

Number:	<i>to be determined</i>
Topic:	Managing Violent and Aggressive Behaviour of Students with Special Needs
Effective:	February 2010
Cross Reference:	Ontario Regulation 474/00: Access to School Premises, (Section 305 of the Act) Ontario Regulation 472/07: Mitigating Circumstances PPM 140: Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD), May 2007 PPM 141/142: Suspension and Expulsion Programs for Students (August, 2007) PPM 144: Bullying Prevention and Intervention (October, 2009) PPM 145: Progressive Discipline & Promoting Positive Behavior (October 2009) PPM 128: Code of Conduct (October, 2007) Bill 168: Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace), 2009 Education Amendment Act (Keeping Our Kids Safe at School), 2009
Revision Date:	September 2011
Responsibility:	Superintendent of Education (Student Services)

INTENDED PURPOSE:

The Halton District School Board Policies and Procedures apply to all students, including those with special or exceptional needs. The majority of students with special needs accept responsibility for a safe learning environment and take accountability for their actions. There are however a small number of students with special needs, who may exhibit aggressive and violent behaviour related to their exceptionality, and who present a very real risk of injury to themselves and/or those who support them. For most of these students, well-planned prevention and safety intervention strategies and ongoing review of programs will significantly reduce or eliminate the risk of injury. Principals are expected to ensure a safe school environment for all while responding to the student's right to an appropriate education.

This procedure provides direction to assist principals and their staff with meeting the safety and behavioural needs of exceptional pupils, while ensuring the safety of staff and students. Meeting these needs involves awareness, consultation, and planning in collaboration with parents/guardians/caregivers, school staff, school services staff, and professional agencies. The Education Act and related regulations and PPMs (Policy and Program Memoranda) emphasize the use of discretion in discipline; mitigating and other factors must always be considered for all students. This procedure acknowledges and integrates the new legislation on Safe and Caring Schools.

Approach to Managing Aggressive Behaviour

Positive behaviour supports shall be used as an approach to working with challenging behaviours.

Positive behaviour supports require that we:

- understand and support individuals in their behaviour change process, as opposed to controlling or coercing them;
- apply a scientific approach of observation and data collection (e.g., Functional Behavioural Assessment);
- analyze the context in which the behaviour occurs;
- identify a relationship between the behaviour and the context to determine the function behind the behaviour;

- design a Behaviour Plan that is evidence based, identifies skill deficits and teaches replacement skills;
- design a Safety Plan to ensure the safety of all staff and students when behaviour is believed to be severe enough to pose a safety concern ;
- reduce potential triggers or setting events for the individual in the environment; and
- provide and train the individual in the use of alternative behaviours that are more socially acceptable.

Procedures:

1.0 Proactive Planning for School Entry

Where a student is entering a school (either from another Halton school, another school board, a Section 23 program, or beginning school for the first time) and the school staff is made aware that the student has behaviours that pose a significant safety concern and/or risk of injury, the Principal should:

- Collect and review all relevant documentation from the parent/guardian, previous board, daycare, agencies, etc.
- Conduct a case conference to develop appropriate transition plans, identify any staff training requirements and establish a draft Behaviour Plan and Safety Plan, as required.
- Delayed entry may be required (see section 4.0)

The Principal must include the Area Supervisor of Special Services and/or the Student Services Coordinator/Instructional Program Leader in the invitation to a School Entry Case Conference for a student with a history of aggressive or unsafe behaviour.

Information sharing at the School Entry Case Conference may include:

- Student's areas of strength and need
- Current and previous interventions (e.g. medical, social/emotional)
- Agency involvement
- Academic background
- Current history of violent aggressive events
- Antecedents/triggers to inappropriate student behaviour
- Effective strategies to address student's needs

Outcomes of the School Entry Case Conference may include:

- Transition plans, including dates for school and/or classroom visits
- Identification of employees requiring additional training
- Draft Individual Education Plan
- Behaviour Plan to address skill deficits and corresponding teaching strategies
- Safety Plan, to respond to escalating behaviours as required

2.0 Behaviour Plan

A Behaviour Plan is a comprehensive plan to support a change in behaviour for a student. The plan describes specific behaviours of a student, identifies a student's triggers, antecedents and the appropriate strategies and interventions used by staff working with the student. The purpose of this document is to be proactive in teaching appropriate behaviour, and/or to de-escalate behaviour before and/or during an episode. All staff (including regular and supply staff) working with a student must be familiar with the Behaviour Plan and its contents prior to working with the student.

