

# Procedure Manual for Managing Violent and Aggressive Student Behaviour

## **1.0 PURPOSE/ Procedural Statement:**

1.1 The System of Federal Schools' Protocols and Procedures apply to all students, including those with identified exceptionalities. Many students, including those with identified exceptionalities, are able to accept responsibility for a safe learning environment and take accountability for their actions. There are, however, a small number of students who may exhibit aggressive and violent behaviours, some related to their exceptionality, and who present a very real risk of injury to others, themselves and/or those who support them. For most of these students, well-planned prevention and safety intervention strategies and the ongoing review of programs will significantly reduce or eliminate the risk of injury. It is the responsibility of every staff, student and visitor to a federal school premises to ensure a safe school environment is maintained while also ensuring the students' right to an appropriate education is honoured.

1.2 This procedure provides guidance and direction to assist principals and their staff with meeting the safety and behavioural needs of all students, while ensuring the safety of staff, student and visitor to the school. Meeting these needs involves awareness, consultation, planning, empathy and compassion in collaboration with parents/guardians/caregivers, school staff, and community agencies. Student voice, as well as mitigating factors such as identification and/or exceptionality, shall be considered when addressing violent or aggressive behaviour.

1.3 The Education Act and related regulations and Policy and Program Memoranda (PPMs) emphasize the use of discretion in discipline. Therefore mitigating and other factors must be considered when disciplining students.

## **2.0 Approach to Managing Violent and Aggressive Behaviour**

2.1 It is the intention that the whole school will develop and implement a system of supports to improve the daily lifestyle of all by reducing the effectiveness of challenging behavior and making desired behavior more functional. A focus on what students can "be" rather than what they "can't do" is paramount. Concepts such as Be Safe, Be Responsible, and Be Respectful are key to effecting positive behavioural change.

2.2 Positive behavioural supports shall be used as an approach to working with students exhibiting challenging behaviours. Essential features such as positive behavioural practices, data, and systems come together to promote desired outcomes for students and educators in the classroom.

2.2.1 Classroom practices include preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students.

2.2.2 Systems refer to the structures and supports school leadership (director, principal, vice principal, teacher, educational assistant, secretary) provide to enhance educators' implementation of classroom positive behavioural practices with fidelity.

2.2.3 Data are an active, dynamic part of decision-making in the classroom that allows educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adopt, or modify classroom practices and systems.

2.3 Positive behaviour supports require that we:

2.3.1 Create a safe and supportive class environment;

2.3.2 Understand learner profile (exceptionality, diagnosis, etc.), and the impact this has on student behaviour;

2.3.3 Understand and support individuals in their behaviour change process, as opposed to controlling or coercing them;

2.3.4 Apply an evidence-based approach of observation and data collection (e.g. Collaborative Problem-Solving, Functional Behavioural Assessment);

2.3.5 Analyze the environment/context in which the behaviour occurs, reduce environmental triggers and/or risks (e.g. materials which may be used as weapons);

2.3.6 Identify the relationship between the behaviour and the context to determine the function behind the behaviour;

2.3.7 Develop a Behaviour Management Plan (section 3.4) that is evidence-based, identifies skill deficits, and teaches replacement skills;

2.3.8 Develop a Student Safety Plan (section 3.3) when:

a) there are medical safety concerns

b) there are child protection and custody concerns

c) there are behaviour concerns believed to be severe enough to pose a safety risk to staff and/or students and ensure that all staff who may encounter the student in the course of the day are informed of associated risks;

2.3.9 Reduce potential triggers or contributing factors for the student in the environment and teach new skills;

2.3.10 Provide and train the student in the use of alternative behaviours that are more socially acceptable;

2.3.11 Once positive behavior supports have been implemented and found ineffectual, then progressive discipline and the Safe And Caring Schools policy shall be applied.

