

Policies and Procedures

5127 - Procedure - Management Process For Risk-Of-Injury (Ri) Behaviours

1. INTRODUCTION

The Durham District School Board (DDSB) is committed to creating a caring and safe learning environment. Some students with special needs present behaviours as part of their disability that may pose a threat to the safety and security of self or others, and care must be undertaken by staff to ensure everyone's safety. The following procedure provides a system-level strategy for fostering and maintaining positive learning environments in all our schools, and provides staff with guidelines and procedures for managing the safety issues related to students who, through the IEP / IPRC processes, are identified as having special or exceptional needs.

2. OVERVIEW OF RISK OF INJURY (RI) BEHAVIOURS

The behaviour of exceptional students presents a significant risk of injury to self and others when the behaviour is current; the behaviour is of such intensity that self-injury or injury to others has occurred or is likely to occur; and the behaviour is of such intensity that intervention is required to prevent or minimize injury.

A relatively small number of students with special needs may have medical / neurological / developmental disabilities that can have behaviours that are symptomatic of their disability. These behaviours may create safety concerns within the school environment. Without adequate information and an understanding of the disability and its possible symptomatic behaviours, school staff, other students and parents will often interpret the behaviour as deliberate acting out rather than a manifestation or symptom of a medical condition. Responding to the behaviour as a purposeful violation of a code of conduct and applying consequences in isolation from the student's IEP and Behaviour Safety Plan may be considered a violation of the pupil's legal right to an appropriate education program.

Symptomatic behaviours must not be responded to as an intentional or purposeful violation of a code of conduct. Rather, these behaviours and school interventions (which do not preclude suspension or denial of access) must be incorporated into the pupil's IEP, Transition Plan and Behaviour Safety Plan.

The management process for risk of injury is an ongoing process, rather than a single event or meeting. It is a Principal-led process that is initiated and continues on an ongoing basis, when risk of injury to self or others exists or is highly probable. The level of risk must be reviewed on an ongoing basis to determine appropriate prevention and intervention strategies.

3. DEFINITIONS

As background, the following are definitions that support the understanding of this Risk of Injury Procedure.

Students with Special Needs:

Under the Education Act, subsection (1), an exceptional pupil is defined as a pupil who's Behavioural, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee established under subparagraph iii of paragraph 5 of subsection 11(1) of the board... (that is, by an Identification, Placement and Review Committee).

Special Education Program:

In the DDSB, a special education program is one that is based upon and modified by the results of continuous assessment and evaluation that includes an Individual Education Plan (I.E.P.) containing specific objectives and an outline of educational services that meet the needs of that pupil.

The DDSB offers such special education placements within the context of both regular classes and self-contained, special education classes.

Special Education Services:

In the DDSB, Special Education Services are facilities and resources that are necessary for developing and implementing a special education program; these include support personnel and equipment necessary for developing and implementing a special education program.

Professional Support Services:

Professional support services include staff who has specialty training in areas that serve to assist in implementing special education services. These include professional support staff who are regulated and licensed professionals, e.g. Audiologists, Psychologists and Psychometrists, Occupational Therapists, Social Workers, Speech and Language Pathologists. Services provided by professional support staff include: assessment, consultation, direct service, professional development, liaison with community partners and input to student education plans.

Individual Education Plan (IEP):

As defined by the Ministry of Education (2000), an I.E.P. is “a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special educational services needed to assist the student in achieving his or her learning expectations (section 5.3.3).

Transition Plan:

PPM 156 outlines the requirement that all students with an IEP must also have a Transition Plan to support both macro and micro transitions. (A Seamless Transition, Appendix A)

Positive (Behaviour) Support Plan (PSP):

A Positive (Behaviour) Support Plan is a specific strategy used to supplement an IEP that is a non-intrusive method of structuring principles of Applied Behaviour Analysis. Prevention methods are identified as they apply to instructional or assessment strategies and environmental structures, using principals of Applied Behaviour Analysis (ABA). Positive Behaviours and/or skills are identified for purposes of reinforcement to supplement or replace Behaviour deficits or excesses. Reinforcers also are identified, as are conditions under which such reinforcement is applied. The plan is ideally formulated collaboratively with parents, teachers, administration and, when age appropriate, the student. A PSP is a prevention and intervention method.