Behaviour Plans are designed and written by school based staff in consultation with parents and with the support of board resource staff if necessary. The plan should be reviewed and revised

periodically and shared with all staff working with the student. Plans must be reviewed as part of debriefing an incident.

3.0 Behaviour Log

The Behaviour Log shall be used to record a student's aggressive behaviours. It will be retained at the student's school and the staff attending should complete the entry.

Regular review of a Behaviour Log is required to:

- Identify factors that trigger, sustain, or reduce the behaviour
- Reveal patterns of behaviour
- Determine if the behaviour is escalating
- Identify effective strategies to reduce aggressive behaviours
- Provide basis for further functional behavioural analysis
- Inform on-going revisions to the Behaviour Plan and the Safety Plan

4.0 Safety Plan

A Safety Plan is developed when the Principal has evidence that the student's current behaviours pose a risk of injury to the student and/or others. It is a planned response to escalating behaviour and is not intended to remediate behaviour. A student with a Safety Plan must also have a Behaviour Plan.

A Safety Plan, if required, must be completed and shared with appropriate staff members (including regular and supply staff) prior to the student's school entry. In extraordinary cases, the student's entry may need to be delayed in order to ensure that staff training and preparation are complete.

A Safety Plan identifies the Core Team responsible for implementing and reviewing the plan. The Principal determines the Core Team members, which include school based staff such as the Principal, Vice-Principal, Special Education Resource Teacher (SERT), Classroom Teacher, Educational Assistant(s) and school based Social Workers or Child and Youth Counselors. Itinerant resource staff may also be consulted in the development of Safety Plans.

In determining the actions recorded in the *Response to Escalating Behaviours* section, the Principal is encouraged to seek input from school support staff such as the Area Supervisor of Special Services, Area Coordinator/Instructional Program Leader of Student Services, school Child and Youth Counselor and/or school Social Worker, the regional Multi-Disciplinary Team members, DPC Team Members, Understanding & Managing Aggressive Behaviour (UMAB) Trainer.

The Safety Plan and the risks associated with the student shall be communicated to the entire staff. Core Team members must receive instruction and appropriate training to implement the plan.

The actions recorded in the *Response to Escalating Behaviours* section shall be practiced at least once a year. It shall be practiced within 3 days of the student being admitted, prior to being re-admitted after a violent incident, and when the membership of the Core Team is changed.

The Principal or Vice-Principal shall hold a meeting of the Core Team, at least once per term/semester, and after every incident to review the Behaviour Plan, Behaviour Log and the Safety Plan. These meetings should be held as proactive management of the student's behaviour and to ensure that the plan reflects the student's current needs. A record of Core Team meetings should be kept.

When Core Team members recommend discontinuation of a student's Safety Plan, the Principal will document the discontinuation of the plan and store it in the OSR.

A Safety Plan requires the signature of each Core Team member. Plans are to be discussed with staff members, made available to all staff and accessible to occasional/supply staff. Plans need to be shared with parents. Although parent agreement with the plan is preferable, agreement and parent signature are not required.