### **3.0 Procedure:**

#### **3.1 Proactive Planning for School Entry and New and Developing Behaviours**

3.1.1 Where a student is entering a school (e.g., from another school within the System of Federal Schools or another school board; a Care, Treatment, Custody and Correctional (CTCC) Program; or beginning school for the first time) and the school staff is made aware that the student has behaviours that pose a significant safety concern and/or risk of injury, or where new and developing behaviours have been identified the Principal shall:

(a) collect and review all relevant documentation from the parent/guardian, previous board, daycare, community agencies, etc., through signed consents;

(b) conduct a school entry case conference to develop appropriate transition plans, identify any staff training requirements and establish a draft Behaviour Management Plan and Student Safety Plan;

(c) consult with the Director of Federal Schools should delayed entry be required, length of day modified, or, are considering temporary exclusion.

3.1.2 The Principal must include the Special Education Lead in the invitation to a school entry case conference for a student with a history of aggressive or unsafe behaviour.

3.1.3 The principal will determine which staff member(s) will attend a school entry case conference.

3.1.4 The school entry case conference, in addition to parent/guardian presence, may include key agency and support personnel, where appropriate.

3.1.5 Information sharing at the school entry case conference should include:

(a) Student's areas of strength and need

(b) Current history of violent and/or aggressive events

- (c) Identification of possible risk and protective factors
- (d) Known or supposed contributing factors and triggers to inappropriate student behaviour
- (e) Current and previous interventions (including medical, social-emotional, academic)
- (f) Effective strategies to address student's needs
- (g) Academic background
- (h) Agency involvement

3.1.6 Outcomes of the school entry case conference will include:

- (a) A transition plan, including dates for school and/or classroom visits
- (b) A Behaviour Management Plan to address lagging skills and corresponding teaching and support strategies
- (c) A Student Safety Plan to respond to escalating behaviours as required, with appropriate training and sign-off
- (d) Identification of employees to work with the student and their training requirements and needs

and may also include:

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

### **3.2 Data Collection, Record Keeping and Documentation**

3.2.1 Gathering statistical information regarding students whom have demonstrated aggressive or violent behavior or have special education needs is foundational to providing the supports necessary to meet the needs of each student and helps the school system assess its practice. The System of Federal Schools collects and uses data to guide the implementation of programs and the use of strategies to support student learning and reduce the risk to staff or student of injury.

3.2.2 Several reporting, record-keeping procedures and tracking forms related to student behaviour currently exist within the System of Federal Schools' common practice. The following is a list of available reporting, record-keeping and tracking tools:

- Registration Form
- Minor Incident Report
- Major Incident Report
- Student Aggression Report: Multi-Incident Recurring
- Behaviours Observed Checklist
- Student Safety Plan
- Behaviour Management Plan
- Weekly Behaviour Log
- Daily Time-Blocked Behaviour Log
- Daily Behaviour Log
- OSH Report
- Lab 1070 Hazardous Occurrence Report
- WSIB

3.2.3 Each of these tools may be used alone, or in concert with other tools, to generate the required documentation to warrant successive and progressive intervention.

3.2.4 All procedures and forms are located in the teachers' desk book and at the office. These are the recommended forms that are to be used by System of Federal Schools' employees for tracking, planning and reporting purposes.

### **3.3 Safety Plan**

3.3.1 There are 3 main reasons why a safety Plan would be developed for a student:

- a) To address medical safety concerns;
- b) To address child protection and custody concerns;
- c) To address behavioural concerns.

3.3.2 A Safety Plan is developed as soon as the Principal has evidence that the student's current safety is potentially at risk. A Safety Plan is a planned response to meet the needs of the student as incidents arise. It emphasizes prevention, de-escalation, and the use of non-verbal and verbal responses.

3.3.3 A student with a Safety Plan due to behavioural concerns must also have a Behaviour Management Plan.

3.3.4 A Safety Plan must be completed and shared with all staff working with a student including indeterminate, term and casual staff. Ideally, the Safety Plan is developed and shared with identified staff prior to the student's school entry. However, in the event that a currently

registered student begins to exhibit new or developing risk factors requiring a Safety Plan, the Safety Plan is to be developed as soon as reasonably possible.

