

Promoting Safety Through Student Behaviour Management

RATIONALE:

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

A student's challenging behaviour may sometimes pose a direct risk of injury to self or others. The following procedure outlines the steps to follow using appropriate interventions that respond to students' individual needs to manage student behaviours.

TERMINOLOGY:

Behaviour Support Plan (BSP): A BSP is a written plan designed to target the underlying reason for the behaviour, replace the inappropriate behaviour with an appropriate behaviour serving the same function, and reduce or eliminate the challenging behaviour. (Ministry of Education, Ontario, *Caring and Safe Schools in Ontario*, 2010)

Behaviour Log: Used to document student's behaviour which is physically or verbally aggressive and the procedure employed in response to the behaviour if any.

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. (Ministry of Education, Ontario, *Caring and Safe Schools in Ontario*, 2010). The plan outlines a description of the behaviours, the planned response, intervention and emergency strategies to avoid a risk of physical injury. The plan provides notification of potential risk of injury to any staff who is expected to encounter the student in the course of their work and the student's challenging is likely to expose the worker to physical injury.

PROCEDURES:

1.0 HWDSB Responsibilities

- 1.1 Prepare a procedure with respect to managing student behaviour that has the potential to cause injury to self or others, and review as often as necessary.
- 1.2 Provide personal protective equipment (PPE) where required.
- 1.3 Ensuring measures and procedures are carried out in the workplace.

Promoting Safety Through Student Behaviour Management

2.0 Principal Responsibilities

- 2.1 Ensure the development of SIPs and BSPs for students as deemed necessary.
- 2.2 Ensure staff follows BSPs and SIPs.
- 2.3 Establish a response team when a student with a SIP is attending the school.
- 2.4 Establish a means of summoning assistance from the school response team.
- 2.5 As necessary, conduct a debrief meeting as outlined in this procedure.
- 2.6 Ensure staff are completing the Behaviour Log (Appendix C) and reporting incidents requiring physical containment to parent(s)/guardian(s).

3.0 All Staff Responsibilities

- 3.1 Participate in the development, review and revisions of student BSPs and SIPs as required.
- 3.2 Follow BSPs and SIPs for students when established.
- 3.3 Document student's aggressive behaviour using the Behaviour Log (Appendix C).
- 3.4 Report incidents requiring the use of physical containment to the principal and parent(s)/guardian(s).
- 3.5 Wear personal protective equipment (PPE) when required by the Board.

4.0 Developing Plans

- 4.1 The determination of whether a plan needs to be created is based upon the level of risk identified for the student's behaviours.
- 4.2 A Behaviour Support Plan (BSP) (Appendix A) is developed for students who require improvement or correction to their behaviour that is likely to occur.
- 4.3 A Safe Intervention Plan (SIP) (Appendix B) is developed for students who regularly require assistance to deal with a pattern of behaviour and physical injuries to self or others is likely to occur without intervention. The development of a SIP must be preceded by the development of a BSP.

Promoting Safety Through Student Behaviour Management

- 4.4 The development of a student's BSP and SIP is done in collaboration by school staff working directly with the student and parent/guardian, in consultation with the principal and Board or external supports where necessary.
- 4.5 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 considered taking additional measures to ensure the safety of the student and others.

5.0 Ongoing Review of Plans

- 5.1 Review and revisions to plans are completed by school staff working directly with the student and parent/guardian, in consultation with the principal and Board or external supports where necessary.
- 5.2 The BSP will be reviewed and refined on an ongoing basis to ensure that all 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.
- 5.3 The SIP will be reviewed following a change in behaviour that could increase the potential for injury and when there is an incident resulting in injury requiring medical attention, or at minimum once per school year.

6.0 System Support

- 6.1 If the school staff working directly with the student identify the student engages in interfering behaviour with significant disruptions to their learning and the learning environment, the school will access Board system support (e.g. ANDS, ExSL, Social Work, etc.)

7.0 Student Transition Process

- 7.1 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 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.
- 7.2 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 which we believe will be an ongoing behaviour, 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

Promoting Safety Through Student Behaviour Management

student's specific behaviours, triggers and strategies.

- 7.3 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 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.
- 7.4 During the transition of a student, every effort must be made to expedite the process of ensuring a SIP is in place.