5.0 Injury or Assault of a Staff Member

Immediate Actions

- Ensure all persons are safely and securely situated.
- Determine need of emergency first aid.
- Principal to contact Area Superintendent of Education, as appropriate.
- Principal to contact police as appropriate and inform staff member that police have been contacted.
- For an incident that meets the OHSA – define critical injury, contact Health and Safety department immediately and secure site for investigation.
- Notify emergency contact/family member of employee, as appropriate.
- Contact parent/guardian of student.
- All incidents must be reported on an Employee Incident Report (EIR) and submitted to the Health and Safety department within 24 hours
- Follow-up Actions (Student): The Principal shall:
 - Conduct an investigation of the incident and follow appropriate disciplinary and re-entry procedures. See Behaviour, Discipline and Safety Procedures
 - Conduct a debriefing of the incident within 24 hours, including the completion of the Physical Restraint Incident Report, as appropriate
 - Hold a Core Team meeting to review and update the Safety Plan and Behaviour Plan prior to student re-entry, as appropriate
 - Plan for re-entry of the both the employee and the student.

Principals shall consider which of the following actions may be appropriate:

- a) Environmental modifications
- b) Modification of work procedures
- c) Staff training
- d) Counseling
- e) Modified school day for student
- f) Student contract
- g) Alternate setting
- h) Temporary exclusion or suspension or expulsion
- i) Police/CAS involvement
- j) Review IEP
- k) Other interventions which the Principal may deem appropriate

Follow-up Actions (Employee): The Principal shall:

- Consult with the Area Superintendent of Education and Human Resources to determine the timelines for re-entry.
- Share information with the employee on the Employee Assistance Program
- Complete Workplace Safety and Insurance Board procedures as outline in Operational Policy, Workplace Safety and Insurance Board.
- Ensure environmental modifications, modification of work procedures, staff training and/or restorative practices, as required, take place.

6.0 Data Collection, Record Keeping and Reporting Forms

Gathering statistical information regarding students with special needs, violent incidents and related injuries helps a school system assess their practice. The HDSB collects and uses data to make improvements to support student learning and reduce the risk of staff or student injury.

Several reporting and record-keeping procedures related to student behaviour currently exist within HDSB Administrative Procedures and Policies. Procedures and forms are located electronically on CHAT in the Student Services Lifeline and are outlined briefly here for reference.

Procedures and forms include:

Behaviour Plan	Appendix A
Behaviour Log	Appendix B
Safety Plan	Appendix C
Physical Restraint Form	Appendix D
Employee Incident Report	Appendix E

7.0 Risk of Injury

The principal shall ensure that all employees are made aware of the students in the building who have Safety Plans and the appropriate responses when dealing with these students.

The principal shall also ensure that employees who have regular contact with students with the potential for aggressive behaviour are informed of the risk of injury with interacting with these students and are provided with the necessary information (i.e. Behaviour and Safety Plans) to work safely with these students.

Employees shall report health and safety concerns to their supervisor as per the Occupational Health and Safety Operational Policy. Where the employee does not believe that the concern is resolved, the employee must complete the Employee Health and Safety Complaint Form. As a response to escalating violent aggressive behaviour and/or employee concern of risk of injury, the principal shall convene a meeting to review the Behaviour Log and revise the Behaviour Plan and Safety Plan, as appropriate.

Where applicable, the Safety Plan must identify safety and/or personal protective equipment (PPE) that is to be worn by employees. Information on protective equipment is available through Student Services and the Health and Safety department.

If an employee indicates that they refuse to work with a student, the Principal shall investigate as required by the Occupational Health and Safety Operational Policy. A teacher may not refuse work where the circumstances are such that the life, health or safety of a student is in imminent jeopardy.

The Principal shall not assign another employee to work with a student unless the employee is fully informed of the prior work refusal and agrees to perform the work.

8.0 Additional Qualifications and Mandatory Training

Staff who work on a regular basis with exceptional students whose behaviours present a risk of injury to themselves or others are required by the HDSB to have up-to-date training in managing behaviours that present the risk of injury. This training must occur prior to the staff member working with a known aggressive student.

Where the above-referenced staff members do not have qualifications in the current Board-approved safety training, Understanding and Managing Aggressive Behaviour (UMAB), the principal shall ensure the employee arranges for training on TIPS. In a crisis situation where immediate training is required, the Student Services department should be contacted. Training will typically be completed during the employee's regular day. In some instances, extra training opportunities may be available to employees during the summer.