Behaviour Safety Plan (BSP):

A Behaviour Safety Plan (DDSB Behaviour Safety Plan, Appendix B) is a crisis response plan that is implemented by staff in situations where the student's behaviour presents an imminent safety risk or in situations where prevention and intervention strategies have been unsuccessful. It provides detailed and clear instructions regarding strategies that are to be used, by whom, and in what circumstances to prevent injury to staff and/or students where a student's behaviour presents a risk of injury to self and/or others (OESC). Staff who work with a student whose behaviour presents a serious risk of injury should be involved in the development of the BSP.

Exclusion:

A student with special needs might have manifestation behaviours that pose or continue to pose a significant and certain risk of injury to him or her, other students, and/or staff, in spite of extensive intervention, including additional

staffing, safety / protective equipment, a modified school day, and professional interventions. Where comprehensive Behaviour Safety Plan strategies have been reviewed, modified and put into place, with little or no reduction in risk, it may become necessary for the Principal and Supervisory Officer(s) to consider a recommendation for exclusion under the Education Act Section 265 (1)(m). *Consultation with the Superintendent of Special Education and Area Superintendent is required by the Principal when considering exclusion.*

4. MEDICAL AND NEUROLOGICAL/DEVELOPMENTAL CONDITIONS

Students may be diagnosed with medical, neurological or developmental conditions that contribute to Behaviours that are considered to be symptomatic manifestations of these underlying conditions. For a small number of students, these symptoms may be shown as risk of injury Behaviours. Understanding the nature of the medical, neurological, or developmental condition is essential to implementing a student's IEP, Transition Plan, PSP and/or BSP.

For a student who has a diagnosis of a medical, neurological, or developmental condition, it is critical that the Principal obtain (with parental permission) all relevant information, including details of any manifestation behaviours, including those RI Behaviours which may create safety concerns for the student, classmates or staff within the school environment or other settings. Principals must ensure that an appropriate IEP, Transition Plan, PSP or BSP is developed in consultation with parents/guardians/caregivers and professional staff. Principals must ensure that an appropriate level of communication occurs with educational staff regarding the IEP, Transition Plan, PSP or BSP, particularly with respect to RI Behaviours.

Examples of medical, neurological, and developmental conditions include:

- ABI – Acquired Brain Injury
- ADHD – Attention Deficit Hyperactivity Disorder
- ASD – Autism Spectrum Disorder
- BP - Bipolar Disorder
- FASD – Fetal Alcohol Spectrum Disorder
- LD – Learning Disability
- ID - Intellectual Disability
- ODD – Oppositional Defiant Disorder
- Psychosis
- TS – Tourette's Syndrome

5. PRINCIPLES GUIDING THE MANAGEMENT OF RISK OF INJURY (RI) BEHAVIOURS

Context and Goals:

Management of RI Behaviours is premised on the understanding that RI Behaviours stem from the interaction between a student and the environment, rather than from simply 'within the student.' Such understanding requires an understanding of the context of the Behaviour and what influences it. RI Behaviours can be managed by addressing the relationship between a student and his/her environment. Management of RI Behaviours is an ongoing process that includes strategic information gathering, specific and practiced actions, critical incident debriefing and ongoing planning.

Management of RI takes into careful consideration all of the respective legislation that guides the actions of professionals working within an educational setting. The goal of RI management is the ongoing safety of students and staff, and respect for the physical, emotional and educational integrity of those involved.

Coordinated and Collaborative Process:

PPM 140 provides a good overview of coordination and collaboration that is applicable to the management of RI behaviours:

- Educators and service providers collaborate and deliver services in a coordinated way.
- All staff involved in management of RI Behaviour contribute to achieving common outcomes and are clear in the objectives of service delivery.
- Effective linkages are established to meet the needs of students with RI Behaviour.
- A team approach is valued and involves parents/caregivers, educators, professional support staff and community partners.
- Regular communication needs to occur.