8.0 Incident Response

- 8.1 Effectively managing and responding to situations or behaviours utilizes intervention strategies, including non-verbal, verbal, physical, or a combination of any of these. Physical intervention must only be used to prevent harm to self or others.

8.2 Non-Verbal Intervention

- 8.2.1 Non-verbal interventions refers to the use of body language, facial expressions, sensory stimuli and avoidance of other non-verbal triggers for the purpose of communicating support and preventing potential aggravation.

8.3 Verbal Intervention

- 8.3.1 Verbal interventions refers to the use of spoken language as a clear communication tool to influence behaviour and understanding the intent of verbal messages received from the student.

8.4 Physical Intervention

- 8.4.1 If non-physical intervention strategies have not been successful and there is imminent risk of harm to the student or others, physical intervention may be required.
- 8.4.2 Physical interventions may be in the form of a block, release or physical containment.
- 8.4.3 Physical containment is used to restrict the student's ability to move freely by holding the student in place in order to maintain or secure the safety of the student or others.

Promoting Safety Through Student Behaviour Management

- 8.4.4 Physical containment must only be used as a last resort by trained staff in a situation where the student's behaviour presents a clear and imminent risk to the student or others. The least force necessary and minimum time utilized during the physical containment is imperative.
- 8.4.5 If staff determine the risk of intervening using physical containment is too high, and all other procedures have been exhausted, Police Services must be contacted.
- 8.4.6 If the situation requires a police response, schools must communicate to the police the student is known to have special education needs.
- 8.4.7 Staff must inform the principal of the application of physical containment and document the incident using the Behaviour Log (Appendix C).
- 8.4.8 The principal or designate must inform the parent(s)/guardian(s) by the end of the day that physical containment 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 physical containment will occur at a predetermined and defined frequency.

9.0 Post-Incident Debriefing for Students with Safe Intervention Plans

- 9.1 There are two types of staff debriefing: on-going debriefing for staff managing a particular pattern of behaviour on a regular basis and serious incident debriefing following an incident which resulted in an injury requiring medical attention or where significant intervention was required (e.g. police intervention).
- 9.2 **On-Going Debriefing**
 - 9.2.1 Informal debriefing completed on a regular basis by staff working directly with the student.
 - 9.2.2 The purpose of the on-going debriefing is to review the student's behaviour, the Behaviour Log (Appendix C), incidents, intervention strategies and outcomes. The effectiveness of the intervention strategies employed is discussed.
 - 9.2.3 Based on the on-going debriefing, modifications to the description of behaviour and intervention strategies may be necessary to prevent injury and as such, updated on the SIP.

Promoting Safety Through Student Behaviour Management

9.3 Serious Incident Debriefing

- 9.3.1 Completed as soon as possible following the serious incident and includes staff who were involved in or impacted by the incident, as well as a 3rd party facilitator (e.g. Principal, ExSL teacher, Board consultant, etc.) using the Serious Incident Debriefing Template (Appendix D).
- 9.3.2 Depending on the severity of the incident and emotional state of staff, subsequent debriefing may need to occur following the initial serious incident debriefing.
- 9.3.3 The purpose of the serious incident debriefing(s) is for staff to share their account of the incident and emotional effects experienced during and after the incident, followed by a critical and objective analysis of the incident. This includes assessing the effectiveness of interventions used and the results. In addition, a review of current SIP will occur, and modifications made if required to prevent injury.

10.0 Training

- 10.1 Training will be provided to all Board staff on how to safely manage challenging student behaviours.
- 10.2 Information and instruction will be provided at a minimum through Behaviour Management Systems Training (BMST) to staff supporting students whose behaviours may present a risk of injury to themselves or others to the following positions:
 - School Administrators
 - Educational Assistants
 - Learning Resource Teachers
 - Classroom instructors of students with a Safe Intervention Plan
 - Gateway staff
 - System staff (i.e. ExSL, CYC, BCBA, Special Class)
 - Other individuals who are expected to encounter the student in the course of their duties and is likely to be exposed to physical injury
- 10.3 Additional training outside of BMST may be considered where appropriate in the circumstance.

11.0 Confidentiality

- 11.1 All Board staff shall maintain the confidentiality of BSPs 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.

