



## PROCEDURE

Title: **MANAGEMENT OF AGGRESSIVE BEHAVIOUR** Procedure No.: **4008F**  
Effective Date: **2017 NOV 27**

Department: Learning Support Services

Reference(s): Code of Conduct Procedure  
Expulsion of Students Procedure  
Medical/Health Support for Students Policy and Procedure  
Ministry of Education Policy/Program Memorandum No. 128: School Board Codes of Conduct: Setting of Standards of Behaviour in School  
Ministry of Education Policy/Program Memorandum No. 81: Provision of Health Support Services in School Settings  
Ministry of Education Policy/Program Memorandum No. 140: Incorporating Methods of Applied Behaviour Analysis (ABA) Into Programs for Students with Autism Spectrum Disorders (ABA)  
Ministry of Education Policy/Program Memorandum No. 156: Supporting Transitions or Students With Special Education Needs  
Ministry of Education Individual Education Plans: Standards for Development, Program Planning, and Implementation 2000  
Ministry of Education Special Education Funding Guidelines: Special Incidence Portion (SIP)  
Occupational Health and Safety Act  
Police/School Board Protocol Procedure  
Report of Employee Accident/Incident Independent Procedure  
Response Plan - Incidents Requiring Hold and Secure or Lock Down Procedure  
Safe Schools Act, 2000  
Safe School Policy and Procedures  
Special Education Plan  
Suspension of Students Procedure  
Child and Youth Standard  
Workplace Safety and Insurance Board Act

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## 1.0 Introduction

Under our Safe Schools Policy, we are supporting a system-level strategy for fostering and maintaining positive learning environments at all our schools. This strategy has three key areas of focus:

- stressing the responsibility that all stakeholders have in maintaining a safe-school environment;
- ensuring a consistent, coordinated approach to handling violent incidents that occur in schools;
- including violence prevention in all aspects of the curriculum from junior kindergarten to the end of secondary school.

The Thames Valley District School Board (TVDSB) is dedicated to building each student's tomorrow, everyday. When a student's behaviour presents an imminent threat to the care, welfare, safety and security of self or others (students, staff or any other person), measures must be undertaken by staff to ensure everyone's safety.

The use of physical restraint is authorized only when all less restrictive methods of intervention have been exhausted and when the individual presents a danger to themselves or others. Even when physical restraint is employed, the primary objective is to allow the person an opportunity to calm down at their own pace, and to assist, as the individual gains self-control. An empathic, nonjudgmental approach will alleviate anxiety and respect the dignity of all. Any physical intervention is potentially dangerous and should be considered an emergency response procedure. This document contains the expectations and procedures for staff training and behaviour management.

## 2.0 Background: Legal Authority

- **Constitution Act 1982 - Charter of Rights and Freedoms**  
12. *Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.*
- **Canadian Criminal Code, R.S.C., 1985 - Correction of Child by Force**  
Section 43. Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.
- **Education Act, R.S.O., 2000**  
Section 264(1) *It is the duty of a teacher and a temporary teacher (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;*  
  
Section 265 *It is the duty of the principal of a school, in addition to the principal's duties as a teacher. (a) to maintain proper order and discipline in the school;*
- **Occupational Health and Safety Act**

- **Workplace Safety Insurance Act**

Section 301(1) Provincial Code of Conduct -  
*The Minister may establish a Code of Conduct governing the behaviour of all persons in the schools.*

Section 301(2) Purposes  
The following are the purposes of the Code of Conduct:

1. *To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.*
2. *To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.*
3. *To maintain an environment where conflict and differences can be addressed in a manner characterised by respect and civility.*
4. *To encourage the use of non-violent means to resolve conflict.*
5. *To promote the safety of people in the schools.*
6. *To discourage the use of alcohol and illegal drugs.*

- **Ontario Regulation 298**

11(1). *The principal of a school, subject to the authority of the appropriate supervisory officer, is in charge of,*  
*(a) the instruction and the discipline of pupils in the school; and*  
*(b) the organization and management of the school.*

