

ADMINISTRATIVE PROCEDURES

SUBJECT: SAFE INTERVENTION WITH STUDENTS

INTRODUCTION

The Lambton Kent District School Board is committed to the care, welfare, safety and security of students and staff. The purpose of using safe intervention is to effectively manage behaviours of acting-out students. The focus is on proactive interventions that will elicit positive behaviours and if necessary, assist staff members to de-escalate a potential crisis.

A supportive school environment provides for a balance between the opportunity to develop a student's independence and the need for safety for self and others. It is the responsibility of all staff members to intervene in the least intrusive manner possible until the situation is de-escalated.

In order to support safe interventions with students and to promote a safe learning environment, the Lambton Kent District School Board has adopted Behaviour Management Systems (BMS).

BACKGROUND

Ontario Human Rights Code

The [Human Rights Code](#) outlines the right for freedom for discrimination. Services.

- Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Ontario Education Act

The [Ontario Education Act](#) outlines the duties of the Principal and Teacher.

Duties of Principal

Section 265 (1) (b) It is the duty of a principal of a school, in addition to the principal's duties as a teacher,

Discipline (a) to maintain proper order and discipline in the school.

Duties of Teacher

Section 264 (1)

Discipline (e) to maintain, under the direction of the principal, proper order, and discipline in the teacher's classroom and while on duty in the school and on the school ground.

In addition, Part XIII, of the [Ontario Education Act](#) provides direction regarding behaviour, discipline and safety.

Accepting Schools Act

The [Accepting Schools Act](#) is an amendment to the [Ontario Education Act](#) with respect to bullying and other matters.

Purpose

Section 300.0.1

1. To create schools in Ontario that are safe, inclusive, and accepting of all pupils.
2. To encourage a positive school climate and prevent inappropriate behaviour, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia, or biphobia.
3. To address inappropriate pupil behaviour and to promote early intervention.
4. To provide support to pupils who are impacted by inappropriate behaviour of other pupils.
5. To establish disciplinary approaches that promote positive behaviour and use measures that include appropriate consequences and supports for pupils to address inappropriate behaviour.
6. To provide pupils with a safe learning environment.

Ontario College of Teachers

The [Standards of Practice for the Teaching Profession](#) provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The [Ethical Standards for the Teaching Profession](#) represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning.

The [Ontario College of Teachers Act](#) outlines the definitions of professional misconduct.

Occupational Health and Safety Act

The [Occupational Health and Safety Act](#) outlines an employer's duties regarding sharing provision of information related to workplace violence.

Section 32.0.5

(3) 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,
- (b) the worker can be expected to encounter that person in the course of his or her work; and
- (c) the risk of workplace violence is likely to expose the worker to physical injury. 2009, c. 23, s. 3.

Appendix G: [Notification of Potential Risk of Physical Injury \(General Safety Plan\)](#)

Ministry of Education

The [Ontario Ministry of Education](#) has outlined expectations for responding to incidents.

A safe and accepting learning environment is essential for student achievement and well-being.

Everyone – staff, students, teachers, parents, and community members – has a role to play in promoting a positive school climate and making schools safe and accepting.

All staff who work **directly** with students must respond to incidents that can have a negative impact on the school climate. This includes principals and vice principals, teachers, educational assistants, early childhood educators and other school staff employed by the board, such as those involved in social work, psychology and other related disciplines.

ROLES AND RESPONSIBILITIES

Lambton Kent District School Board

- Has approved the Behaviour Management Systems (BMS), and its authorized use requires a comprehensive training program.

Superintendent of Special Education

- Will ensure there are adequate BMS training opportunities for all staff who require training to complete their role;
- Will identify potential candidates to serve as BMS Master Trainers to support the vision of the BMS Interventions throughout the board;
- Will support the training of BMS Master Trainers and BMS Board Trainers.

System Coordinator of Special Education

- Is the LKDSB contact to the Behaviour Management Systems (BMS) organization;
- Will maintain a record of staff training status;
- The System Coordinator of Special Education or designate, will ensure that staff will have access to the necessary BMS training in order to support a safe environment.

BMS Master and Board Trainers

- Will provide training that meets the standards of the BMS outcomes;
- Will provide consistent training and messaging to support staff competence when using BMS prevention strategies and interventions.

BMS Leadership Committee

- Will provide input and direction in system training needs;
- Will identify potential BMS Trainer candidates;
- Will promote the value of BMS as a preventive strategy to support a safe and supportive environment;
- Will consult with school teams to create student plans grounded in BMS strategies and offer guidance in complex cases.

