

# Planned Student Behaviour Prevention, Management and Support

## Administrative Procedure

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<b>Status:</b>	<b>Active</b>
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### Intended Purpose

The Halton District School Board Policies and Procedures apply to all students, including those with exhibiting challenging behaviour. A small number of students pose a significant risk to themselves and/or those who support them. For most of these students, well-planned prevention and safety intervention strategies, as well as an ongoing review of programs, will significantly reduce or eliminate the risk of injury. Principals are responsible for maintaining a safe school environment for all, while upholding each.

This procedure provides direction to assist principals and school staff with meeting the safety and behavioural needs of students, while ensuring the safety of staff and students. Meeting these needs involves awareness, consultation, and planning in collaboration with parents/guardians/caregivers, school staff, Special Education Services staff, and community agencies. Student voice should also be considered. The Education Act and related regulations and Policy and Program Memoranda (PPMs) emphasize the use of discretion in discipline; mitigating and other factors must always be considered for all students.

### Definitions

- a. **Behaviour:** Behaviour is a form of communication. Behaviour is a way in which a student responds in a particular situation, under particular

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conditions (i.e., known and unknown antecedents). It is the responsibility of staff to consider and plan for such situations and conditions.

- b. **BMS Theory Training:** This training emphasizes prevention and non-physical interventions. Knowing the child, acting on “early warning signs” or indicators, and the effective use of calming and de-escalation techniques are some key strategies used in the BMS Theory Training, in addition to personal safety techniques (i.e., avoidance, releases, blocks).
- c. **BMS Physical Training:** This training emphasizes student containment methods (an absolute last resort) and self protective skills coupled with calming and de-escalation techniques. Maintaining mutual safety for all stakeholders.
- d. **Behaviour Support Plan:** A written plan that is designed to target the underlying reason for behaviour, and replace the inappropriate behaviour with an appropriate behaviour that serves the same function, and reduce or eliminate the challenging behaviour ([Caring and Safe Schools in Ontario, 2010](#)). HDSB’s Behaviour Support Plan is a written teaching plan that is designed for educators to teach students skills to support situations they find challenging.
- e. **Containment:** When imminent risk is present, staff trained in both BMS Theory and Physical may need to limit a student’s mobility until imminent risk is reduced and/or removed.
- f. **Escort:** To accompany the student from one location to another without the use of force or restricting the student’s movements. This may be simply walking beside the student or perhaps holding the student’s hand or with a hand on the student’s arm or shoulder. Escorting provides gentle guidance and/or support for a student without the use of force. Therefore, escorting is not considered a form of physical containment. Note: Escorting vs. Transporting (*This information is taken from BMS Position Paper: Transporting*

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*vs. Escorting)*

- g. **Student Safety Plan:** A planned response to escalating behaviour that emphasizes prevention, de-escalation, and the use of non-verbal and verbal responses. A Student Safety Plan is not intended to remediate behaviour and, therefore, works in conjunction with a Behaviour Support Plan.
- h. **Transport:** *Transporting students is not supported or trained as part of physical intervention.* To move a student from one location to another by means of physical force where the student is actively resisting being moved. Staff use their hands/arms to control and restrict the student's freedom of movement. Physically moving a student against their will increases safety risks for both the student and the staff member, especially when the student is highly agitated and dysregulated.

### Positive and Proactive Behaviour Supports

Positive and proactive behaviour supports shall be used as an approach to working with all students, including those exhibiting challenging behaviours.

Positive behaviour supports require that staff:

- Adopt a "Whole Person Approach" and understand the learner profile (e.g., identity, exceptionality, diagnosis, developmental and medical considerations) and the impact these have on a student's behaviour or stress response;
- Consider the interconnection of appropriate and achievable goals, programming and student behaviour;
- Adopt a posture of practice with a commitment to eliminating implicit bias of our assessment and expectation of student behaviour;
- Understand the intersectionality of identities and how this influences staff assessment of behaviour and student's behaviour;
- Co-regulate with students and strive to be emotionally well-regulated;

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- Use trauma-informed strategies;
- Understand the student's mental health and well-being, and how this may be expressed behaviourally;
- Understand and support individuals in their behaviour change process, without controlling or coercing them;
- Apply an evidence-based approach of observation and data collection (e.g., Functional Behavioural Assessment, Behaviour Management Systems);
- Recognize and value parent/guardian engagement and partnership as an essential condition to supporting students exhibiting challenging behaviours;
- Analyze the environment/context in which the behaviour occurs, reduce environmental triggers and/or risks;
- Identify a relationship between the behaviour and the context to determine the function behind the behaviour and/or lagging skills;
- Reduce potential triggers or contributing factors for the individual in the environment and teach new skills;
- Provide and teach the individual in the use of alternative behaviours;
- Create a safe and supportive class environment that is identity affirming, and provides culturally relevant and responsive classroom instruction and materials;
- Create a "Circle of Support" with the student at the centre, inclusive of culturally relevant and responsive board and community resources and supports as needed.