20. *In addition to the duties assigned to the teacher under the Act and by the board, a teacher shall,*  
*(h) cooperate with the principal and other teachers to establish and maintain consistent disciplinary practices in the school.*

23(1). *A pupil shall,*  
*(b) exercise self-discipline;*  
*(c) accept such discipline as would be exercised by a kind, firm and judicious parent;*  
*(e) be courteous to fellow pupils and obedient and courteous to teachers;*  
*(h) show respect for school property.*

- **Occupational Health and Safety Act**

Section 25(1)

Section 32.0.5 (3) (a) (b) Provision of Information

- **Workplace Safety Insurance Act**

NOTE: Workplace violence is an occupational health and safety hazard. For Ontario workplaces that are subject to the Occupational Health and Safety Act,

as of June 15, 2010, workplace violence is defined as:

- the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; or,
- a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker.

Some of the types of violence that workers could experience in the workplace include hitting, pushing, physical assault, sexual assault, stalking, criminal harassment, robbery, or threats of violence.

The Occupation Health and Safety Act also defines workplace harassment as:

- engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or
- workplace sexual harassment.

### **3.0 Scope**

The Management of Aggressive Behaviour Procedure is designed to govern the use of physical restraint of students, and to provide for the protection of TVDSB staff within both elementary and secondary TVDSB schools.

The TVDSB Policy/School Board Protocol outlines the procedures for dealing with the range of violent incidents that could occur in the school environment. These include: School Reporting Procedures, Physical Safety Issues (building design, physical layout, lighting etc.) Threat/Risk Assessment Services, and Emergency Response Plans.

Principals may also consult with Learning Support Services, Special Education and TVDSB Health and Safety Specialists in order to ensure that the design and/or physical layout of the work area does not contribute added risks to the safety of staff and students in the event of a violent or aggressive episode.

### **4.0 Purpose**

The purpose of this procedure is to:

- ensure that all TVDSB students are free from the unreasonable use of physical restraint;
- ensure that all staff and students are protected from aggressive or violent acts;
- facilitate the establishment of an Emergency Response Team in every TVDSB school in order to ensure a timely and appropriate response to any incident which may pose a threat to the safety of staff and/or students.

### **5.0 Limitations**

Nothing within this procedure shall be construed to limit the protection afforded to students under provincial or federal laws, including those laws that provide for the rights

of students found eligible to receive Special Education services. Nothing in this procedure precludes any teachers, employees or agents of the TVDSB from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

## 6.0 Definitions

### **Chemical Restraint**

- the administration of medication for the purposes of restraint

Any administration of medication must follow the procedures set out in the TVDSB Board Policy/Procedure: Medical/Health Supports for Students.

NOTE: The use of chemical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent or guardian.

### **Extended Restraint**

- physical restraint, the duration of which is more than twenty minutes

NOTE: Extended restraints increase the risk of injury and therefore require written documentation.

### **Mechanical Restraint**

- the use of a physical device to restrict the movement of a student or the movement of normal function of a portion of their body

A protective or stabilizing device ordered by a physician shall not be considered mechanical restraint.

NOTE: The use of mechanical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent or guardian.

### **Personal Protective Equipment (PPE)**

- equipment, such as specialized padding to cover arms/legs, which protects staff from injury which may result from physical assault by a student

NOTE: Decisions about the acquisition, type and use of personal protective equipment will be determined through the school's Program Development Team and Administration, in consultation with the Safety Specialist and the staff member. The use of PPE should be detailed in a Management of Aggressive Safety Plan.

### **Physical Contact**

- a range of positive teaching techniques employed as a standard part of the classroom management system, which involves touching the students

It includes, but is not limited to, physical contact occurring when:

- the student is being rewarded or praised;
- the staff member is attempting to establish positive rapport during work sessions, play periods or counselling sessions;
- the teaching strategy of role playing is being employed;

- a student requires assistance in attending to a task;
- a student requires assistance in controlling excessive body movements;
- giving non-verbal cues which may assist the student to recognize misbehaviour, improve self-control, and avoid negative consequences;
- a student requires hand-over-hand assistance to complete a task successfully.

