student to self-regulate independently where necessary		
Area around student suitable given situational demands and expectations		
Measures and procedures for summoning immediate assistance (e.g., telephone in classroom, P.A. system, walkie talkies, etc.)		
Other – specific to student		
Other – specific to student		

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Occupational Health & Safety

Human Resources, Health and Safety

Emergency Response Plan to Student Behaviour

[name of school]
_____

Background:

Due to concerns related to (add concern here) a comprehensive emergency response plan has been developed for staff working with **[name of student(s)].** The intent of this plan is to protect the health and safety of all workers working with this student. This plan was jointly developed by workers and management.

Specific Concern:

Preventative Measures Currently In place:

Employees Responsibilities:

Principal Responsibilities:

Response:

If the following occurs:

Immediately:

Post Incident:

*always debrief after any incident and update the plan accordingly.

Emergency Contact Information:

In case of emergency contact:

1) Name:
   Contact Number:

2) Name:
   Contact Number:

Staff Signature: Date:

Staff Signature: Date:

Staff Signature: Date:

_____   _____
Principal signature   Date

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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

*To be stored in the Document section of the student's OSR