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### **1. Proactive Planning for School Entry or New and Developing Behaviours**

Where a student is entering a school (i.e., from another school / 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, or where new and developing behaviours have been identified, the Principal shall:

- 1.1. Through signed consents, collect and review all relevant documentation from the parent/guardian, previous school / program, daycare, community agencies and other relevant partners;
- 1.2. Host a student entry case conference to gather and share information:
  - 1.2.1. School history
  - 1.2.2. Family information
  - 1.2.3. Identity considerations
  - 1.2.4. Student's successes and areas of strength and need
  - 1.2.5. Relevant health and physical information, diagnosis and medication
  - 1.2.6. Identification of possible risk and protective factors
  - 1.2.7. Current and previous supports and/or interventions (including medical, social-emotional)
  - 1.2.8. Current or past agency involvement
  - 1.2.9. Academic background
  - 1.2.10. Recent history of violent or aggressive events
  - 1.2.11. Known or possible contributing factors and triggers to aggressive or unsafe student behaviour
  - 1.2.12. Effective and ineffective strategies that have been used to support the student's needs
- 1.3. Include the Special Education Services Instructional Program Leader (SES IPL) and the relevant Manager of Professional Services from Special Education Services and/or Student Well-Being in the invitation to a school entry case conference for a student with a history of aggressive or

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unsafe behaviour. Special Education services may identify additional staff to attend (e.g., Human Rights, & Equity and Inclusion or Indigenous Rights & Education Team). The case conference, in addition to parent/guardian, may include key agency and support personnel, where appropriate and consent from the parent/guardian has been provided;

- 1.4. Develop an appropriate transition plan (see Transition Support Guide in myHDSB) for the student, including dates for school and/or classroom visits;
- 1.5. Consult with the FOS Superintendent should delayed entry be required, length of day modified, or, in consultation with the System Principal of Safe Schools, exclusion considered;
- 1.6. Identify any staff training requirements and develop a plan to provide for training;
- 1.7. If applicable, create a draft Individual Education Plan; and
- 1.8. Determine the need for Personal Protective Equipment (PPE) and make arrangements for such provisions.

## 2. Behaviour Support Plan

A Behaviour Support Plan (form available in SEE Engine) is a comprehensive plan to support a positive change in behaviour for a student. The purpose of this document is to be proactive in addressing student needs.

Principal shall:

- 2.1. Use the Behaviour Support Plan form to identify:
  - 2.1.1. Specific situations that consistently lead to behaviour;
  - 2.1.2. Student's triggers;
  - 2.1.3. Protective and risk factors;

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- 2.1.4. Specific thinking skills that make the target situation challenging;
  - 2.1.5. Specific teaching strategies and interventions to be used by staff working with the student;
  - 2.1.6. Input from the Core Team members, but may also include staff such as, BAs, CYCs or Social Workers who may not be listed as Core Team members.
- 2.2. Write the Behaviour Support Plan in collaboration and consultation with school-based staff, the parent/guardian and with the support of board resource staff, if necessary. Student voice should be considered. (Resources to support writing a Behaviour Support Plan can be found on myHDSB;
  - 2.3. Review the Behaviour Support Plan with the Core Team and revise at least once per term/semester, more often if necessary, and share with all staff working with the student;
  - 2.4. Review the Behaviour Support Plan as part of debriefing an incident (see Section 5);
  - 2.5. Ensure all staff, including regular and occasional staff, working with a student are familiar with the Behaviour Support Plan and its contents prior to working with the student;
  - 2.6. Maintain a signed record of permanent and occasional staff acknowledging their review of the Behaviour Support Plan; and
  - 2.7. Develop plans that are inclusive of the travel environment, and articulate planned supports and responses while in transit, if a student requires the support of a Travel Assistant (form available in myHDSB).

### 3. Behaviour Support Plan Data Tracker

A Behaviour Support Plan Data Tracker is used to collect individual student data to understand the context of the behaviours, to make improvements to support student's learning and reduce the risk of staff or student injury.