### **Physical Intervention (Reference to Emergency Procedures-Policy)**

- **Emergency Physical Intervention**  
This refers to a crisis situation in which a student poses an immediate threat to themselves or others. This type of intervention precludes prior consultation with parents and guardians. Emergency Response Teams shall be established in each TVDSB school in order to rapidly deploy the emergency response measures that are required to protect the safety of staff and students.
- **Planned Physical Intervention**  
This refers to restraint as a final step in a sequence of actions following the onset of the acting out behaviour. This type of intervention will emanate from the student's written Management of Aggressive Behaviour - Safety Plan which will be based upon the student's needs and a history of the student's physically injurious behaviour toward themselves and/or others. Planned Physical Intervention must comply with Behaviour Management Systems Training.
- **Self Protection**  
Refers to acceptable protective staff responses to physical aggression from a student. The aggressive behaviors may involve, but are not exclusive to, biting, kicking and punching.

### **Physical Restraint**

- the use of bodily force to limit a student's freedom of movement

### **Restraint**

- limiting the physical freedom of an individual student by the use of physical force, mechanical means or seclusion in a limited space or location or temporarily controlling the behaviour of a student by chemical means

### **Time Out**

- a student is provided with a separate segregated supervised space which they can access voluntarily away from other students and staff for a limited amount of time

NOTE: The student has visual contact with staff. The use of time out protocol is to be established in writing through the school's Program Development Team (PDT).

The following restraints are not permitted by the Thames Valley District School Board

### **Corporal Punishment**

- the act of striking a student, either with one's hand or with an object

NOTE: The Thames Valley District School Board does not permit the use of corporal punishment with any student under any circumstances.

### **Physical Escort**

- holding a student for the purpose of moving or directing a student

(The Thames Valley District School Board does not permit the physical moving of students in a restraint situation.) Moving students while they are in crisis is an extremely high-risk intervention and staff are expected to follow the procedures as per. Behaviour Management Systems training.

### **Seclusion Restraint or Confinement**

- physically confining a student alone in a room or limited space against their will without physical access to staff

NOTE: The Thames Valley District School Board does not permit the use of Seclusion Restraint or Confinement with any student under any circumstances.

## **7.0 Pre-placement and On-going Student Evaluations**

As per the Safe Schools Procedures, the TVDSB is committed to the “Early and On-going Identification” of students at risk and the establishment of appropriate forms of prevention and intervention.

Schools have a variety of resources available to both assess and support students who are exhibiting behaviours which put the safety of themselves and/or other students and/or staff at risk.

Standard 2 of the Special Education Plan outlines the a continuum of Special Education programs and services available to match individual students with appropriate programs and services. Standard 4 of the Special Education Plan details the intermediary steps to address a student’s learning and/or behavioural needs at the school level, from the initial meeting, through to formal identification.

Standard 8 of the Special Education Plan outlines the TVDSB criteria for behavioural exceptionality. As per Standard 8 of the Special Education Plan, students with severe behavioural and social-emotional difficulties who present serious aggressive or violent behaviours may be formally identified through the IPRC process and an Individual Education Plan (IEP) may be developed on the student’s behalf. When students meet the criteria for two or more exceptionalities, with supporting documentation and assessments from qualified practitioners, they may be identified with a multiple exceptionality. IEPs are reviewed each term (or more frequently as required) as per section 6.2 of the Ministry of Education’s Individual Education Plan Standards for Development, Program Planning, and Implementation.

Standard 6 of the Special Education Plan outlines the procedures for acquiring and communicating school-based academic, social, emotional and behavioural assessments.



Standard 9 of the Special Education Plan outlines behaviour programming supports available to students in the Transition Classroom Program A.S.D. (Autism Spectrum Disorder) and Developmental Education Programs.

In accordance with PPM:140 Incorporating methods of Applied Behaviour Analysis (ABA) into Programs for students with Autism Spectrum Disorders, ABA methods will be utilized in the development and implementation of Safety Plans for students as required.

