

Topic:	Managing Violent and Aggressive Behaviour of Students with Special Needs
Effective:	November 2014
Cross-Reference:	Human Rights Code of Ontario; Ontario Regulation 474/00 “Access to School Premises (s.305); 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 Behaviour (October 2009); PPM 128: Code of Conduct (October 2007); PPM 156: Supporting Transitions for Students with Special Education Needs (2013); Bill 157: Keeping Our Kids Safe at School (2009); Bill 168: Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace) (2009); HDSB Administrative Procedures: Behaviour, Discipline and School Safety; Exclusion; and Guide to Threat Assessment Halton Region Police School Board Protocol
Revision Date:	October 2017, April 2018
Review Date:	April 2022
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 are able to 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 behaviours 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, Student Services staff, and community agencies. Student voice should 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.

Approach to Managing Violent and Aggressive Behaviour

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

Positive behaviour supports require that we:

- Understand learner profile (exceptionality, diagnosis, etc.), and the impact this has on student behaviour;
- Understand and support individuals in their behaviour change process, as opposed to controlling or coercing them;
- Apply an evidence-based approach of observation and data collection (e.g. Collaborative Problem-Solving, Functional Behavioural Assessment);
- Analyze the environment/context in which the behaviour occurs, reduce environmental triggers and/or risks (e.g. materials which may be used as weapons);
- Identify a relationship between the behaviour and the context to determine the function behind the behaviour and/or lagging skills;
- Design a Behaviour Intervention Plan (section 2.0) that is evidence-based, identifies skill deficits, and teaches replacement skills;
- Design a Student Safety Plan (section 4.0) when behaviour is believed to be severe enough to pose a safety concern to ensure the safety of all staff and students and ensure all staff who may encounter the student in the course of the day are informed of associated risks;
- Reduce potential triggers or contributing factors for the individual in the environment and teach new skills;
- Provide and train the individual in the use of alternative behaviours that are more socially acceptable;
- Create a safe and supportive class environment;

Procedure:

1.0 Proactive Planning for School Entry and New and Developing Behaviours

Where a student is entering a school (e.g., from another school within HDSB or another board; a Care, Treatment, Custody and Correctional (CTCC) 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:

- collect and review all relevant documentation from the parent/guardian, previous board, daycare, community agencies, etc., through signed consents;
- conduct a case conference to develop appropriate transition plans, identify any staff training requirements and establish a draft Behaviour Intervention Plan and Student Safety Plan;
- 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.

The Principal must include Senior Manager and Instructional Program Leader (IPL) of Student Services in the invitation to a school entry case conference for a student with a history of aggressive or unsafe behaviour. The Senior Manager and IPL will determine which staff member will attend. The case conference, in addition to parent/guardian presence, may include key agency and support personnel, where appropriate.

Information sharing at the school entry case conference should include:

- Student's areas of strength and need
- Identification of possible risk and protective factors
- Current and previous interventions (including medical, social-emotional)
- Agency involvement
- Academic background
- Current history of violent aggressive events
- Known or supposed contributing factors and triggers to inappropriate student behaviour
- Effective strategies to address student's needs

Outcomes of the school entry case conference will include:

- Transition plans, including dates for school and/or classroom visits
- Identification of employees requiring additional training
- Behaviour Intervention Plan to address lagging skills and corresponding teaching and support strategies
- Student Safety Plan to respond to escalating behaviours as required, with appropriate training and sign-off

and may also include:

- Draft Individual Education Plan
- Provision of Personal Protective Equipment (PPE)

2.0 Behaviour Intervention Plan

A Behaviour Intervention Plan (form available on myHDSB) is a comprehensive plan to support a positive change in behaviour for a student. The plan describes specific behaviours of a student, identifies a student's triggers, contributing factors, perceived function of the behaviour, hypothesized lagging skills 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 occasional staff) working with a student must be familiar with the Behaviour Intervention Plan and its contents prior to working with the student. All permanent and occasional staff must sign an acknowledgement of their review of the Behaviour Intervention Plan.

Behaviour Intervention Plans are designed and written by school-based staff in consultation with parents and with the support of board resource staff if necessary. Student voice should be considered. The plan should be reviewed by the Core Team and revised at least once per term/semester, more often if necessary, and shared with all staff working with the student. Plans must be reviewed as part of debriefing an incident.

If a student requires the support of a Travel Assistant (Appendix F), these plans must be inclusive of the travel environment, and articulate planned supports and responses while in transit.

3.0 Behaviour Log

The HDSB Behaviour Log (form available on myHDSB) shall be used to record a student's aggressive behaviours and the events that occur before and after the behaviour to develop an understanding of the student's needs. The Behaviour Log will remain at the student's school and the staff attending should complete the entry.