Use of Evidence Based Practices:

Services and supports are implemented based upon evidence of their effectiveness; typically, this will involve the use of Applied Behaviour Analysis (ABA), Functional Behaviour Assessment (FBA) and non-violent crisis intervention strategies.

All staff involved with students who demonstrate RI Behaviour must be qualified and have the knowledge about effective strategies or have the opportunities to acquire this knowledge.

Ongoing and regular evaluation of practices and procedures to address RI Behaviours occurs with parents/caregivers, educators, professional support staff and community partners.

Prevention of RI Behaviours:

All DDSB staff will endeavour to use data collected from ABA and FBA procedures to create a learning environment which is safe but also attempts to reduce the probability of RI Behaviours. The implementation of environmental, instructional or Behavioural strategies which minimize the probability of RI Behaviours is consistent with DDSB Safe School Procedures and the Ontario Code of Conduct. All DDSB staff are encouraged and trained to use prevention and alternative response strategies to limit the use of intrusive practices.

Use of Least Intrusive Options:

As a guiding principle, all prevention and interventions strategies should be used to their fullest capacity with students who demonstrate RI Behaviours. Use of intrusive or containment procedures should be done cautiously and judiciously, most often within a framework of programmed response as outlined within a BSP.

Applied Behaviour Analysis (ABA):

ABA is a systematic method of assessing student Behaviour and deriving planful interventions to increase appropriate Behaviours and decrease problematic ones. It is based on scientific principles of learning theory and Behaviour modification. Using this approach, there is a clear, operationalized definition of the Behaviours to be changed, careful

recording of such Behaviours, and analysis of antecedents and consequences. Intervention points and strategies are implemented to assist in the development of new, adaptive Behaviours and to reduce undesirable ones (PPM 140).

Functional Behaviour Assessment (FBA):

An FBA is a systematic process designed to look beyond the student's behaviour and identify its function or purpose. It involves an assessment process that evaluates the likely functions of behaviour as related to its antecedent and consequences. It seeks to determine what functions the Behaviour serves for the students, i.e., what needs it serves, so that prevention and intervention points can be planned and enacted to enable the student to meet the same needs but in a more adaptive manner. *It seeks to answer the question: why is this student engaging in this Behaviour, in this setting, at this time?* Data collection and pattern analysis seek to determine if the student's Behaviour serves such functions as: Escape/Avoidance, Control, Communication, Affiliation/Affirmation, Lack of Skill/Motivation, Sensory Need/Release. (PPM 140; OESC).

6. CONFIDENTIALITY IN SPECIAL EDUCATION

Principals are reminded that all legislation with respect to student, family and staff confidentiality must be adhered to in all discussions, correspondence, case conferences, and program planning for any student, including those with exceptional needs and whose manifestation behaviours present a risk of injury. Care must be taken to obtain the required informed consent with respect to the sharing of pertinent medical, psychological, educational, employment and family information.

In exceptional circumstances where there is an imminent and significant risk of injury, disclosure of relevant safety information to specified school and board staff is permitted, as outlined in the following legislation:

Personal Health Information Protection Act:

Section 40. (1): *A health information custodian may disclose personal health information about an individual if the custodian believes on reasonable grounds that the disclosure is necessary for the purpose of eliminating or reducing a significant risk of serious bodily harm to a person or group of persons.*

Occupational Health and Safety Act:

Section 32.0.5 (1) *Duties re violence –*

3) Provision of Information – An employer's duty to provide information to a worker under clause 25(2) (a) and a supervisor's duty to advise a worker under clause 27(2) (a) include the duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour if,

a) the worker can be expected to encounter that person in the course of his or her work; and

b) the risk of workplace violence is likely to expose the worker to physical injury.

4) Limit on disclosure – No employer or supervisor shall disclose more personal information in the circumstances described in subsection (3) than is reasonably necessary to protect the worker from physical injury.