Standard 18 of the Special Education Plan addresses the coordination of services with other Ministries and Agencies, identifying agencies and resources that may provide assessment and treatment interventions when students present with serious medical, social, emotional or behavioural concerns.

## 8.0 Procedures and Training

### 8.1 Preventative Procedures

All TVDSB staff will follow safe intervention practices when working to prevent aggressive or destructive actions by students.

All staff shall attempt to resolve disruptive or out-of-control behaviour by using the least intrusive means possible before proceeding to the use of non-violent physical intervention.

Principals and staff members shall follow the Procedures for Dealing with Violent Incidents as outlined in:

- The TVDSB Safe School Procedures; and the Code of Conduct

**School-based Emergency Response Teams** will meet at least twice annually (September and January) to discuss and plan the coordinated response to all emergency situations within the school building. Protocols for Incidents Requiring Hold and Secure or Lockdown during an emergency will be reviewed with all school staff (including occasional staff) twice annually as per the Safe Schools Policy.

Opportunity for students and staff to practice or drill for situations will be consistent with the TVDSB Emergency Response Code procedures. Response Plan-Incidents Requiring Hold and Secure or Lockdown are outlined in the procedure.

Strategies used to intervene physically with a student who is posing a danger to themselves and/or others will be in accordance with Behaviour Management Systems training and standards.

### **Safety of Physical Plant**

Principals and educational staff shall consult with TVDSB Safety Specialists and/or local police (Crime Prevention Through Environmental Design CPTED as per the Police/School Board Protocol) to ensure that, in the event of an aggressive or violent act, all precautions have been considered with regard to the physical layout of the work area, communication systems and equipment (alarms, video cameras, communication links, etc.).

**Staffing Levels and Qualifications Needed:**

Principals evaluate and communicate staffing needs and staff requirements for training to their Supervisory Officer and their Learning Coordinator for Special Education as necessary.

Learning Support Teacher and Educational Assistant allocations to schools are reviewed annually by the Superintendent of Special Education, Learning Supervisor-Special Education and the Learning Coordinators-Special Education.

A System Program Development Team (Special Education Learning Coordinator) meeting is convened every other week by the Special Education department, to monitor and plan for students who present with extraordinarily high needs. Student placements, programs and staff allocation are reviewed and adjusted in order to meet the specific needs of these students.

As per Ministry of Education, “*Special Education Funding Guidelines*” School Boards may apply for funding through the Special Incidence Portion (SIP) for students who have extraordinarily high needs related to their disabilities for staff support to ensure the safety of themselves or others in the classroom. Criteria for funding are outlined in the MOE’s Special Education Funding Guidelines.

**Provisions for Acquainting a Worker with a Student’s History:**

Principals within the Thames Valley District School Board shall develop written procedures regarding appropriate responses to student behaviour that may require urgent physical intervention. Principals will use the Management of Aggressive Behaviour - Safety Plan and the Notification of Employees: Risk of Injury from Students forms to ensure that this plan is communicated to all staff, including teaching and support staff. Notification of Employers Risk of Injury and the Management of Aggressive Behaviour - Safety Plan will be maintained in the student’s O.S.R., referenced in the student’s IEP, and reviewed each term (or more frequently as required) as per section 6.2 of the Ministry of Education’s Standards for Development, Program Planning, and Implementation. Safety Plans must be available to all staff supporting these students including occasional and itinerant staff.

**Notification of Employees: Risk of Injury from Students**

Principals will ensure that the risk of injury and appropriate intervention strategies are communicated to all staff (including clerical, custodial, occasional staff) prior to staff interacting with students who are deemed to be at risk of presenting with violent aggressive behaviour. Related information such as the Management of Aggressive Behaviour - Safety Plan, which outlines the details of the most effective interventions for the student, will be shared with all staff who may potentially be involved with said student(s). Safety Plans or Management of Aggressive Behaviour Safety Plan which have been developed for students prior to their entry to school (or in previous school placements) will be communicated to all appropriate staff (including teachers, educational assistants, itinerant and occasional staff).