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Principal shall:

- 3.1. Use the HDSB Behaviour Support Plan Data Tracker (form available on myHDSB) to record the events that occur before and after the student's aggressive or unsafe behaviour to develop an understanding of the student's needs;
- 3.2. Provide a secure location at the student's school to keep the Behaviour Support Plan Data Tracker, ensuring it remains at school, and the staff attending should complete the entry; and
- 3.3. Review Behaviour Support Plan Data Tracker, minimally, at least once per term or as part of a Behaviour Support Plan review. Regular review of a Behaviour Support Plan Data Tracker by the classroom educators\*, and other staff as appropriate, is required to:
  - 3.3.1. Identify factors that trigger, sustain or reduce the behaviour
  - 3.3.2. Reveal patterns of behaviour
  - 3.3.3. Determine if the behaviour is escalating or improving
  - 3.3.4. Prioritize target situation
  - 3.3.5. Identify effective strategies to build thinking skills
  - 3.3.6. Inform ongoing revisions to the Behaviour Support Plan and the Safety Plan

\*Classroom Educators are defined as classroom or self-contained teacher, early childhood educator and/or educational assistant.

#### **4. Student Safety Plan**

A Student Safety Plan is a planned response to escalating behaviour and is not intended to remediate behaviour. It emphasizes prevention, de-escalation, and the use of non-verbal and verbal responses.

The Principal shall:



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- 4.1. Endure a Safety Plan is developed as soon as there is evidence that the student's current behaviours pose a risk of injury to the student and/or others when the student is at school;
- 4.2. Ensure a student with a Safety Plan also has a Behaviour Support Plan. An exception may be made with approval by a Manager of Professional Services - Student Well-Being Department for a student who requires a safety plan for risk of self harm or suicide;
- 4.3. Ensure the Safety Plan is inclusive of the travel environment, and articulate planned supports and responses while in transit, including emergency communication, if a student requires the support of a Travel Assistant (form available in myHDSB), Staff must receive training specific to the Safety Plan in this new environment and sign-off when training has occurred;
- 4.4. Share the Safety Plan with staff members who have direct contact/support for the student (e.g., teachers, early childhood educator, educational assistant, board staff supporting the student), including regular and supply staff, prior to the student's school entry;
- 4.5. Share an abridged version of the Safety Plan with other staff with indirect contact with the student (e.g., office staff, support staff, custodian) for awareness of the plan;
- 4.6. Share with the parent/guardian. Although parent/guardian agreement with the plan is preferable, agreement and parent signature are not required.
- 4.7. Identify the Core Team responsible for implementing and reviewing the Safety Plan, which includes school-based staff (e.g., Principal, Vice-Principal, Special Education Resource Teacher (SERT), Classroom Teacher, Educational Assistants, Specialized Behaviour Support Worker);
- 4.8. Ensure the Safety Plan has the signature of each Core Team member;
- 4.9. Ensure Core Team members have current BMS training (see Section 8)

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- before working within the Safety Plan;
  - 4.9.1. BMS Theory for a supporting role;
  - 4.9.2. BMS Physical for use of physical containments and sign-off when training has occurred;
  - 4.9.3. Ensure only staff who have been trained/have practised physical containments in the Safety Plan are assigned to that role in the plan;
- 4.10. Consult with, if needed:
  - 4.10.1. SES IPL;
  - 4.10.2. SES and/or SWB Manager;
  - 4.10.3. The relevant Manager of Professional Services (Special Education Services or Student Well-Being) in determining the actions recorded in the *Response to Escalating Behaviours* section of the Safety Plan;
- 4.11. Hold a meeting of the Core Team on the plan's designated review date, at least once per term/semester, maintain minutes of the meeting and a signed record of participating staff;
- 4.12. Review and revise the Safety Plan as necessary, and as part of an effective Transition Plan when moving:
  - 4.12.1. from elementary to secondary
  - 4.12.2. to a new school/placement/program/educator
  - 4.12.3. to a new grade/division
- 4.13. Host Debrief Meeting after every incident causing injury, or threat of injury, to review the Behaviour Support Plan, Behaviour Support Plan Data Tracker, and the Safety Plan (see Section 6);
- 4.14. Maintain a record of Core Team meetings and signatures of participating staff; and
- 4.15. Ensure a Physical Containment Form (available in myHDSB) is completed by the staff member using a physical containment and e-signed the form (see

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Section 6).