Educational Assistants

- All permanent LKDSB Educational Assistants must maintain a current BMS status and must complete recertification every 18 months;
- Educational Assistants are expected to act within the standards of the BMS and work to support prevention and non-physical interventions in order to maintain a safe and supportive environment.

School Administrators

- All permanent LKDSB Administrators must maintain a current BMS status and must renew the training every 18 months;
- Are expected to act within the standards of BMS and work to support prevention and non-physical interventions in order to maintain a safe and supportive environment;
- Need to be active leaders and participants in developing plans for students and team debriefing following significant escalations;
- Will ensure staff only use safe, effective intervention strategies approved by the Lambton Kent District School Board when working with students;
- Where a Safety Plan - Student Crisis Response is in place for a specific student, the Principal must ensure that school-based team members be trained in the use of BMS;
- Where a Safety Plan – Student Crisis Response is in place, the Principal will ensure a Student Support Plan is in place;
- Shall contact the Children’s Aid Society and the Family of School Superintendent in cases of an injury to a student, which occurs during a physical intervention;
- Will notify all employees who have regular contact with the student or may interact with the student with a Safety Plan – Student Crisis Response and share the student’s Safety Plan – Student Crisis Response;
- Will ensure that all Safety Plan – Student Crisis Response documentation is up to date and available for staff on the S: Drive;
- Will ensure that all Safety Plan – Student Crisis Response documentation is up to date and available in hard copy for all staff, including occasional staff, in the school office.

Lambton Kent District School Board Staff

- BMS training is available to any LKDSB staff seeking to learn more about prevention strategies to support a safe and supportive environment.

DEFINITIONS

Student Plans

- **Safety Plan - Student Crisis Response**

This is a response plan established by the school team to maintain safety for all, including the students, staff and school community. This plan establishes the action of how to respond to escalated behaviours that may endanger self or others.

Please Note: All students who have an established Safety Plan, must also have a Student Support Plan in place.

- **Ministry of Education Document - Caring and Safe Schools in Ontario (Figure 10: The Use of the Restorative Circle)**

- **Safety Plan - Debriefing Records**

The Safety Plan Debrief Record must be completed each time the Review and Debrief Phase of the 4 Phase Model is completed. The debrief must be updated, documented and stored on the S:Drive.

- **Student Support Plan**

This is a plan to support the student to engage in the school environment and to maximize learning opportunities by adapting the environment through the use of Universal Supports and ABA strategies. This plan supports educators to understand the child and to shape the environment to support student success and to address risk factors by incorporating protective factors.

- **My (Student) Well-Being Plan**

Some students may benefit from a plan to promote well-being within the school environment. This voluntary form is to be completed in collaboration with the student and parent (as appropriate).

Notification of Risk

- The **Occupational Health and Safety Act** requires the Board of Education to provide information to workers related to a risk of workplace violence from a person with a history of violent behaviour. Principals and Managers are required to notify all staff on site of risk.

Behaviour Management

- **Ecological Systems Theory**

This theory helps us to understand how a student's environment influences their development. The interaction between a child and their environment is fluid and dynamic and can impact or influence one another.

- **Four Levels of the Environment**

The Behaviour Management System identifies four levels of the environment. Each level of the environment may impact:

- Individual System- (Macro) – factors that affect the child directly
- Secondary System (Meso) – interactions and/or relationships with others
- Community System (Exo) – interactions and/or relationships with others that do not have a direct relationship with the child
- Social System (Macro) – societal factors that have an impact on the other three levels of environment

- **4 Phases of Behaviour Management**

BMS supports a preventative approach to behaviour management, building on student and educator success. There are four phases:

- Information Gathering Phase
- Action Phase
- Review and Debrief Phase
- Planning Phase

- **Functions of Behaviour Analysis**

A Functional Behaviour Analysis is a valuable problem-solving tool that supports an approach to addressing behaviour problems that looks at the function of the behaviour. Once the function has been identified, strategies are implemented.

- **Interventions**

There are three possible interventions (or combinations of the three) available to support the student and their environment:

- Non-verbal
- Verbal
- Physical

- **Containment**

A tool used to ensure the immediate safety of the child and school community. A containment is not to be used as a strategy to teach compliance. It is a safety tool.

Prior to using a containment strategy, BMS Trained practitioners must reflect on the following to determine:

- Is there a clear, imminent risk to self and/or others?
- Have all other strategies been exhausted?
- Is it safer to contain than to not contain the child?

All three thresholds must be met before considering containment.