Regardless of the level of staff training and experience, principals and staff must consider calling 9-1-1 for police and/or medical assistance when safe intervention is not possible.

It is important that principals notify all relevant personnel (e.g.: occasional teachers, EAs, CYCs, student supervisors, etc...) of any students they may interact with who pose a safety risk. Principals must also ensure that when an occasional/casual/ temporary employee is brought in, either the occasional/casual/temporary employee has the qualifications, skills, and/or experience to meet the physical demands of the assignment, or the remaining staff members in the classroom can safely supervise the student who presents a "risk-of-injury." **With respect to staff absences, prior planning is essential.**

Principals must develop contingency plans with staff and parents/guardians/caregivers for those situations in which occasional/casual/ temporary employees are not available, or the occasional/casual/temporary employee available does not have the qualifications, skills, and/or experience to meet the physical demands of the assignment. This planning should be done before the student begins a program and will include alternative safety measures to be implemented in case of staff absence. Alternatives could include temporary reassignment of existing site staff, or temporarily placing the student in another classroom or safe location in the school. Alternative plans developed with the parents/ guardians/ caregivers are part of the ongoing management process for risk of injury.

9.0 Continuum of Physical Interventions

Physical intervention refers to any procedure in which staff use any part of their body or any object to substantially restrict the movement of a student.

Protective Devices (Students)

- Use of devices, such as a helmet to protect a student's head or mitts to prevent scratching, designed to protect a student and prevent the occurrence of harmful or injurious behaviour. Prior consultation through Student Services is required.

Protective Equipment (Staff)

- Staff may be required to wear personal protective equipment (PPE) ex: Kevlar sleeves, aprons, spit shields, etc...

Programmed Physical Prompting (requires specialized staff training)

- It is the general practice of the Halton District School Board staff not to touch students. Physical touching on the hand, arm or face to redirect the student's attention from inappropriate behaviour or to guide a student from one location to another may however occur for some special needs students and requires training by specialized staff. This would include the regional Multi-Disciplinary Team, the itinerant DPC teacher and/or the UMAB instructor.

Planned Physical Restraint

- Planned physical restraint must be included in the student's Safety Plan where there is evidence that proactive and non-physical intervention strategies are not sufficient to ensure safety and prevent injury.
- Physical Restraint is not to be used to force compliance
- Situations warranting planned physical restraint include:
 - Assault of another person who cannot leave the area
 - Serious self-injurious behaviour
 - Attempts to leave a supervised area such that the student's personal safety is at imminent risk
- It should not be assumed that every student attempting to leave a supervised area is in immediate risk of injury. The degree of student vulnerability must be considered prior to action.
- Staff employing such a technique must receive UMAB training and follow approved procedures.
- An incident that includes the use of planned physical restraint must be reported to the HDSB Student Services Department (please direct to Carol Jack) using the Physical Restraint Incident Report.

Emergency Restraint

- Actions taken in a crisis situation in which a student poses an immediate and serious risk to himself or others. Staff may move the student out of danger or immobilize the student to prevent imminent injury.
- Whenever emergency restraint is used, the parent/guardian shall be informed.
- An incident that includes the use of Emergency Restraint must be reported to the HDSB Student Services Department using the Physical Restraint Incident Report (see Appendix D).



Halton District School Board

Behaviour Plan

Student Name:	School:
D.O.B.:	Date of Plan:
School-based Team Members:	

Health/Diagnostic Information: *(parental consent required to list personal health/diagnostic information)*
A description of any relevant health issues or diagnosis.

Positive Behavioural Intervention Plan (describes which behaviours are to be remediated by the plan – those that are expected to increase, those expected to decrease and the new skills to be learned to replace inappropriate behaviours)

<u>Target behaviour(s) in need of change:</u>	<u>Perceived functions of behaviour(s):</u>
1.	1.
2.	2.
3.	3.

Replacement behaviour focus
Numbers refer to target behaviours above:

- 1.
- 2.
- 3.