7. PARENT/GUARDIAN INVOLVEMENT

Parent/guardian involvement is always important in developing appropriate programming for pupils with special needs. Consultation with parents/guardians is mandatory under Reg. 181/98 in developing the IEP and Transition Plan. Early consultation and pre-transitioning is essential and absolutely critical in program planning for students with risk of injury behaviours.

The Principal has the ultimate responsibility for the IEP. However, a collaborative team approach is necessary, including the following members of the team:

Principal

Classroom Teachers

Special Education Teacher

Educational Assistant (s)

Professional Staff

Student (where appropriate)

Parent/Guardian

Consultation and pre-transitioning with parents/guardians will help the staff ensure that the classroom is a safe learning environment. It will help reassure parents that their child's needs are recognized and understood, and that the interventions and resources available to the school are in place. Finally, developing a comprehensive transition plan with school staff and parents will ensure that everyone is aware of the steps that will be taken if serious behaviours that threaten the safety of students and /or staff occur.

Parents/guardians are usually the best source of information about the student's behaviour. They can provide background on the diagnosed condition and its symptomatic behaviours along with the child's strengths and needs. They can provide information about behaviour at home or in previous school settings and successful / unsuccessful intervention strategies. It is also important that parents have the opportunity to share their short and long-term expectations for their child.

As part of the IEP for students with significant behaviour needs, a Behaviour Safety Plan must be developed in consultation with the parents with the assurance that the focus is on how to effectively create opportunities for the student to be successful at school. Prevention and intervention strategies should be thoroughly discussed and agreed upon. It is important that the parents have a clear understanding of expectations, strategies to be used and when and how consequences will occur. Principals should clearly differentiate between the circumstances for informal voluntary withdrawal from school and the circumstances for formal suspension or exclusion. During the development of the Behaviour Safety Plan, Principals should establish a review process with parents in the event of withdrawal or suspension.

If formal suspension is necessary (per circumstances identified in the IEP and BSP) and, after considering mitigating and other factors (Procedure 5500), the written notice must be followed by details of a school action plan and consultation process with parents to facilitate the student's re-entry and to assist in preventing the behaviours from reoccurring in a manner that required the suspension. Where a student's behaviour continues to pose a significant safety concern and/or risk of injury, the following will be reviewed as part of the school action plan:

- IEP and BSP (including updated intervention and prevention strategies)
- Current behaviours that continue to present a risk of injury
- Parental/guardian/caregiver intervention and prevention strategies
- Current safety audit of the classroom and school environment
- Staff training/in-service and possible protective equipment needs
- Alternative measures and contingency plans in case of staff absence
- Re-entry plan and timelines

8. PREVENTATIVE PLANNING FOR STAFF AND STUDENT SAFETY

Individual Education Plan (IEP), Transition Plan and Behaviour Safety Plan (BSP):

Principals are responsible for ensuring that IEPs, Transition Plans and BSPs are developed collaboratively by school and board staff members and that parental consultation is included in the process. The IEP should identify alternative curriculum expectations in the areas of behaviour management, social skills and communication along with appropriate strategies and evaluation methods. In addition, environmental accommodations may be considered, for example, alternative work space, strategic seating, proximity to staff, reduction of stimuli and quiet setting / calming room.

Transition Plans work in conjunction with the student's IEP to ensure that all due considerations are in place when a student is to undergo a transition from one environment to the next environment.

A detailed BSP must be developed in conjunction with the IEP for student whose behaviour presents a risk of injury to students or staff. The following board staff will be involved in developing and or reviewing the BSP as necessary: Special Education and regular class teachers, Educational Assistants, school administrators, and other Special Education staff; i.e. Special Education Facilitator, Psychological services, Social Worker, Speech and Language services. The full participation of the classroom teacher and Educational Assistant(s) is critical in the development of an appropriate and reasonable BSP; a successful BSP is not one that is imposed. While others may recommend or suggest, the teacher and Educational Assistant must implement the plan on a daily basis. Their support for the plan will be a major factor in the Principal's decisions with respect to student attendance, staffing assignment and intervention strategies.