### **5. Continuum of Physical Interventions**

Planned physical interventions, such as blocks, releases and containment strategies may be required in the student's Safety Plan where there is evidence that preventive and non-physical intervention strategies are not sufficient to ensure safety and prevent injury.

The Principal shall:

- 5.1. Consider situations warranting planned physical containment, including:
  - 5.1.1. Assault of another person who cannot leave the area
  - 5.1.2. Serious self-injurious behaviour
  - 5.1.3. Attempts to leave a supervised area such that the student's personal safety is at imminent risk
- 5.2. Prior to employing physical containment as a planned response to behaviour, consider the following:
  - 5.2.1. Imminent risk (all three must be present):
    - 5.2.1.1. injury of self or others
    - 5.2.1.2. all other strategies have been exhausted
    - 5.2.1.3. the physical intervention will be less of a risk than the behaviour
  - 5.2.2. Student history
  - 5.2.3. Staff relationship to the student
  - 5.2.4. Staff training
  - 5.2.5. Physical environment
  - 5.2.6. Use of Non-verbal and Verbal Strategies
    - 5.2.6.1. redirection
    - 5.2.6.2. determining what is motivating the behaviour
    - 5.2.6.3. remaining calm

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- 5.2.6.4. answering questions
  - 5.2.6.5. offer alternatives
  - 5.2.6.6. allow for venting
  - 5.2.6.7. give time and space
- 5.3. Reinforce and uphold that a physical containment may never be used to manage defiant behaviour that does not meet the above criteria, nor used to punish or discipline a student;
- 5.4. Ensure staff employing such a technique receive BMS Physical training and follow approved procedures at all times;
- 5.5. Ensure an incident that includes the use of planned physical containment is reported by the staff member(s) to Special Education Services using the Physical Containment Form (form available on myHDSB) within 24 hours of the incident. The form must be e-signed by the Principal and an electronic copy is sent to the FOS Superintendent;
- 5.6. Consider an emergency containment only when in a crisis situation in which a student poses an immediate and serious risk to self or others. Staff may move the student out of danger or contain the student to prevent imminent injury. Use of an emergency containment requires a Principal to consider a need for a Safety Plan;
- 5.7. Inform immediately the parent/guardian if a physical containment has been used;
- 5.8. Consider calling 9-1-1 for Emergency Services when student and staff safety cannot be ensured, or as part of the Safety Plan response.
- 5.9. Request a BMS Student Consultation, if needed, to problem-solve and refresh strategies by contacting Special Education Services. This consultation must occur in consideration of planned physical containments; and
- 5.10. Ensure staff regularly review and practise all components of their BMS

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Training. The actions recorded in the Response to Escalating Behaviours section of the Safety Plan shall be practised at least once a year. It shall be practised as part of the Safety Plan development, prior to the student being readmitted after a violent incident, and when the membership of the Core Team is changed.

- 5.11. We recognize that there may be exceptional situations where an alternative crisis intervention and management system may be considered. These cases will be evaluated individually and require approval from Special Education Services.

### **6. Debrief of Injury or Assault of a Staff Member**

Upon injury or assault, the employee or co-worker shall notify the Principal, Vice Principal or designated teacher-in-charge immediately. The School Administration shall 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 staff and students shall be identified. The debriefing should include all members of the Core Team.

#### **6.1. Immediate Actions**

The Principal shall:

- 6.1.1. Ensure all persons are safely and securely situated and assess for injuries;
- 6.1.2. Reassure and follow-up with support for student and staff;
- 6.1.3. Ensure provision of emergency First Aid, if required or requested
- 6.1.4. Contact FOS Superintendent;
- 6.1.5. Inform Health and Safety Department immediately and, for a critical injury, secure site for investigation;
- 6.1.6. Notify emergency contact/family member of employee, as appropriate;

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- 6.1.7. Contact parent/guardian of student;
- 6.1.8. report all incidents using the Employee Incident Report (EIR or EIR-A) and submitted to the Health and Safety Department within 48 hours;
- 6.1.9. Complete and submit the Physical Containment Form (available in myHDSB) within 24 hours, as appropriate.

### 6.2. **Student Debrief**

The Principal shall:

- 6.2.1. Conduct an investigation of the incident and follow appropriate disciplinary or non- disciplinary and re-entry procedures;
- 6.2.2. Complete Physical Containment Form (available in myHDSB) within 24 of incident, as appropriate;
- 6.2.3. Consult with the FOS Superintendent to determine the timelines for re-entry;
- 6.2.4. Consult with the FOS Superintendent to determine potential for formal discipline or exclusion.

