

AVON MAITLAND DISTRICT SCHOOL BOARD

ADMINISTRATIVE PROCEDURE

NO. 363

SUBJECT: PHYSICAL CONTAINMENT

Legal References: *Education Act: Section 265 Duties of Principal; Part XIII Behaviour, Discipline and Safety; Ontario Regulation 298 Operation of Schools Section 23 Requirements for Pupils; Guideline - Ontario Schools Code of Conduct P/PPM 144: Bullying Prevention and Intervention, P/PPM 145 Progressive Discipline and Promoting Positive Student Behaviour, Guideline - Ontario Schools Code of Conduct; Statutory Powers Procedure Act; Youth Criminal Justice Act, Child and Family Services Act; Children's Law Reform Act; Criminal Code of Canada; PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2009); Reg 181/98 Ontario First Nation, Metis and Inuit Education Policy Framework 2007; Bill 157 Keeping Our Kids Safe at School; Ontario Human Rights Code; Occupational Health & Safety Act as amended June 15, 2010; Child and Family Services Act*

Related References: *Administrative Procedure 138 Positive Workplace Environment; AP 160 Access to School Premises; AP 179 Lockdown – Major Incident or Threat of Violence and Hold and Secure Measures; AP 352 Promoting Positive Student Behaviour; AP 351 Code of Conduct; AP 353 Student Suspension; AP 354 Student Expulsion; AP 355 Substance Abuse by Students; AP 356 Harassment: Student to Student; AP 357 Violence Free Schools; AP 364 Search and Seizure Guidelines; Police/School Board Protocol (Appendix B, AP 351)*

1. Circumstances for Physical Intervention

- 1.1 Physical restraint is the option of last resort when intervening with a student who has lost self-control and/or presents a safety risk to self or others.
- 1.2 This administrative procedure details the circumstances under which physical intervention techniques may be used. It also describes the appropriate techniques to be used.

2. Procedures

2.1 Prevention and Proactive Strategies

2.1.1 In addition to effective instructional practices, staff members will use ethical and validated interventions in dealing with maladaptive behaviour. Behaviours that threaten the safety of the student and/or others, and or significantly infringe upon the rights of others are defined as maladaptive. Staff members must prudently and humanely use behavioural management skills and strategies such as:

- a) Setting and stating reasonable expectations and rules;
- b) Re-arranging the classroom;
- c) Modeling;
- d) Cueing, signaling;
- e) Planned ignoring;
- f) Redirecting;
- g) Positive reinforcement and attention;

- h) Proximity control;
 - i) Mild and private reprimands;
 - j) Conferencing (student/parents or guardians);
 - k) Contracting;
 - l) Appropriate class merit and demerit systems (i.e. Token Economy);
 - m) Disciplinary referrals to the office;
 - n) Admittance to STRIVE caseload; and
 - o) Team Meeting re: Assessment of Lagging Skills and Unsolved Problems (ALSUP).
- 2.1.2 School teams are at all times engaged in at least one of the following phases of the Behaviour Management Systems cycle:
- a) Information gathering;
 - b) Planning;
 - c) Action; and
 - d) Review and debriefing.
- 2.1.3 When routine behavioural management practices, accompanied by reinforcement for desired behaviours, are insufficient to elicit and maintain behavioural goals, school teams need to develop intervention plans that may include the planned use of the following procedures:
- a) Timeout-breaks;
 - b) Physical containment (employing Behaviour Management Systems techniques); and
 - c) Exclusion from school.
- 2.1.4 At this point, referral to an outside agency may be considered (i.e. Children's Aid Society, school-based mental health workers, police services, Huron Perth Centre for Youth and Children, etc.).
- 2.1.5 More intrusive interactions are used only after less intrusive ones have failed. The least intrusive measure is always employed.