When a student that has been identified as presenting a dangerous or violent risk to themselves and/or others, is making a transition between schools, programs

or classrooms, principals within the TVDSB will follow the communication procedures as outlined in the : Management of Aggressive Behaviour Flowchart.

Such procedures shall include, but not be limited to:

- methods for preventing student violence, self-injurious behaviour, and suicide, including de-escalation of potentially dangerous behaviour occurring among groups of students or with an individual student;
- a description and explanation of TVDSB's method of physical restraint, a description of the school's or program's training requirements, reporting requirements and follow-up procedures, and a procedure for receiving and investigating complaints regarding restraint practices (see Transition Procedures for Students Deemed at Risk of Violent or Aggressive Behaviour).

### **Worker Training on Violence Prevention**

Code of Conduct Procedure: School boards will provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence and safe learning and teaching environments.

As the Safe Schools Procedures, the TVDSB is committed to providing administrators and staff with the training necessary for maintaining a safe, violence-free environment. This professional development will provide direction to staff for the prevention, intervention, recording and follow-up procedures required to safely manage a violent or aggressive incident.

### **Specialized Training for Recognizing and Handling Aggressive Behaviour:**

TVDSB recognizes that managing aggressive and violent behaviour is required within the school setting. Learning safe, effective techniques to prevent crisis situations requires regular training sessions. Behaviour Management Systems training provides for the care, welfare, safety and security of everyone involved.

TVDSB shall provide certified Behaviour Management Systems trainers for staff through the Behaviour Management Systems Training.

The program focuses on preventing disruptive behaviour by communicating with individuals respectfully and with concern for their well-being. The program teaches physical interventions only as a last resort—when an individual presents an imminent danger to self or others—and all physical interventions taught are designed to be non-harmful, noninvasive, and to maintain the individual's dignity. Follow-up debriefing strategies are also key components of the training program.

By participating in regular training programs, staff will gain the confidence necessary to handle crisis situations with minimal anxiety and maximum security. The training will also help staff to intervene more safely when behaviour becomes violent and dangerous. More importantly, well-trained staff members are able to maintain the professional bond that they've worked so hard to establish with the students in their care. Regular training sessions are important steps towards safer, more supportive school environments.

Initial training will consist of 6 hours classroom time. Re-certification (3 hours) is

mandatory every two years to ensure the maintenance of high program standards.

Courses for initial training and recertification are offered through Learning Support Services on many occasions throughout the school year and on Professional Development days.

Staff are presumed to be at higher risk for injury from student aggression when they are assigned to programs that deal with students who may exhibit serious and/or frequent violent/dangerous behaviours. Programs that would be considered “high-risk” would include Transition Classroom Program, A.S.D. (Autism Spectrum Disorder) programs, and programs for students who have Developmental Disabilities. Staff assigned to these programs are required to maintain current certification.

### **Administration of Medication**

TVDSB staff will make every effort to ensure that medication is administered to students at school as required. As per TVDSB Procedure-Medical/Health Support for Students, “With appropriate training, Educational Assistants shall assist with student medication and medical procedures as required, in accordance with Ministry of Education Policy/Program Memorandum No. 81.

## **8.2 Emergency Response Procedures**

Reference:

Safe Schools Policy: Response Plan-Incidents Requiring Hold and Secure or Lockdown

Safe Schools Procedures outlines TVDSB expectations for dealing with violent incidents.

Use of: Behaviour Management System Restraint Guidelines:

Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate; or as a Planned Physical Intervention described in the Management of Aggressive Behaviour - Safety Plan of a student. .

Planned physical intervention procedures require consultation with the parent/guardian. If the parent/guardian does not support the Management of Aggressive Behaviour - Safety Plan, then the onus is on the parent to present a mutually acceptable alternative plan. Should an agreement not be reached, the school may need to implement next steps (i.e. implementation of the Safety Plan, suspension, expulsion, etc.).