Triggers/Antecedents: *(Triggers are the events – people, activities, locations, that are associated with the concerning behaviours)*
Numbers refer to target behaviours above:

- 1.
- 2.
- 3.

Interventions: *(describe strategies that prevent the concerning behaviours from happening, teach replacement skills to these, build in reinforcements to encourage their use)*

All teaching requires use of visuals.

Numbers refer to target behaviours above:

1.

-
-

2.

-
-

3.

-
-

Motivators/reinforcers for student:

-
-
-
-
-
-

Behaviour Trackers: *(are tools that help track behaviour, to develop baselines and to determine the effectiveness of the behaviour plan)*

Signatures of people involved and dates of signatures:

- School staff
- Support staff
- Parents

Implementation date and review schedule:

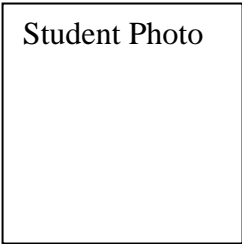
- Implementation date _____
- Review date _____
- Date and record adjustments as needed



Halton District School Board

Student Safety Plan

Student Photo



- Developed in response to risk of injury/harm to the student and others
- Not a plan created to remediate behaviour
- Student must have a Behaviour Plan to support Safety Plan
- Created in consultation with the 'CORE TEAM' at school level

Student Information

Name: _____	School: _____
Date of Birth: _____	Date of Plan: _____

Plan Developed by: *(List all individuals involved in developing this plan)*

Behaviours of Concern

Risk Category	Describe Safety Concerns(s)
<input type="checkbox"/> Physical Aggression <input type="checkbox"/> Self abuse <input type="checkbox"/> Putting Self in danger <input type="checkbox"/> Other *Put an X in all that apply	

Antecedents/Prevention

List all known triggers of injurious behaviours and preventive strategies. The behaviour Log can assist in identifying these. Examples: anxiety provoking events such as specific noises, invasion of personal space, change of routine or environment, proximity to specific peers or staff, time of day, etc.

Triggers: _____

Prevention: *Include strategies that promote pro-social behaviour or reduce situations that escalate behaviour*

Non-Core Team Member Response

Required response for staff members who are not members of the Core Team

Response to Escalating Behaviours

The actions the school needs to take to ensure safety of the individual, students, staff and the environment. List here the continuum of interventions from non-physical to containment to student's post-crisis indicators.

Communication Plan

Personnel and method (e.g. walkie-talkie, intercom etc.)

Non Physical Response

Examples: reduce stimuli, student choice, verbal de-escalation, re-direction, vacating classroom

Planned Physical Response

UMAB Trained personnel, safety/protective equipment, and method

Removal

Examples: parent takes student home, school calls 911, etc.

Post-Crisis Indicators

List possible indicators that student has reached a post-crisis stage.

Core Team

A list of people and title/role who need to be aware and involved in the implementation and review of this plan.

In the event of no incident, there will be ongoing review of this plan:

List your review dates to re-evaluate the plan. Any member of the Core Team may request of the administrator an earlier review of the plan.

Debriefs

The School Administration will conduct, within 24 hours, a debriefing keeping a Principal's record where there is evidence of escalating behaviour, health care or lost time accidents and or the receipt of an "Employee Health and Safety Complaint Form." Strategies to reduce the risk to the staff and students shall be identified. The debriefing should include all members of the CORE TEAM.

In the event of no incident, there will be ongoing review of this plan:

List your review dates to re-evaluate the plan. Any member of the Core Team may request of the administrator an earlier review of the plan.