The BSP must detail the necessary PPE that must be in place for the staff before the student begins at the program/school.

Positive Support Plan:

Progressive discipline requires that positive behaviour supports be used as an approach to working with challenging behaviours. Positive behaviour supports require that we:

- Understand and support the student in the behaviour change process
- Apply a scientific approach of observation and data collection (i.e., ABA, FBAs)
- Analyze the context in which the behaviour occurs
- Identify a relationship between the behaviour and the context to determine the motivation behind the behaviour
- Design a behaviour support plan that is evidence based and that accommodates the motivation of the individual
- Reduce potential triggers for the individual in the environment in certain settings and during certain events
- Provide and train the individual in the use of alternative behaviours that are more socially acceptable

Behaviour Log:

The Behaviour Log (Appendix C) is an ongoing daily tracking form and an integral part of the Functional Behaviour Assessment process. It is an important tool in identifying patterns in the student's behaviour, modifying or adjusting intervention strategies, and evaluating the success of the IEP and BSP. Since it details ongoing behaviour, it is also an important tool when communicating with parents/ guardians, community agency support services, school administration and DDSB services in the Management of Risk of Injury process. An effective Behaviour Log is one in which entries can be made quickly, yet one that provides enough information for evaluation and improvement of the

student's program. Logs should contain basic information, such as the date and time of the incident, what happened before the incident (antecedent), a brief description of the behaviour, the duration of the behaviour, the intervention used, and what occurred immediately after the behaviour (consequences of behaviour). The principal must ensure that an accurate and up-to-date Behaviour Log is kept.

The Behaviour Log must be included in the documentation required for a Special Incidence Portion (SIP) claim application. The Behaviour Log is essential where aggression includes behaviours that present safety concerns or risk of injury.

Staffing:

School administrators are responsible for ensuring that appropriate staffing is in place to support students with RI Behaviours. Additional staffing can be pursued through the EA Allocation process (Procedure 3450) and are reviewed annually. As well, the Ministry of Education outlines procedures by which the DDSB may apply for additional funding for support staff through the Special Incidence Portion (SIP) granting process. Schools are advised to be familiar with the SIP application process and submit their applications or renewals annually to the Superintendent of Special Education's office at the designated times.

Training:

Administrators need to evaluate and communicate the staff requirements for training with the Special Education department. Training in *Behaviour Management Systems* (BMS) non-violent crisis intervention is mandatory for staff working directly or indirectly with students with RI Behaviours; as well, re-certification in such training is required annually. Such training should be referenced in both the IEP and the BSP. To support training for staff working with RI Behaviour, both the Autism Resource Team and the START (Short Term Assistance Response Team) have staff who may be allocated on an interim basis to assist and train school staff in assessing and managing RI Behaviour. The application process to access these specialized teams is outlined in the School Team Manual on the Staff Portal.

Crisis Response:

The Durham District School Board recognizes that safety training programs such as BMS do not fully meet the needs of staff working with students whose symptomatic behaviours pose a significant risk of serious injury to staff and students due to the student's size and strength. Regardless of the level of training and staff experience, Principals and staff must call 911 for police and/or medical assistance when safe intervention by school staff is not possible. The circumstances that require a call to 911 should be outlined in the student's Behaviour Safety Plan.

Notification of RI Behaviours:

Under the Occupational Health and Safety Act (OHSA), the Board is required to take every reasonable precaution for the protection of workers. In addition to the requirements under the OHSA, it is a DDSB practice that Principals ensure that all employees who have regular contact with a student who has special needs with a current history of aggressive behaviour in school are informed of the risk of injury when interacting with these students. Employees include: teachers, early childhood educators, educational assistants, lunchroom supervisors, custodial and clerical staff, bus drivers and monitors, and anyone else who has regular contact with the student. This may also include professional services support staff working with the student on a one-to-one basis from time to time or those who are occasional workers (teachers and educational assistants) who will encounter the student when called in to replace the regular staff.