School personnel shall use physical restraint with the following guidelines in mind:

- a physical restraint will be administered as a last resort, and only when needed to protect a student and/or another person from imminent, physical harm.
- a physical restraint may be administered to obtain possession of weapons or other dangerous objects on the student or within the control of the student.
- a physical restraint may be administered for the purposes of self-defense.

- a physical restraint must be administered using methods which prevent or minimize any harm to the student as a result of the use of physical restraint.

As per Behaviour Management System training, physical restraints will be used only as a last resort in the following circumstances:

- when all other verbal and non-physical strategies have been exhausted; and/or
- when the student poses a threat of imminent harm to self and/or others

Physical restraints will NOT be used as a form of punishment.

Physical restraints will NOT be used as a response to:

- the disruption of school order
- property destruction, unless the activity becomes a danger to the student's or others' safety.

Physical restraints will NOT be used as a response to a student's refusal to comply with a school rule or staff directive.

Verbal threats do not constitute a threat of imminent, serious physical harm. The appropriate response to a verbal threat is to seek assistance immediately - NOT a physical restraint.

Where staff members cannot intervene safely, they must move the other students to safety and call for assistance immediately. After every reasonable intervention technique has proven unsuccessful, the principal or designate is strongly encouraged to contact the police for assistance.

## **Administration of Physical Restraint**

### **Trained Personnel**

Only TVDSB staff who have been trained as trainers, through the Behaviour Management System shall offer Behaviour Management System instruction to staff. Other than in exceptional circumstances, only trained personnel who have current BMS training shall administer physical restraints on students.

Where possible, the administration of a restraint shall be witnessed by at least one other staff member who does not participate in the restraint. The trained staff member is required to make every attempt to protect students, other persons or themselves from imminent, serious, physical harm. An auxiliary staff member must monitor for safety, and, if necessary, assist by sending for help, clearing the area and observing the student. The site administrator should be advised of the situation.

### **Use of Force**

A staff member administering a physical restraint shall use only the reasonable force necessary, under the circumstances, to protect the student or others from physical injury or harm.

### **Safest Method**

Staff members administering physical restraint shall use the approved method available as stated in the Behaviour Management System and appropriate to the situation. If necessary, a student may be re-restrained according to Behaviour Management System Guidelines.

### **Duration of restraint**

Staff administering a restraint shall discontinue the restraint as soon as possible. If, due to unusual circumstances, a restraint continues for more than twenty minutes, it shall be considered an extended restraint for purposes of the reporting requirements. Where possible, restraints lasting longer than twenty minutes should be continued by a second team.

### **Safety Requirements**

No restraint shall be administered in such a way that:

- a student is prevented from breathing;
- a student is taken down to the floor and kept down intentionally;
- a student is prevented from speaking or communicating; and/or
- a student is kept in a prone position

A physical restraint shall use only the reasonable force necessary in the circumstance to protect the student or others from physical injury or harm.

### **Personal Protective Equipment for Staff**

Decisions about the acquisition and type of personal protective equipment will be determined through the Program Development Team and Administration in consultation with the Safety Specialist and with the Worker.

Equipment may include such items as specialized padding to cover arms/legs, which protects staff from injury which may result from physical assault by a student. Details for the use of protective equipment will be included in the Management of Aggressive Behaviour - Safety Plan and in the Notification of Employees: Risk of Injury from Students documents

## **8.3 Follow up Procedures**

### **Post-Incident Response**

Following the release of a student from restraint, and the resolution of the crisis, the principal/designate shall implement follow-up procedures. These procedures shall include:

- reviewing the incident with the staff person(s) who administered the restraint to discuss the following:
  - (1) whether proper restraint procedures were followed, and
  - (2) any difficulties encountered with implementing the restraint procedures, and
  - (3) whether the student or staff sustained any injury
- reviewing the incident with the parent/guardian and the student, if it is not contrary to any behaviour program already established for this student
- appropriate follow-up with staff and students who witnessed the

incident.

### **Physical Restraint Reporting Requirements**

TVDSB recognizes that for certain students a Safety Plan is required in order for those students to benefit from education.