The Principal will ensure that the following actions, as appropriate, have been considered:

- 6.2.5. Environmental modifications;
- 6.2.6. Modification of program for student (IEP, Behaviour Intervention Plan)
- 6.2.7. Counselling or other appropriate therapeutic intervention;
- 6.2.8. Modified school day for student, in consultation with FOS Superintendent;
- 6.2.9. Alternate setting;
- 6.2.10. Temporary exclusion, suspension or expulsion, in

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- consultation with the FOS Superintendent, Principal of Special Education and Principal of Safe Schools;
- 6.2.11. Consult with the Principal of Safe Schools and/or FOS Superintendent to assess police and/or CAS involvement;
- 6.2.12. Review of the IEP;
- 6.2.13. Other interventions which the Principal may deem appropriate (consultation with the relevant Manager of Professional Services is recommended).

### **6.3. Employee Debrief**

The Principal shall:

- 6.3.1. Conduct a debriefing of the incident within 24 hours with the staff directly impacted and any other pertinent employees, including the Core Team. The Principal shall keep a record of the debrief and participating staff sign-off upon completion;
- 6.3.2. Use the Debrief of a Violent and Aggressive Incident Form (available in myHDSB) to guide and document the debrief;
- 6.3.3. Ensure that the Behaviour Support Plan and Student Safety Plan were followed, and are updated in response to an incident. Conversation at this level would:
- 6.3.4. Attend to the ongoing physical and emotional needs of those involved
- 6.3.5. Review the adult response to the incident and the adult understanding of the plan which may require Behaviour Support Plan and/or Student Safety Plan and/or revisions, or staff training
- 6.3.6. Communication Protocol
- 6.3.7. Consider student's re-entry plan, in consultation with the FOS Superintendent

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- 6.3.8. Please use the “Debrief Template - Managing Violent and Aggressive Behaviour” form available on myHDSB

The Principal will also ensure the following actions, as appropriate, have been considered:

- 6.3.9. Consult with the FOS Superintendent and Human Resources to determine the timelines for return to work;
- 6.3.10. Staff training (including revisions to Behaviour Support Plans, Safety Plans, etc.);
- 6.3.11. Provision of Personal Protective Equipment;
- 6.3.12. Share information with the employee regarding the Employee Assistance Program;
- 6.3.13. Consideration of re-scheduling assignments;
- 6.3.14. Other interventions or supports which the Principal may deem appropriate (consultation with FOS Superintendent is recommended).

## **7. Data Collection, Record Keeping and Reporting Forms**

Gathering statistical information regarding students with special education 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.

- 7.1. The following reporting and record-keeping forms related to student behaviour currently exist in myHDSB:
  - 7.1.1. Behaviour Support Plan
  - 7.1.2. Behaviour Support Plan Data Tracker
  - 7.1.3. Student Safety Plan



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- 7.1.4. Debrief Template - Planned Student Behaviour Prevention, Management and Intervention
  - 7.1.5. Physical Containment Form
  - 7.1.6. Travel Assistant
  - 7.1.7. Employee Incident Report (EIR-A)
  - 7.1.8. Safe Schools Incident Report Form
- 7.2. These are the only forms that are to be used by HDSB employees for tracking, planning and reporting purposes;
- 7.3. The Principal shall keep records of communication, meeting minutes, if applicable, and a signed record of staff participation in:
  - 7.3.1. BMS Student Specific Training
  - 7.3.2. Staff training on Behaviour Support and Student Safety Plans
  - 7.3.3. Core Team Debrief
  - 7.3.4. Communication of Risk of Injury
  - 7.3.5. Review of Behaviour Support and Student Safety Plans
- 7.4. Original copy of signed documents (Behaviour Support and Safety Plans, training and shared communication) must be stored in one binder in a secure, accessible area in the school office. Copies of Behaviour Support and Safety Plans may be kept in additional offices and educator supply files, with consideration for security of information;
- 7.5. The Behaviour Support and Student Safety Plans must be filed in the student's OSR. Upon discontinuation of the plans, they may be removed at the Principal's discretion; and
- 7.6. Retirement of either a Behaviour Support or Student Safety Plan should be done through School Resource Team (SRT), noted on the Special Education Engine and the final Plan should be noted as retired in the OSR. All previous plans can be removed.