This precautionary notification is necessary for all staff and is of particular importance for staff members who have regular contact with the small number of students with special needs who lack the ability to control their behaviour and to understand the consequences of their behaviour. Staff members involved who provide instruction and support to the student have the right to know what behaviour can be expected and through experience, qualifications, and training, how to apply the appropriate strategies to attend to the student.

Accordingly, Principals will document that all employees who have regular contact with students with special needs and who demonstrate risk of injury behaviours, are informed of the risk of injury and related information. The Principal must share, in confidence, information from the student's IEP, Transition Plan and Behaviour Safety Plan related to

aggressive behaviour. The BSP for the student must also be reviewed with staff. This information will include, but is not limited to, the following:

- Specific strategies in place to prevent occurrences of aggressive behaviour
- The nature and frequency of possible violent aggressive behaviour
- Predisposing and/or precipitating factors
- Expected employee responses and safety procedures to be followed (BSP)
- Procedures for notifying parents/ guardians
- Possible disciplinary consequences for the student
- Reporting procedures for incident and/or injury

After meeting with staff members, Principals will complete the appropriate form (Notification of Risk of Injury, Appendix D). This form will be kept in the Principal's office and is considered confidential.

Staff Absence

Principals must also ensure that when an occasional/temporary employee is brought in, either the occasional/temporary employee has the qualifications, skills, and/or experience to meet the demands of the assignment working with a student who presents with RI or that the remaining staff members in the classroom can safely supervise the student.

Principals must develop contingency plans with staff and parents/guardians/caregivers for those situations in which occasional/temporary employees are not available, or do not have the qualifications, skills or experience required to meet the demands of the student. This plan should be developed along with the development of the BSP before the student begins a program.

Classroom, School and Bus Safety Audit:

It is important that the environments within which both the student and staff are working are considered safe and free from potential risk of harm. This requirement is especially important for students with RI behaviours. Toward this end, the Principal, with input from the staff, must conduct an audit of the classroom, school or bus environments to ensure that appropriate safety precautions are undertaken. The Classroom, School and Bus Safety Audit (Appendix E) can help guide staff in conducting this audit.

Principals and educational staff may need to consult with the DDSB Health and Safety Department, Special Education Resource Staff to ensure that all precautions in relation to the physical layout of the work area have been considered.

Personal Protective Equipment (PPE):

For students who demonstrate RI Behaviours, assessment may indicate the need for Personal Protective Equipment (PPE) for staff. PPE includes equipment, devices or clothing that is used to protect staff members or students from injury in the course of their daily activities (OESC). Examples include: protective jackets; arm, hand and shin guards; and communication devices such as walkie talkies (a full list is available through the Health and Safety Department). PPE is utilized to reduce or eliminate effects of RI Behaviour and should be monitored closely for its capacity to do so. Ongoing behaviour assessment can indicate the necessity of current equipment or the need to utilize additional equipment or methods to reduce risk of injury. When required, the use of PPE must be indicated in both the IEP and the BSP. Consultation with appropriate professional support staff to determine need and/or effectiveness of PPE is required, e.g. Psychological Services, Instructional Facilitators, Health and Safety staff, Occupational Therapist.

The equipment must be obtained prior to the student beginning the school program and must be worn by the staff working with the student as outlined in the BSP.

Calming Rooms:

Some students experience difficulties regulating their sensory responses. Other students have difficulty with emotional regulation and impulse control due to a neurological or developmental condition. Their responses may escalate and lead to emotional melt downs. Calming rooms offer a student who is beginning to experience an escalated state of sensory arousal, or other triggers which lead to emotional distress, the opportunity to remove themselves from classroom activities for a period of time. It provides a private, quiet and safe place where a student can calm down under staff supervision. See Procedure 6275 for guidelines in the creation and use of Calming Rooms to support students with special needs.