3.3.5 In extraordinary cases, a student's registration may need to be delayed, the length of day modified or, in consultation with the Director of Federal Schools, other options explored in order to ensure that a Safety Plan is in place and that staff training and preparation are complete prior to a student's entry or continued attendance at the school.

3.3.6 A Safety Plan identifies the Core School Team responsible for implementing and reviewing the plan. The Principal determines the Core School Team members, which include staff such as the Principal, Vice-Principal, Special Education Lead, Classroom Teacher, Educational Assistants and outside agency staff such as Social Workers or Child and Youth Counsellors as appropriate.

3.3.7 The Safety Plan and the risks associated with the student must be communicated, and available to all indeterminate, term and casual staff at the school.

3.3.8 The Principal or Vice-Principal shall hold a meeting of the Core School Team, on the plan's designated review date, at least once per reporting cycle, and after every incident causing injury, or threat of injury, to review the Behaviour Management Plan Plan, Behaviour Log, and the Safety Plan. These meetings should be held as proactive management of the student's risk factors, to ensure that the plan(s) reflect the student's current needs and to ensure staff is working in compliance with the plan.

3.3.9 A record of Core School Team meetings shall be kept.

3.3.10 Parents/Guardians must be informed each time there is an incident.

3.3.11 A Safety Plan must be reviewed and revised as part of an effective Transition Plan, when the student is transferring:

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

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

3.3.13 A Safety Plan requires the signature or initial of all staff working with a student including indeterminate, term and casual staff to acknowledge their review of the plan.

3.3.14 Safety Plans are to be shared with parents/guardians. Although parent/guardian agreement with the plan is preferable, agreement and parent signature are not required.

3.3.15 Student agreement with the plan is preferable, however a student's agreement and signature is not required.

3.3.16 It is recommended that all members of the Core School Team have current behavior management training before working within the Safety Plan.

3.3.17 Only staff who have been trained/have practiced the Safety Plan should be assigned to the student.

### **3.4 Behaviour Management Plan**

3.4.1 A Behaviour Management Plan is a comprehensive plan intended to remediate behavior and support positive change in the behaviour of a student. It emphasizes prevention, de-escalation, and the proactive use of intervention and behavior management strategies. The purpose of the Behavior Management Plan is to be proactive in teaching appropriate behaviour, and/or to de-escalate behaviour before and/or during an incident.

3.4.2 The plan describes specific behaviours of a student, identifies antecedents and other contributing factors, perceived function of the behaviour, the students' strengths and interests, the preventative strategies and interventions used by staff working with the student as well as the goal of the Behavior Management Plan.

3.4.3 A student with a Behaviour Management Plan must also have a Safety Plan to respond to behavioural concerns.

3.4.4 A Behaviour Management Plan must be completed and shared with all staff working with a student including indeterminate, term and casual staff. Ideally, the Behaviour Management Plan is developed and shared with identified staff prior to the student's school entry. However, in the event that a currently registered student begins to exhibit new or developing risk factors requiring a Behaviour Management Plan, the Behaviour Management Plan is to be developed as soon as reasonably possible.

3.4.5 In extraordinary cases, a student's registration may need to be delayed, the length of day modified or, in consultation with the Director of Federal Schools, other options explored in order to ensure that a Behaviour Management Plan is in place and that staff training and preparation are complete prior to a student's entry or continued attendance at the school.

3.4.6 A Behaviour Management Plan identifies the Core School Team responsible for developing, implementing and reviewing the plan. The Principal determines the Core School



Team members, which include staff such as the Principal, Vice-Principal, Special Education Lead, Classroom Teacher, Educational Assistants and outside agency staff such as Social Workers or Child and Youth Counsellors as appropriate.

3.4.7 Student voice shall be considered when developing a Behaviour Management Plan.

3.4.8 The Behaviour Management Plan and the risks associated with the student must be communicated, and available to all indeterminate, term and casual staff at the school.