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### 8. Risk of Injury

The Principal shall:

- 8.1. Ensure that employees (permanent and occasional) who have direct or indirect contact/support for students who have the potential for aggressive behaviour are informed of the risk of injury when interacting with these students;
- 8.2. Ensure that staff members who have direct contact/support for the student with a Safety Plan (e.g., teachers, early childhood educator, educational assistant, board staff supporting the student), including regular and supply staff, have access to the plan prior to the student's school entry.
- 8.3. Ensure an abridged version of the Safety Plan must be available to other staff with indirect contact with the student (e.g., office staff, support staff, custodian) for awareness of risk. This information should be reviewed on a regular basis, at least once per term/semester, or as plans are revised.
- 8.4. Maintain a signed record that staff have read these plans and training records where applicable;
- 8.5. Identify, where applicable, safety and/or Personal Protective Equipment (PPE) that is to be worn by employees in the Safety Plan. Information on PPE is available through Special Education Services and the Health and Safety Department;
- 8.6. Review health and safety concerns by staff as per the Occupational Health and Safety Administrative Procedure and, where the employee does not believe that the concern is resolved, the completed the Employee Health and Safety Concern Form;
- 8.7. Convene a meeting to review the Behaviour Support Plan Data Tracker and revise the Behaviour Support Plan and Safety Plan, as appropriate, in response to escalating violent aggressive behaviour and/or employee

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concern of risk of injury; and

- 8.8. If an employee indicates that they refuse to work with a student(s), immediately notify the Manager of Health & Safety and investigate in the presence of a Worker Rep from the Joint Health and Safety Committee as required by the Occupational Health and Safety Act. In addition, the Principal will inform their FOS Superintendent and Manager, Health and Safety. A teacher may not refuse work where the circumstances are such that the life, health or safety of a student is in imminent jeopardy.

While a work refusal investigation is initially under way, The Principal shall not assign another employee (from any employee group) to supervise the student unless the employee is fully informed of the prior work refusal and agrees to perform the work. This can only be a teacher or ECE who is a member of the Core Team.

## 9. Training and Additional Information

The Principal shall:

- 9.1. Ensure Core Team members have BMS training before working within the Safety Plan:
  - 9.1.1. BMS Theory (online) for a supporting role
  - 9.1.2. BMS Physical (in-person) for use of physical containments
- 9.2. Ensure BMS training occurs prior to the staff member working with a student who has a Student Safety Plan. Training will typically be completed during the employee's regular day. In some instances, additional training opportunities may be available to employees during the summer;
- 9.3. Ensure an occasional/casual/temporary employee has the BMS training and/or experience to meet the physical requirements of the assignment, or the remaining staff members in the classroom can safely supervise the student who presents a "risk-of-injury";

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- 9.4. Ensure only BMS Physical trained staff members use a containment with a student who has a Student Safety Plan;
- 9.5. Ensure Core Team members receive instruction and appropriate training to implement the Student Safety Plan. A record of any training undertaken to support the student should also be signed and retained by the Principal;
- 9.6. Develop contingency plans with staff and parents/guardians for those situations in which occasional/casual/temporary employees are not available, or the occasional/casual/temporary employee does not have the training and/or experience to meet the physical requirement 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 location in the school. Alternative plans developed with the parents/guardians/caregivers are part of the ongoing management process for risk of injury.

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## **Cross-Reference:**

### **Legislation**

Human Rights Code of Ontario

Ontario Regulation 474/00 Access to School Premises (s.305)

Ontario Regulation 472/07: Behaviour, Discipline and Safety of Pupils

Ontario Regulation 440/20 Suspension of Elementary Pupils

Education Act, R.S.O. 1990, c. E.2

Occupational Health and Safety Act, R.S.O. 1990, c. O.1

### **Ministry Policy & Program Memoranda**

PPM 140: Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD), (May 2007)

PPM 141: School Board Programs for Students on Long Term Suspension (December 2012)

PPM 142: School Board Programs for Expelled Students (December 2012)

PPM 144: Bullying Prevention and Intervention (October 2009); PPM 145: Progressive Discipline & Promoting Positive Behaviour (October 2018)

PPM 128: Code of Conduct (August 2019)

PPM 156: Supporting Transitions for Students with Special Education Needs (2013)

### **Board Policies, Procedures & Protocols**

HDSB Administrative Procedures: Positive School Climate; Suspensions and Expulsions  
Exclusion of Students

Continuous Visual Supervision Room with Handle Guidelines

Violence Threat Risk Assessment

Halton Region Police School Board Protocol

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## Revision History

- October 2024: minor changes; terminology updates
- April 2022: minor changes; terminology updates
- April 2018: minor changes
- October 2017: minor changes