### **Safe Physical Intervention Plan**

The Safe Physical Intervention Plan details the method of restraint to be employed when a student's behaviour presents an imminent risk to the safety of self or others. The Safe Physical Intervention Plan is incorporated into the Management of Aggressive Behaviour Safety Plan as a last resort after all efforts to de-escalate the situation have proven unsuccessful. When a Safe Physical Intervention Plan has been developed for a student, TVDSB staff may seek a parent's or guardian's consent to waive the reporting requirements for incidents of physical restraint. Individual waivers should be sought only for students who present a risk of frequent, dangerous behaviour that may require the frequent use of restraint. This applies to restraints administered to individual students that do not result in serious injury to the student or staff member and do not constitute extended restraint.

Principals, in consultation with parent(s)/guardian(s) and appropriate staff, will create a Management of Aggressive Behaviour Safety Plan for students who may require the use of physical intervention(s) to protect other students, themselves or staff from physically injurious behaviour. Prior to the student's arrival or re-entry, a Management of Aggressive Behaviour Safety Plan should be developed for each student who enters the school from another program, another board, outside agency, or other non-board location, if it is known that the need for restraint may occur. For students new to the Thames Valley District School Board, Principals are encouraged to use the Student Registration - Consent to Share Student Information Form to obtain information about students who may require a Safety Plan.

Limitations on waivers:

- TVDSB staff may not require a parent's consent to such a waiver as a condition of admission or provision of services.
- A parent may withdraw consent to such a waiver at any time.
- No program or classroom may receive an exemption or waiver on behalf of all of the students enrolled in a particular program or classroom.
- Physical restraint that results in any injury to a student or staff member, or any physical restraint of a duration longer than 20 minutes must be reported to the parent or guardian.
- Waivers must be reviewed annually.

Documentation will be maintained in a student's OSR as follows:

- the Safety Plan;
- Physical Restraint Incident Report Form;
- the agreement to waive the reporting procedures (if applicable);
- specific information about when and how the parent or guardian will be informed regarding the administration of all restraints to the individual student.

## Reporting of Incidents of Physical Restraint

1. Infrequent Incidents
2. Frequent Incidents Requiring Restraint

Staff member(s) who administer restraint upon a student shall make a verbal report to the school administration (principal or designate) as soon as possible after any incident of physical restraint. Staff member(s) are to work with Supervisor to complete the Employee Accident/Incident Report and Safe Schools Incident Reporting form and update the Safety Plan.

Staff member(s) who administer restraint upon a student shall also submit a written report to the school principal or designate by the end of the next working day. Physical Restraint Incident Report (The principal or designate shall prepare the report if the principal or designate administered the restraint.)

The principal or designate shall maintain an on-going record of all reported instances of physical restraint. The original report(s) shall be maintained within the Documentation File of the Ontario Student Record (OSR).

A copy of this report shall also be submitted to the appropriate Superintendent of Student Achievement.

For some students, frequent restraints may be required to ensure the safety of the student, other students and staff.

In these cases, a school PDT must take place and parental permission must be received to determine if the procedures and forms for Frequent Incidents Requiring Restraint ( ) are required.

Management of Aggressive Behaviour Physical Restraint Incident Report Form for Students requiring Frequent Physical Restraints, and the Management of Aggressive Behaviour Parent/Guardian Waiver: Restraint Reporting Requirements form(s) will be used

## Post-Physical Intervention

The principal and/or designate will meet, as soon as possible after any serious behavioural incident, with all appropriate staff (teachers, educational assistants and any other support staff who may have witnessed or been involved with the incident) to review the following:

- the wellness of students and staff;
- adherence to the Management of Aggressive Behaviour Procedures;
- the outline and recording of the facts and the sequence of events in relation to the incident;
- the reason for using physical interventions during the incident;
- the precipitating factors surrounding the incident with a focus on the antecedents and the outcome(s) for the student;
- possible changes to the Safety Plan or to the procedures as followed;
- completion of all required documentation.