Behaviour Logs will be reviewed, minimally, at least once per term or, as part of a plan review. Regular review of a Behaviour Log by the classroom educators*, and other staff as appropriate, is required to:

- Identify factors that trigger, sustain, or reduce the behaviour
- Reveal patterns of behaviour
- Determine if the behaviour is escalating
- Prioritize target behaviour(s)
- Identify effective strategies to reduce aggressive behaviours
- Provide a basis for further investigation of lagging skills and Functional Behavioural Analysis
- Inform ongoing revisions to the Behaviour Intervention Plan and the Safety Plan

*Classroom Educators are defined as classroom or self-contained OCT, DECE, EA

4.0 Safety Plan

A Safety Plan is developed as soon as 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. It emphasizes prevention, de-escalation, and the use of non-verbal and verbal responses.

A student with a Safety Plan must also have a Behaviour Intervention Plan. If a student requires the support of a Travel Assistant (Appendix F), these plans must be inclusive of the travel

environment, and articulate planned supports and responses while in transit, including emergency communication. Staff must receive training specific to the Safety Plan in this new environment.

A Safety Plan, if required, must be completed and shared with appropriate staff members (teachers, ECEs, EAs, office staff, support staff, custodian, etc.), including regular and supply staff prior to the student's school entry. In the event that a current registered student begins to exhibit new or developing behaviours requiring a Safety Plan, the student may be excluded until plans are completed.

In extraordinary cases, the student's registration may need to be delayed, length of day modified or, in consultation with the Principal of Safe Schools, exclusion considered (Exclusion Primer, Exclusion Checklist), in order to ensure that staff training and preparation are complete. In all such extraordinary cases, the FOS Superintendent will be consulted and must sign the Exclusion letter.

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 Assistants and school-based Social Workers or Child and Youth Counsellors as appropriate. It is expected all members of the Core Team will have current BMS training before working within the Safety Plan. Other Student Services support staff may 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 through school support staff such as the area Senior Manager of Professional Services or Instructional Program Leader. Only staff who have been trained/have practiced the Safety Plan should be assigned to the student.

The Safety Plan and the risks associated with the student behaviour must be communicated, and available to all permanent and occasional staff.

The Principal or Vice-Principal shall hold a meeting of the Core Team, on the plan's designated review date, at least once per term/semester, and after every incident causing injury, or threat of injury, to review the Behaviour Intervention Plan, Behaviour Log, and the Safety Plan. Parents/Guardians must be kept informed of each incident. These meetings should be held as proactive management of the student's behaviour, to ensure that the plan(s) reflect the student's current needs and to ensure staff are working in compliance with the plan. A record of Core Team meetings will be kept.

A Safety Plan must be reviewed, and revised as necessary, as part of an effective Transition Plan when moving:

- from elementary to secondary
- to a new school/placement/program
- to a new grade/division

When Core Team members recommend discontinuation of a student's Safety Plan, the Principal will document the discontinuation of the plan. The discontinued Safety Plan may remain in the OSR for a period of time as determined by the school Principal.

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/guardians. Although parent agreement with the plan is preferable, agreement and parent signature are not required.

5.0 Injury or Assault of a Staff Member

Upon injury the employee or co-worker shall notify the Principal/VP, designated teacher-in-charge, immediately.

Immediate Actions

The Principal shall:

- ensure all persons are safely and securely situated and assess for injuries
- reassure and follow-up with support for student and staff
- ensure provision of emergency First Aid, if required or requested
- contact area Superintendent of Education
- contact police as appropriate (refer to Police Protocol) and inform staff member that police have been contacted
- inform Health and Safety Department immediately and secure site for investigation, for a critical injury
- notify emergency contact/family member of employee, as appropriate
- contact parent/guardian of student
- report all incidents using the Employee Incident Report (EIR or EIR-A) and submitted to the Health and Safety Department within 48 hours

Follow-Up Actions (Student)

The Principal shall:

- conduct an investigation of the incident and follow appropriate disciplinary or non-disciplinary and re-entry procedures
- complete Containment Forms within 24 of incident, as appropriate
- hold a Core Team meeting as soon as possible, or before the student returns to class, and/or before re-entry of student, to review and revise (if necessary) the Behaviour Intervention Plan and Safety Plan
- consult with the FOS Superintendent to determine the timelines for re-entry
- consult with the FOS Superintendent to determine potential for formal discipline or exclusion

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

- Restorative Practices
- Environmental modifications
- Modification of program for student (IEP, Behaviour Intervention Plan)
- Counselling
- Modified school day for student, in consultation with FOS Superintendent
- Student contract
- Alternate setting
- Temporary exclusion or suspension or expulsion, in consultation with the FOS Superintendent, Principal of Special Education and Principal of Safe Schools
- Police and/or CAS involvement, in consultation with the Principal of Safe Schools
- Review of the IEP
- Other interventions which the Principal may deem appropriate (consultation with area Senior Manager is recommended)

Follow-Up Actions (Employee):

The Principal must conduct a debriefing of the incident within 24 hours with the staff directly impacted and any other pertinent employees. Ensure the EIR-A is completed, including the completion of the *Physical Containment Incident Report*, as appropriate.