9. MANAGEMENT OF RISK OF INJURY BEHAVIOURS

Emergency Response Procedures:

There is a continuum of emergency response procedures that staff must proactively consider and rehearse in order to effectively manage aggressive incidents when they occur:

A. Less Intrusive Options

i. Verbal De-escalation

Verbal de-escalation is the first step in the continuum of Behaviour intervention for students with RI Behaviours. A clear understanding of the verbal escalation continuum, as outlined in BMS training, is essential to assist staff in matching their verbal response to the level of escalated behaviour demonstrated by the student. A summary is as follows:

Source: OESC

ii. Guided Assistance

More typically known as a physical prompt, Guided Assistance involves physically touching the student on a designated spot, e.g., arm, shoulder, to guide and redirect the student from one location to another. The use of Guided Assistance is based upon assessment and is structured within the IEP or the BSP as a programmed response.

iii. Attention Redirection

More typically known as a physical prompt, Attention Redirection involves physically touching the student on a designated spot, e.g., arm, shoulder, to provide calming reassurance and to redirect their attention to enable the learning process. The use of Attention Redirection is based upon assessment and is structured within the IEP or the BSP as a programmed response.

B. More Intrusive Options

i. **Special Equipment:** Physiotherapeutic equipment or devices such as safety vests, helmets and special equipment may be used to move students with physical challenges and/or sensory needs; at times, this equipment may be used to decrease the probability of RI behaviour. Specific types of equipment are professionally authorized and approved for use by parents/caregivers. They are specified on the student's IEP and BSP.

ii. **Containment:** School staff may need to use reasonable force to restrict a student's behaviour if an injury to the student or others is imminent. 'Containment' refers to a specific set of actions used in a crisis situation wherein the student poses an immediate risk to self or others; specific training is required by staff to use such procedures, i.e., BMS Training. Containments should be used only with reasonable force to secure student and staff safety, with the intention of avoiding harm or injury; they are stopped immediately when there is no longer a clear and imminent risk to the student or others. Caregivers must be informed of the use of containment under these circumstances as outlined in the IEP and BSP; appropriate documentation must be completed by staff when the use of containments occur (Physical Containment Reporting Form, Appendix F).

SPECIAL NOTE: Programmed Holds

Holding procedures, e.g., holding hands or arms, may only be used to prevent the student from engaging in self injurious behaviour; such procedures are never to be used to secure compliance. Because Programmed Holds are used only rarely and under prescribed circumstances of highly imminent risk, staff employing such techniques must do so under the direction and supervision of DDSB Psychologists who are BMS Instructors. Staff using such techniques should use them judiciously, only as specified within an IEP or BSP and with thorough documentation regarding their use, including frequent and regular multi-disciplinary review meetings. Additional assessment through ABA and FBAs would be considered necessary to mitigate the frequency with which Programmed Holds are used. Unlike the BSP, parent/guardian consent *must* be secured before the use of Programmed Holds.

C. Debriefing RI Incidents:

Each time a student demonstrates RI behaviour, and particularly if there is a staff / student injury or when containment is required, the Principal must meet with all staff involved in the situation, to debrief the occurrence. The purpose of the debriefing is to determine the triggers that led to the event, what can be done in the future to prevent an RI incident and the need for additional training or personal protective equipment. During the debriefing the IEP, Transition Plan and Behaviour Safety Plan must be reviewed and revised as necessary. A checklist of items to be discussed in the debriefing can be found in the Incident Debriefing Form (Appendix G).

In those situations where physical interventions for a student are frequent and on-going, it is the expectation that regular meetings will take place to discuss strategies to decrease the frequency of physical interventions.

Where there are genuine safety concerns for the student with RI behaviours, other students, and staff members, as per Section 265 (1) (m) of the Education Act, the Principal can exclude the student from attending the class/program for safety reasons until the debriefing has occurred and the BSP has been altered in order to address the safety needs stemming from RI behaviour(s). *The Principal must consult with the Superintendent of Special Education and Area Superintendent when considering exclusion.*

D. Reporting and Record Keeping:

A number of reporting and record keeping procedures related to student behaviour currently are required by the Ministry of Education and within the Durham District School Board; the Transition Plan and the BSP is part of the student's IEP. This information is kept in the student's OSR.