- **Corporal Punishment**

Refers to the act of striking a student either with one's hand or with an object, such as a leather strap. **The Lambton Kent District School Board does not permit the use of corporal punishment with any student under any circumstances.**

- **Seclusion**

A behaviour management technique in which a student is confined in a locked closet or locked room intended to exclusively seclude a person. **The Lambton Kent District School Board does not permit the use of seclusion with any student under any circumstances.**

BEHAVIOUR MANAGEMENT SYSTEMS

Behavior Management Systems (BMS), is a gold standard prevention and accredited training system for administrators, teachers and education workers. It provides leadership, training and support in the effective management of behaviour in schools. BMS understands that successfully managing behaviour results in safe and secure learning environments – evidenced by fewer conflicts and reduced need for physical interventions and discipline.

Educators who experience BMS training will possess a greater level of expertise in the management of both every day and critical incident behaviour. It was developed by Ontario professionals and is fully compliant with provincial laws and successful intervention strategies.

FOUR PHASES OF BEHAVIOUR MANAGEMENT SYSTEMS

BMS provides educators with a comprehensive framework for both understanding and intervening successfully with school-based behaviour. BMS equips educators with a preventative approach to behaviour management, building on student and educator success.

School teams are at all times engaged in at least one of the following phases of the Behaviour Management Systems cycle:

- **Information Gathering**
- **Action**
- **Review and Debriefing**
- **Planning Phase**

- **Information Gathering**

It is during this phase that we gather as much information as possible about a student to determine factors influencing behaviours and to help guide intervention(s).

To assist school teams, information is gathered to:

- Identify risk and protective factors that exist at the 4 levels of the environment;
- Understand and prevent challenging behaviour;
- Learn more about a student new to the school or system;
- Understand a change to baseline behaviour(s);
- Guide intervention development;
- Develop program supports;
- Research the OSR and supporting documentation.

- **Action**

The action phase includes safe intervention with a child. Interventions may include:

- Preventative and proactive strategies;
- Non-verbal, verbal and physical interventions.

Please Note: Physical intervention is the option of last resort when intervening with a student who presents a safety risk to self or others.

To assist school teams, action is taken to:

- Manage and respond to behaviours;
- Support a safe and supportive learning environment;
- Responding to emergencies and crises.

- **Reviewing and Debriefing**

A critical component of BMS is the Post – Incident Protocol of reviewing and debriefing as a school team. This phase of the BMS framework supports the review of the student plan(s) to continue to work towards improved behaviour and success for the student. A team approach is necessary in order to make necessary adjustments and enhancements to the plans.

To assist school teams, the review and debrief occurs to:

- Ensure all staff are safe and do not require medical intervention;
- Review all plans to determine what strategies were effective and which strategies needed to be expanded or adjusted;
- Identify the risk factors that contributed to the situation;
- Comply with the [Occupational Health and Safety Act](#) legislation.

To assist school teams, action taken during the review and debrief phase **may** include:

- Injury assessment of student and staff;
- Communication protocol updates and adjustments;
- Reassurance and follow-up of student;
- Support of other students present in the environment;
- Team sharing of effective strategies to support the student's development;
- Documentation and data collection;
- Adjustments to Student Plan(s);
- Student re-entry plan;
- Completion of notification of risk to staff.

Please Note: The [Safety Plan Debriefing Record](#) must be completed during every Review and Debrief phase.

- **Planning Phase**

The planning phase allows the school team to review and adjust the plans for students using new information and/or data that they have gathered following an incident. Also, the planning phase may occur when a school receives a new student in order to adapt the child's existing plans to the new school environment to establish success for the student. There is an explicit overlap between this Planning Phase and the Information Gathering phase.

To assist school teams, planning occurs to:

- Identify strategies and supports required to prevent future behaviour;
- Teach replacement behaviours;
- Analyze data to identify a function(s) of behaviour:
 - Plan for additional consultation;
 - Monitor progress and set goals;
 - Review all plans to determine what strategies were effective and which strategies needed to be expanded or adjusted.

RESOURCES

[Four Phases of the Behavioural Management Cycle - Reference Material](#)

[Workplace Violence in School Boards, A Guide to the Law \(Ontario\)](#)

[Caring and Safe Schools in Ontario](#)

[Appendix G: Notification of Potential Risk of Physical Injury \(General Safety Plan\)](#)

[Guide to Your Rights and Responsibilities Under the Human Rights Code](#)

[Policy and Guidelines on Racism and Racial Discrimination](#)

[Ontario's Anti-Racism Strategic Plan](#)

[Ontario College of Teachers – Professional Standards](#)