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

- Restorative Practices
- Consult with the area Superintendent of Education and Human Resources to determine the timelines for re-entry
- Staff training (including revisions to Behaviour Plans, Safety Plans, etc.)
- Provision of Personal Protective Equipment
- Share information with the employee regarding the Employee Assistance Program
- Consideration of re-scheduling assignments
- CAS involvement, in consultation with HR and FOS Superintendent
- Other interventions or supports which the Principal may deem appropriate (consultation with FOS Superintendent is recommended)

Follow-Up Actions (Other):

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.

Follow-up Debrief and Review:

This level of debrief is intended to ensure that the Student Safety Plan and Behaviour Intervention Plan were followed, and are updated in response to an incident. Conversation at this level would:

- attend to the immediate physical and emotional needs of those involved
- review the incident and plan which may require Student Safety Plan and/or Behaviour Intervention Plan revisions, or staff
- consider student's re-entry plan, in consultation with the FOS Superintendent
- inform In-school Health and Safety Team
- inform the Manager of Health and Safety when a violent incident results in a critical injury. Confidential student information should not be shared.

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 myHDSB and are linked here for reference. These are the only forms that are to be used by HDSB employees for tracking, planning and reporting purposes.

These procedures and forms (*available on myHDSB*) include:

- Behaviour Intervention Plan
- Behaviour Log
- Student Safety Plan
- Debrief Form
- Physical Containment Form
- Travel Assistants
- Employee Incident Report (EIR-A)
- Safe Schools Form

7.0 Risk of Injury

The Principal will ensure that all employees (permanent and occasional) are made aware of students in the building who have Safety Plans and the appropriate responses to be used when dealing with these students. This information should be reviewed on a regular basis, at least once per term/semester, or as plans are revised. The Principal will maintain a signed record of this communication.

The Principal shall also ensure that employees (permanent and occasional) who have regular contact with students who have the potential for aggressive behaviour are informed of the risk of injury when interacting with these students, and are provided with the necessary information (i.e., Behaviour Intervention and Safety Plans) and training to work safely with these students. This information should be reviewed on a regular basis, at least once per term/semester, following an incident, or as plans are revised. The Principal will maintain a signed record that staff have read these plans and training records where applicable.

Employees shall report health and safety concerns to their supervisor as per the Occupational Health and Safety Administrative Procedure. Where the employee does not believe that the concern is resolved, the employee must complete the Employee Health and Safety Concern 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 Intervention Plan Log and revise the Behaviour Intervention 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 PPE is available through Student Services and the Health and Safety Department.

If an employee indicates that they refuse to work with a student(s), the Principal will 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, and will inform their area Superintendent of Schools 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.

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 student who has a Safety Plan. Only BMS trained staff members should be working with a student who has a Safety Plan.

Where staff members do not have qualifications in the current Board-approved Behaviour Management Systems (BMS), the Principal will ensure this training takes place. 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.

Principals and staff must consider calling 9-1-1 for police and/or medical assistance when student and staff safety cannot be ensured, or as part of the Safety Plan response.

It is important that principals notify all relevant personnel (e.g. Occasional teachers, EAs, ECEs, 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, 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". 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 does not have the qualifications, skills, 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.

Original copies of signed documents (Behaviour 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 and Safety Plans may be kept in additional offices and educator supply files, with consideration for security of information.

9.0 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.

Situations warranting planned physical containment 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

Prior to considering physical containment as a planned response to behaviour, the following must be considered:

- imminent risk to injury of self or others, and level of immediate risk
- student history
- staff relationship to the student
- staff training
- physical environment

Physical containment may never be used to manage defiant behaviour that does not meet the above criteria, punish or discipline a student.

Staff employing such a technique must receive BMS training and follow approved procedures at all times. An incident that includes the use of planned physical containment must be reported to the HDSB Student Services Department using the Physical Containment Incident Report. (form available on myHDSB)

Emergency Containment

- 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 contain the student to prevent imminent injury.
- Whenever emergency containment is used, the Parent/Guardian must be informed
- An incident that includes the use of Emergency Containment must be reported to the HDSB Student Services Department using the Physical Containment Incident Report (Appendix D).
- Use of an emergency containment requires a Principal to consider a need for a Safety Plan

Note: Escorting vs. Transporting (This information is taken from BMS Position Paper: Transporting vs. Escorting)

To "escort" a student means to accompany the student from one location to another without the use of force or restricting the student's movements. This may be simple 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.

To "transport" a student means moving 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, especially when the student is highly agitated and

physically out of control. *Transporting students is not recommended or trained as part of physical intervention.*

Core Team members must receive instruction and appropriate training to implement the Safety Plan. A record of any training undertaken to support the student should also be signed and retained in the employee file.

A school may ask for a BMS Student Consultation to problem-solve and refresh strategies by contacting their Senior Manager. Staff are responsible for, and supervisors will ensure staff are supported in, regularly reviewing and practicing all components of their BMS Training. This consultation must occur in consideration of planned physical containments. The actions recorded in the Response to Escalating Behaviours section of the Safety Plan shall be practiced at least once a year. It shall be practiced 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.