In the event of an incident, the following will occur:

Check off completion of each task or N/A if not applicable.

a) Immediate Response:

e.g. medical attention to ensure the safety and well-being of staff and students (e.g. first aid, ambulance, etc.)

b) Initial Debrief:

This level of debrief needs to occur as soon as possible after incident. This refers to what actions need to be taken after the incident. For example,

- Consider who needs to be informed about the incident (e.g. other staff, group home etc.)
- Parent or guardian must be informed if student is under 18
- Inform School Operation Superintendent/Student Services Superintendent
- Console/reassure appropriate affected students and/or staff that the incident is over
- Determine the outcome of the incident (e.g. therapeutic withdrawal, police intervention, communication with CAS, etc.)
- Ensure appropriate documentation of incident (e.g. WSIB, Employment Incident Report -EIR, suspension letter, Behaviour log etc.)

c) Follow-up Debrief and Review:

This level of debrief is intended to ensure that the Student Safety Plan is updated in response to an incident. Conversation at this level would include:

- Review of incident & plan which may require Student Safety Plan revisions
- Attend to the feelings of those involved
- Consider student's re-entry plan
- Inform School Health & Safety Team
- Inform the appropriate Union/Association when a violent incident results in a critical injury or assault involving one of their members.
- Principals should ensure that they have conformed to the requirements of Section 5.0 of the Managing Violent and Aggressive Behaviour of Students With Special Needs policy. (See excerpt below)

Signatures

This plan must be signed and dated by the principal. The parent/guardian of the student and/or the student if it is appropriate and all other parties who have a role in this plan need to be aware and they are to initial and date this document to indicate their awareness of plan.

Principal: _____

Parent: _____

Student: _____

Others: _____

An excerpt from Managing Violent and Aggressive Behaviour of Students With Special Needs Policy

5.0 Injury or Assault of a Staff Member

Immediate Actions

- Ensure all persons are safely and securely situated.
- Determine need of emergency first aid.
- Principal to contact Area Superintendent of Education, as appropriate.
- Principal to contact police as appropriate and inform staff member that police have been contacted.
- For an incident that meets the OHSA – define critical injury, contact Health and Safety department immediately and secure site for investigation.
- Notify emergency contact/family member of employee, as appropriate.
- Contact parent/guardian of student.
- All incidents resulting in lost time, health care/no lost, first aid or no injury must be reported on an Employee Incident Report (EIR) and submitted to the Health and Safety department within 24 hours

Follow-up Actions (Student): The Principal shall:

- Conduct an investigation of the incident and follow appropriate disciplinary and re-entry procedures. See Behaviour, Discipline and Safety Procedures
- Conduct a debriefing of the incident within 24 hours, including the completion of the Physical Restraint Incident Report, as appropriate
- Hold a Core Team meeting to review and update the Safety Plan and Behaviour Plan prior to student re-entry, as appropriate
- Plan for re-entry of the both the employee and the student.

Principals shall consider which of the following actions may be appropriate

- A) Environmental modifications
- B) Modification of work procedures
- C) Staff training
- D) Counselling
- E) Modified school day for student
- F) Student contract
- G) Alternate setting
- H) Temporary exclusion or suspension or expulsion
- I) Police/CAS involvement
- J) Discussion with School Council Chair
- K) Review IEP
- L) Other interventions which the Principal may deem appropriate

Follow-up Actions (Employee): The Principal shall:

- Consult with the Area Superintendent of Education and Human Resources to determine the timelines for re-entry.
- Share information with the employee on the Employee Assistance Program
- Complete Workplace Safety and Insurance Board procedures as outline in Operational Policy, Workplace Safety and Insurance Board.
- Ensure environmental modifications, modification of work procedures, staff training and/or restorative practices, as required, take place.



Halton District School Board

Sept 2010

Physical Restraint Incident Report

Student: _____ Date of Incident: _____
 School: _____ Grade: _____
 Person Completing Report: _____ Job Title: _____
 Report Date: _____ Emergency Restraint _____
 Planned Restraint _____

A) Staff Involved in restraint:

- 1. _____ Job Title: _____
- 2. _____ Job Title: _____
- 3. _____ Job Title: _____

B) Beginning Time of Restraint: _____ End Time of Restraint: _____

1. Description of incident that necessitated the use of restraint (please check one)

- ___ a) Dangerous to self or others
- ___ b) Escape from school where the escape posed a serious risk to the student
(i.e.: developmental level of student, unaware of safety)
- ___ c) other _____