3.4.9 The Behaviour Management Plan shall be reviewed by the Core School Team at least once per reporting cycle on the plan's designated review date, and after every incident causing injury, or threat of injury, for the purpose of revision or confirmation of the plan. These meetings should be held as proactive management of the student's risk factors, to ensure that the plan reflects the student's current needs and to ensure staff is working in compliance with the plan.

3.4.10 A record of Core School Team meetings shall be kept.

Parents/Guardians must be informed each time there is an incident.

3.4.11 A Behaviour Management Plan must be reviewed and revised as part of an effective Transition Plan, when the student is transferring:

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

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

3.4.13 A Behaviour Management Plan requires the signature or initial of all staff working with a student including indeterminate, term and casual staff to acknowledge their review of the plan.

3.4.14 Behaviour Management Plans are to be shared with parents/guardians. Although parent/guardian agreement with the plan is preferable, agreement and parent signature are not required.

3.4.15 Student agreement with the plan is preferable, however a student's agreement and signature is not required.

#### **4.0 Assault of a Staff Member, Student or Visitor With or Without Injury**

Upon assault, the employee or a co-worker shall notify the Principal, Vice Principal or the designated teacher-in-charge immediately.

#### **4.1 Immediate Actions**

The Principal or designate shall:

- a) ensure all persons are safely and securely situated and assessed for injuries
- b) ensure that the incident is thoroughly investigated, documented and that the assault is reported using a Major Incident Report form
- c) reassure and follow-up with support for student and staff
- d) ensure provision of emergency medical treatment: First Aid, First Responders if required or requested
- e) inform the Director of Federal Schools as soon as possible;
- f) contact police if warranted and inform staff member that police have been contacted
- g) notify emergency contact/family member of employee, as appropriate
- h) contact parent/guardian of every student directly involved
- i) In the case of a critical injury, inform the Health and Safety Committee immediately and secure site for investigation.
- j) When staff are critically injured, WSIB forms must be completed

#### **4.2 Follow-Up Actions (Re: Student)**

The Principal shall:

- a) conduct an investigation of the incident and follow appropriate disciplinary or non-disciplinary and re-entry procedures
- b) hold a Core School Team meeting as soon as possible preferably before the student returns to class, and/or before re-entry of student, to review and/or revise the Behaviour Management Plan, Safety Plan and/or the IEP
- c) consult with the Director of Federal Schools to determine the timelines for re-entry
- d) when warranted, consult with the Director of Federal Schools to determine next steps and disciplinary action

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

- a) Restorative Practices

- b) Environmental modifications
- c) Modification of program for student (IEP, Behaviour Management Plan, Safety Plan)
- d) Counselling
- e) Modified school day for student, in consultation with the Director of Federal Schools
- f) Student contract
- g) Alternate setting
- h) Temporary exclusion or suspension or expulsion, in consultation with the Director of Federal Schools and the Special Education Lead
- i) Police and/or Ojwadeni:deo (Six Nations) or Mohawk Family Services/ Highland Shores Children's Aid Society (Tyendenaga)
- j) Other interventions which the Principal may deem appropriate (consultation with the Director of Federal Schools is recommended)

#### **4.3 Follow-Up Actions (Re: Employee):**

The Principal or designate shall:

- a) conduct a debriefing of the incident within 24 hours with the staff directly impacted and any other affected employees.
- b) ensure that the Major Incident Report is completed, including the completion of WSIB forms when warranted.