The following documentation must be completed:

IEP / Transition Plan / BSP

Completed by the school team and reviewed regularly for each student who is identified through the IPRC process and demonstrates risk of injury behaviours

Behaviour Log (Appendix C)

Completed by the teacher/educational assistant each time a student demonstrates RI behaviours in order to gather data about the triggers, behaviour and effectiveness of strategies.

Physical Containment Report Form (Appendix F)

Completed by the Principal for each time containment is required. A copy of each Physical Containment form is to be sent to the Special Education Officer.

Safe Schools - Violent Incident Reporting

The Principal and employee must access these forms through the Staff Portal - Quick Links and choose Violent Incidences - Summary Chart in Procedure 4255 which outlines the necessary forms for completion.

Employee Violent Incident Report Form

Completed by the Principal when a student has exhibited aggressive behaviours, including not only the exertion of physical force that causes injury but also a behaviour that could have caused injury to an employee or a verbal threat to exercise physical force against the employee. This form is located in the Quick Links dropdown menu of the Staff Portal

Supervisor Accident Investigation Report Form

Completed by the Principal when a staff member is injured. Reporting is done through the Parklane electronic reporting system.

1. TRANSFER OF STUDENTS WITH SPECIAL NEEDS WHOSE BEHAVIOUR POSES A RISK OF INJURY TO THE STUDENT, STAFF AND/OR OTHERS:

As a requirement of Bill 168, the DDSB recognizes the importance of communicating information about students who may present a danger to themselves, staff, students or others. A transition plan, must be communicated when students transfer from one class to another or to another school (see Transfer of Student Checklist, Appendices H and I).

When transferring or placing a student with special needs whose RI behaviour may pose a threat to the student and/or staff and others in the school to which the student is being sent, it is crucial that the Principal of the sending school alert the Principal of the receiving school before the student arrives at the new school. Additionally, the OSR, along with recent Behaviour Logs, IEP, Transition Plan, BSPs must also be sent to the receiving school's Principal prior to the student's arrival. The transfer of information must occur as expeditiously as possible.

When a parent/ guardian requests that a student be removed from a school where the student is in a Special Education class, and seeks to enroll the student in a school without such a program, the student shall not be permitted to attend the receiving school until that school has received all of the OSR materials listed above.

In all cases, the Principal of the receiving school shall ensure that staff expected to work directly with the student is informed of the risk of injury and involved in the review of the BSP before the student starts at a particular school or program.

In all cases, the parents / guardians of the student shall be advised of the protocol. As well, entry timelines must be communicated to the staff and parents/guardians/caregivers.

A similar process must be followed when transferring a student with RI behaviors between classes or programs at the same school. Similar factors must be considered and communicated to the receiving staff in the new classroom. A

checklist is provided in the appendices for this purpose (see Principal Checklist for Safe Transfer of Student Who Demonstrates Risk of Injury Behaviour between Classes in the Same School – Appendix J).

Credits:

Thames Valley District School Board: Management of Aggressive Behaviours Procedure

Toronto District School Board: Students with Special Needs: Management Process for Risk-of-Injury Behaviours

Osgoode Professional Development: Advanced Issues in Special Education Law; October 15, 2012; “Managing Injurious Behaviours”.

OESC: Behaviour Management Systems

Appendix:

[Appendix A.pdf](#)

[Appendix B PowerTPM Behaviour Safety Plan.pdf](#)

[Appendix C Behaviour Log.docx](#)

[Appendix D Notification to Employees.docx](#)

[Appendix E Classroom, School & Bus Safety Audit.docx](#)

[Appendix F Physical](#)

[Containment Report & Log .docx](#)

[Appendix G. Incident Debriefing Form.docx](#)

[Appendix H Sending Principal Checklist.docx](#)

[Appendix I Receiving Principal Checklist.docx](#)

[Appendix J Principal Checklist for Safe Transfer of Student.docx](#)

[Appendix K Further Relevant Legislation.pdf](#)

Document Links:

Effective Date

06/29/2005

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05/07/2006

11/14/2013

Legislative References

Regulation