In those situations where physical restraint for a student is frequent, it is the expectation that on-going meetings will take place to discuss pro-active strategies which may assist in decreasing the frequency of physical restraints.

## 9.0 Reporting and Statistical Analysis

1. Forms to be completed and maintained in the student's OSR as per Safe School procedures, Procedure for Reporting to Police and Recordkeeping of Violence Incidents, and the Aggressive Behaviour Management Procedures as outlined.
  - The Management of Aggressive Behaviour Safety Plan as amended
  - Physical Restraint Incident Report
  - Notification of Employees: Risk of Injury from Students
  - TVDSB Employee Accident/Incident Report
  - Violent Incident Report (reference Safe Schools Procedure)
2. Parent/Guardian contact: date; time; record of concerns
3. Record student or staff injuries: description of injuries if applicable
4. Statistical information on incidents/injuries will be shared with the Legal Joint Health and Safety Committee and all other appropriate parties.

## 10.0 Transition Procedures for Students Deemed at Risk of Violent or Aggressive Behaviour

TVDSB recognizes the importance of communicating information about students who may present a danger to themselves, staff, students or others. A transition plan, including the student's Management of Aggressive Behaviour Safety Plan, must be communicated when those students transition from one school to another or from one classroom to another. In accordance with PPM 156: Supporting Transitions for Students with Special Education Needs, these transition plans must be referenced in the Individual Education Plan. The following chart outlines the lines of communication that should be followed:

See **Management of Aggressive Behaviour Flowchart** –

## 11.0 Management of Aggressive Behaviour Flowchart

<b>Management of Aggressive Behaviour Flowchart</b>			Student exhibits behaviours which present serious safety concerns to themselves and/or staff and/or other students. Development of Management of Aggressive Behaviour Safety Plan.	
		School Emergency Response Team deployed		Situation resolved. No physical intervention required.
	Behaviour Management Systems restraint techniques required			

## Management of Aggressive Behaviour

		Completion of Physical Restraint Incident Report Form		Completion of Notification to Employees: Risk of Injury from Students Form
	School Program Development Team convened (Principal, Learning Coordinator, Teacher(s), LST, Educational Assistant as required) Assessment and system resources deployed, examine emergency procedures, communication systems and equipment necessary to maintain staff and student safety (Safety Specialists and/or Police Department)			
	School Program Development Team: IPRC process, as per Special Education Plan IEP developed, as per Special Education Plan			
		Parent/guardian informs principal of impending move to another school or IPRC places student in Special Education program in alternate school location		
Principal communicates information to Learning Coordinator for Spec. Ed.				
		Principal or principal designate contacts receiving school Principal (or designate) to communicate information regarding student behaviour, the IEP, the Management of Aggressive Behaviour Safety Plan and Notification to Employees: Risk of Injury from Students form. Student Registration - Consent to Share Student Information		
Learning Coordinator for Special Education communicates information to appropriate support services				
		Receiving Principal convenes Program Development Team to communicate information about incoming student and arrange for appropriate deployment/training of staff as per student's needs, review and evaluate communication systems and equipment necessary to maintain staff and student safety.		
	Management of Aggressive Behaviour Plan developed prior to student's arrival: IEP developed, as per Special Education Plan and Notification to Employees: Risk of Injury from Students form			
	Classroom teaching staff	Casual Staff /Occasional Teachers / Temporary Educational Assistants	Educational assistants	Other support staff (secretaries, custodians etc.)

## 12.0 Guideline for Investigating Aggressive Behaviour Incidents

This guideline has been agreed to by the Joint Health and Safety Committees and the Thames Valley District School Board.

An on-site investigation by a certified main Joint Health and Safety Committee member and a Board Safety Specialist may take place under one or more of the following conditions:

## Management of Aggressive Behaviour

- When aggressive behaviour has resulted in employee lost time;
- When multiple First Aid Reports are submitted from a site;
- When police have been called for an aggressive behaviour incident against an employee;
- When a critical injury to an employee has resulted from aggressive behaviour.
- When School Administration requests support

## **Criteria for Management of Aggressive Behaviour** **Observational Visits**