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

- a) Restorative Practices
- b) Consult with the Director of Federal Schools and Human Resources to ensure that the needs of the employee have been met
- c) Staff training (including revisions to Behaviour Plans, Safety Plans, IEP's etc.)
- d) Determine whether Personal Protective Equipment is warranted
- e) Share information with the employee regarding the Employee Assistance Program
- f) If police have not been contacted by administration, remind the assaulted employee they have the right to contact police if they so choose.
- g) Consideration of re-scheduling work assignments
- h) Ojwadeni:deo (Six Nations) or Mohawk Family Services/ Highland Shores Children's Aid Society (Tyendenaga) involvement, in consultation with Human Resources and the Director of Federal Schools
- i) Other interventions or supports which the Principal may deem appropriate (consultation with the Director of Federal Schools is recommended)

**4.4 Follow-up Debrief and Review:** This level of debrief is intended to facilitate conversation to:

- a) attend to the immediate and ongoing physical and emotional needs of those involved;
- b) review the incident;
- c) ensure that the Student Safety Plan, Behaviour Management Plan and IEP were followed;
- d) revise, reconfirm or develop a Safety Plan and a Behaviour Management Plan in response to an incident;
- e) consider student's re-entry plan, in consultation with the Director of Federal Schools;
- f) consider the ongoing Health and Safety concerns and how to address them;
- g) other pertinent issues as they pertain to a specific incident.

## **7.0 Risk of Injury**

The Principal will ensure that all employees (indeterminate, term and casual) are made aware of students in the building who have Safety Plans and/or Behaviour Plans and the appropriate responses to be used when dealing with these students. This information should be reviewed on a regular basis, at least once per reporting cycle, following an incident or as plans are revised. The Principal will maintain an official record of these documents.

The Principal shall also ensure that employees (indeterminate, term and casual) who have regular contact with students who have the potential for aggressive or violent behaviour are informed of the risk of injury when interacting with these students, and are provided with the necessary information (i.e., Behaviour Management and Safety Plans) and training to work safely with these students. This information should be reviewed on a regular basis, at least once per reporting cycle, following an incident, or as plans are revised. The Principal will maintain an official record of these documents stating that staff were made aware of and have read these plans and that training records where applicable.

Employees shall report health and safety concerns to their supervisor as per the Canada Labour Code Part 2 Occupational Health and Safety Administrative Procedure. Where the employee does not believe that the concern has been resolved, the employee must complete the Employee Health and Safety Form. As a response to escalating aggressive or violent behaviour and/or employee concern of risk of injury, the Principal shall convene a meeting to review the

Behaviour Management Plan and associated tracking mechanisms and revise the Behaviour Management Plan and Safety Plan, as appropriate.

Safety Plans must identify safety concerns and Personal Protective Equipment (PPE) that is to be worn by employees. Information on PPE is available through the Special Education Lead.

Every employee has the Right to refuse unsafe work.

The Right to Refuse Unsafe Work is delineated in the Canada Labour Code Part 2. The terms and conditions as delineated apply to all indeterminate and term Federal staff.

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

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

### **8.0 Additional Qualifications and Mandatory Training**

Staff who work on a regular basis with exceptional students whose behaviours present a risk of injury to themselves or others are required to have up-to-date training in managing behaviours that present the risk of injury. This training must occur prior to the staff member working with a student who has a Safety Plan. Only behavior management trained staff members should be working with a student who has a Safety Plan.

Where staff members do not have qualifications in the current approved behaviour management skills, the Principal will ensure this training takes place. Training will typically be completed during the employee's regular day. In some instances, additional training opportunities may be available to employees during the summer.

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

It is important that principals notify all relevant personnel (e.g. Casual teachers, EA's etc.) of any students they may interact with who pose a safety risk. Principals must also ensure that when an casual employee is brought in, either the casual employee has the qualifications, skills, training and/or experience to meet the physical requirements of the assignment, or the

remaining staff members in the classroom can safely supervise the student who presents a “risk-of-injury”. With respect to staff absences, prior planning is essential.

Principals must develop contingency plans with staff and parents/guardians/caregivers for those situations in which the normal routines as developed will be different. This planning should be done before the student begins a program and will include alternative safety measures to be implemented in case of staff absence.

Original copies of signed documents (Behaviour and Safety Plans, training and shared communication) must be stored in one binder in a secure, accessible area in the school office. Copies of Behaviour and Safety Plans may be kept in additional offices and educator supply files, with consideration for security of information.