2. Describe the incident:

Antecedent (i.e.: location, time of day, stimulus)

Strategies that were used prior to containment (i.e. calming, redirection, defusing)

Observable Behaviour (student's response to antecedent)

Observable Behaviour after Restraint (crying, tired, remorse, still agitated)

3. a) Was there a staff injury? Y___ N___ Was an EIR filled out? Y___ N___

b) Was the restrained student injured? Y___ N___

4. Did debriefing occur with staff? Y___ N___ Date: _____

5. Did debriefing occur with student? Y___ N___ Date: _____

If no debriefing occurred please explain why:

6. Other support staff involved: ___MDST___CYC ___Social Worker

Signature of Principal: _____

Signature of person completing this report: _____

Signature of additional persons involved in restraint, as applicable:

1.) _____

2.) _____

A) This form must be completed within 24 hours of incident

B) Send this form to the Student Services Department c/o Carol Jack at New Street Education Centre (third floor) within 48 hours

Send a signed copy to: Human Resources, Employee Health Services Department
 Must be completed by Supervisor within 24 hours of incident and
 Fax to: HR-Employee Health Services 905-315-8257

Part II – Injury Information (Cont'd.)

For Critical Injuries: Call Employee Health Services Immediately (905-335-3663, ext. 3221, 3223)

Does this injury meet the “Critical Injury” definition? If No – go to next step If Yes – check the boxes that apply “Critically Injured”, means an injury of serious nature that, (place an “X” in the YES box)

a) Places life in jeopardy <input type="checkbox"/> Yes	b) Produces unconsciousness <input type="checkbox"/> Yes	c) Results in substantial loss blood <input type="checkbox"/> Yes	d) Involves the fracture of a leg or arm but not a finger or toe <input type="checkbox"/> Yes
e) Involves the amputation of a leg, arm, hand or foot but not a finger or toe <input type="checkbox"/> Yes	f) Consists of burns to a major portion of the body <input type="checkbox"/> Yes	g) Causes the loss of sight in an eye <input type="checkbox"/> Yes	<input type="checkbox"/> Yes

DESCRIPTION OF THE INCIDENT

In **detail**, describe the incident. Do not include any student names in this description.

Supervisor’s comment(s), if any: *(Supervisor’s use only)*

Witnesses Name and Position	Witnesses Work Phone Number
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SPECIFY WHERE IN YOUR WORK LOCATION DID THIS INCIDENT OCCUR (e.g., blacktop, school classroom, hallway, office, cafeteria)

<input type="checkbox"/> Outdoor walkways/Parking Lot <input type="checkbox"/> Indoor foyer/entrance/exit <input type="checkbox"/> Playground/Blacktop	<input type="checkbox"/> Classroom <input type="checkbox"/> Office <input type="checkbox"/> Stairwell	<input type="checkbox"/> Custodial Office <input type="checkbox"/> Cafeteria <input type="checkbox"/> Hallway	<input type="checkbox"/> Washroom <input type="checkbox"/> Library <input type="checkbox"/> Gymnasium <input type="checkbox"/> Auditorium <input type="checkbox"/> Other (specify): _____
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Part III—Supervisor’s Follow-Up

HEALTH CARE

Did the employee receive health care for this injury/illness? <input type="checkbox"/> Yes - If yes, please indicate when: _____ <input type="checkbox"/> No	When did the employer learn the worker received health care? (dd/mm/yy)
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Where was the employee treated for this injury/illness? *(Check all that apply)*

<input type="checkbox"/> On-Site Health Care	<input type="checkbox"/> Ambulance	<input type="checkbox"/> Emergency Department	<input type="checkbox"/> Admitted to Hospital
<input type="checkbox"/> Clinic	<input type="checkbox"/> Health Professional Office (Doctor/Dentist/Chiropractor/Physiotherapist)		

Health Care Professional	Name	Address	Phone Number
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To your knowledge, did the employee talk to their health care professional about returning to modified/regular work? Yes No