Promoting Safety Through Student Behaviour Management

12.0 Communication and Document Management

- 12.1 At a minimum, the principal will ensure that a hard copy of all the most recent SIPs are available in the main office in a binder available to staff who may encounter the student in the course of their work, and is likely to expose the worker to physical injury.
- 12.2 A copy of each student's BSP and SIP is to be held in the student's classroom in a secure area accessible to staff working with the student.
- 12.3 BSPs are to be maintained in the students' OSR.
- 12.4 Staff, including occasional and itinerant, must review the SIPs prior to working with a student.
- 12.5 The principal is to send the signed SIP to the staff working directly with the student to have a copy of the SIP stored in the classroom, and a copy to members of the School Response Team.
- 12.6 Where a BSP has been successful in addressing the behaviour, a determination will be made by staff working directly with the student in consultation with the principal as to whether or not the plan is still required.

13.0 Appendices

- A. Behaviour Support Plan Template
- B. Safe Intervention Plan
- C. Behaviour Log
- D. Serious Incident Debriefing Template

Behaviour Support Plan (BSP)

Student:		School:	
D.O.B.:		O.E.N.:	SIP: <input type="checkbox"/> Yes <input type="checkbox"/> No
Teacher:		LRT:	Grade:
Date Written:		Review Date:	IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No 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:	

Principal Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

Where an IEP has been developed, the alternative expectations can be used to create a BSP. A copy of the BSP is to be placed in the Documentation File of the Student's OSR. A copy to also be held centrally in the main office and made available to all appropriate staff, recognizing confidentiality of student information.

Safe Intervention Plan (SIP)

Student:	School:	(PHOTO)
D.O.B.:	Room Number:	
Date Written:	Grade:	
BSP: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>NOTE: A BSP must be developed prior to the development of a SIP.</i>	IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No	

Description of Behaviour(s) presenting a Risk of Physical Injury to others:	
Known Triggers:	Staff Response:
Indicators of Escalation:	Staff Responses:
Indicators of Full Escalation/High Risk Behaviours:	Staff Response:

Principal's Signature

Date

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

Behaviour Log

The Behaviour Log is to be used to document student aggressive behaviour (either verbal or physical). A situation requiring the application of physical containment must be reported to the student's parent/guardian by the end of the day. In some situations, there may be an agreement between the principal and parent/guardian and outlined in the SIP that communication regarding physical containment will occur at a predetermined and defined frequency.

Student Name: _____ **Grade:** _____

Date	Time	Location	Summary of Behaviour (including prior events or circumstances)	Procedure Employed (including who was at risk and reason for chosen response)	Parent/ Guardian Contacted (Y/N/)	Staff Initial

Serious Incident Debriefing Template

Date of Debriefing:	
Staff Participating in Debriefing:	
Facilitator: (e.g. Principal, ExSL teacher, Board consultant, etc.)	
Date & Time of Incident:	
Staff Involved in Incident:	
Student(s) Involved in Incident:	

1. Open Discussion

Facilitator to state the purpose of the debriefing and expectations of confidentiality. Each staff member has the opportunity to share their account of the incident and the emotional effects experienced during and after the incident.

2. Incident Analysis

Facilitator to lead discussion of antecedents leading up to the incident and indicators of escalation. Critically and objectively review the strategies employed, the effectiveness of the strategies, and any modifications that may be necessary.

Incident Description:

Antecedents/Triggers to Behaviour:

Intervention(s)/Emergency Strategies Used:
Effectiveness of Strategies Employed:
Modifications of Strategies Required:

3. Post-Incident Action Items

Identify actions required as a result of the incident analysis and the individual(s) responsible for initiating or completing the actions.

Applicable Actions:	Individual(s) Responsible:
<input type="checkbox"/> Additional training	
<input type="checkbox"/> Behaviour Log updated	
<input type="checkbox"/> Behaviour Support Plan (BSP) initiated/updated	
<input type="checkbox"/> Consult – External agency	
<input type="checkbox"/> Consult – HWDSB (e.g. ANDS, ExSL, Social Work, etc.)	
<input type="checkbox"/> Employee Assistance Program (EAP) information shared with staff	
<input type="checkbox"/> Follow-up serious incident debriefing scheduled	
<input type="checkbox"/> Ministry Safe Schools Incident Report(s) submitted	
<input type="checkbox"/> Parent/Guardian notified	
<input type="checkbox"/> Personal protective equipment request	
<input type="checkbox"/> Review arrangement of room	
<input type="checkbox"/> Safe Intervention Plan (SIP) initiated/updated	
<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:	