Are you aware of any prior similar or related problem, injury or condition?
 Yes No If yes, provide details:

Send a signed copy to: Human Resources, Employee Health Services Department
 Must be completed by Supervisor within 24 hours of incident and
 Fax to: HR-Employee Health Services 905-315-8257

Part III—Supervisor's Follow-Up

LOST TIME FROM WORK—NO LOST TIME FROM WORK

Please choose ONE of the following. Not including the day of incident, the employee:

- Returned to **regular job** and has **NOT** lost any time from work.
- Return to **modified job** and has **NOT** lost any time work.
- was absent from work on their next scheduled workday. Please complete below.**

DATE AND HOUR LAST WORKED:

Date (dd/mm/yy) _____ Time: _____ a.m. p.m.

First day of lost time from work (not including the day of the incident): _____

Did you discuss modified work with the employee? Yes No

DATE AND HOUR RETURNED TO WORK:

Date (dd/mm/yy) _____ Time: _____ a.m. p.m.

Hazard Specific Details

Aggression Incidents:

- Physical Verbal
- Safety Management Plan Exists
 - Was it followed?
 - Has it been reviewed since the incident?
- The injured employee is UMAB trained
- The Core Team was advised of the incident
- Impacted/necessary staff were debriefed

Slips, Trips or Falls:

Parking Lot/Walkways:

- Were cleared
- Were treated with traction/melter
- Damage to surface contributed to incident

Floors:

- Signage set out
- Object on floor contributed to incident
- Damage to floor surface contributed to incident

Gait:

- Stride was adjusted for conditions
- Objects were carried at time of incident
- Physical limitations contributed to incident

Footwear:

Describe footwear worn (include sole, surface, heel height, open/closed heels and toes)

ACTION TO PREVENT REOCCURRENCE OF INCIDENT OR PREVENTATIVE STRATEGIES DISCUSSED WITH STAFF (e.g., removal of faulty equipment, debriefed staff, training arranged):

1	Was the hazard identifiable?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2	What was done to eliminate or control the hazard?		
3	Is the worker aware of safe practices or Operational Policies?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4	Does the worker require retraining/instruction?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5	Has worker suffered similar injury under similar circumstance?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6	If an aggression incident were triggers identified?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7	Hazard assessment required by Health and Safety Department	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8	Other (specify):	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Supervisor's Signature and Position	Date (dd/mm/yy)	Employee's Signature (signifies employee has received a copy of this report)	Date (dd/mm/yy)

Note: This page is to be used for **multiple incidents that occur on the same day** (i.e. A student experiencing behaviour difficulties kicks employee's leg in the morning and later in the afternoon, bites employee's arm).



Employee's Incident Report

Incident 2 Please type or print legibly with as much detail as possible

Part IV – Continuation Form

Last Name	First Name	School/Facility/Department Name
Date of Incident and time(dd/mm/yy) DD/ MM/ YR		Date and Time Reported to Supervisor (dd/mm/yy) DD/ MM/ YR
a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>		a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>
In detail, describe the sequence of events that caused the accident/illness (as described on Page 1 of this form)		
Incident Classification: <input type="checkbox"/> Lost Time <input type="checkbox"/> Healthcare <input type="checkbox"/> First Aid <input type="checkbox"/> Record only <input type="checkbox"/> No Injury		

Incident 3

Last Name	First Name	School/Facility/Department Name
Date of Incident and time(dd/mm/yy) DD/ MM/ YR		Date and Time Reported to Supervisor (dd/mm/yy) DD/ MM/ YR
a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>		a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>
In detail, describe the sequence of events that caused the accident/illness (as described on Page 1 of this form)		
Incident Classification: <input type="checkbox"/> Lost Time <input type="checkbox"/> Healthcare <input type="checkbox"/> First Aid <input type="checkbox"/> Record only <input type="checkbox"/> No Injury		

Supervisor's comments(s), if any: *(Supervisor's use only)*

Witnesses Names, Position and Work Phone Number	Supervisor's Name (please print)