2.2 Use of Physical Intervention

- 2.2.1 Physical intervention may be necessary when safety is an issue and a student has clearly demonstrated a lack of ability to control her/himself by:
- a) Physically assaulting another person; or
 - b) Deliberately attempting to incur self-injury.
- The safety of the student is secured or the student is removed from a source of danger either through the application of physical containment or the use of emergency personnel.
- 2.2.2 Physical interventions are short-term strategies for safety purposes only.
- 2.2.3 Physical containment involves direct physical contact between a student and staff member if the student poses an immediate risk to her/himself or others. This procedure may be part of a planned behavioural intervention with informed consent (as reflected in the Individual Education Plan), or as a spontaneous response to a crisis situation. It is not a form of punishment.
- 2.2.4 Physical containment is only to be used by appropriately trained staff. The only district-endorsed training program is the Behaviour Management Systems (BMS) program. Only BMS sanctioned strategies are to be used.
- 2.2.5 For students identified as exceptional pupils under the category of Behaviour, the Individual Education Plan (IEP) of a student would identify physical containment as a strategy for addressing aggressive behaviours that threaten the safety of the student and/or others. In this case, a Safety Plan must also be developed.

- 2.2.6 The Behaviour Management Systems program is a safe, non-harmful behaviour management system designed to aid staff members in maintaining the best possible care, safety and security for agitated individuals or individuals in crisis, even during their most violent moments.
- 2.2.7 Physical containment is used only as a last resort when a person is a danger to self or others. This involves the use of safe, non-harmful small student (for students below chest height of the staff member) and larger student containments to safely control an individual until he/she can regain control of his/her behaviour. These containments follow a progression of steps, and if a student becomes regulated at an early step, then the containment would stop at that point.
- 2.2.8 Physical containment is a behavioural intervention or management procedure that involves the direct restriction of a student's movements by applying appropriate force to his/her body. Physical containment should be distinguished from other management strategies such as physical prompts guidance.
- 2.2.9 It is important to note that physical restraint has the potential to cause bodily harm to students and/or staff, and as a result the following guidelines must be followed:
- a) Physical containment is employed only to ensure safety. At no time shall physical restraint or contact be used to threaten, punish or discipline a student.
 - b) The student's peers will not be directly involved in the employment of the physical containment.
 - c) Physical containment may be used in a crisis situation:
 - i) When less intrusive measures have failed;
 - ii) As part of a comprehensive behavioural management program; and
 - iii) To prevent self-abusive or aggressive behaviour in students which may harm themselves or others.
 - d) Staff members will maintain neutral affect throughout the containment process.
 - e) As part of BMS, every opportunity should be provided for the student to control his/her own behaviour prior to physical intervention. To ensure this, the following BMS techniques should be used. Staff should:
 - i) Control their own emotions first;
 - ii) Verbally instruct the student to desist from the specific behaviour and to engage in appropriate behaviour; and
 - iii) Remind the student of expectations for behaviour.
 - f) If the behaviour escalates, the following options must be considered, relative to the age, size, intelligence, maturity and history of the student:
 - i) Call for assistance (an urgent message for assistance may be delivered by a student during a crisis situation);
 - ii) Remove students and/or staff who may be potential victims;
 - iii) Remove objects that may cause bodily injury;
 - iv) Inform the school intervention/crisis team;
 - v) Contact parent(s)/guardian(s);
 - vi) Contact police if necessary;
 - vii) Monitor the student at all times; and
 - viii) Use physical containment as a last resort.
 - g) Care should be taken to provide for the safety and dignity of the student before, during, and after the behavioural episode.

2.3 Documentation

- 2.3.1 A BMS Safety Plan Form 363A must be completed for each student for whom physical containment is considered a necessary strategy in the student's overall behaviour management plan.
- 2.3.2 After a crisis episode in which physical containment is used, Incident Report: Use of Physical Containment Form 363B, describing the antecedents, aggressive responses and outcomes will be completed by staff involved.
- 2.3.3 Form 363B Incident Report: Use of Physical Containment should be completed as soon as possible after the incident (within twenty-four hours) to ensure pertinent information is not forgotten. Be concise and factual.
- 2.3.4 Incident Report 363B must be faxed to the Superintendent of Education – Learning Services within 24 hours.
- 2.3.5 Principals are to ensure that this report will be placed in the student's O.S.R. A copy shall be provided to the student's parent(s)/guardian(s) by the principal or designate.
- 2.3.6 Depending upon the nature of the incident, other forms may be required. These forms shall be completed within twenty-four (24) hours and filed according to the distribution direction.
- 2.3.7 Principals are required to sign this form to indicate that Review and Debriefing with staff has taken place.
- 2.3.8 Appendix A, Incident Reporting Table, indicates where an Incident Report is necessary for all situations.

2.4 Review and Debriefing

- 2.4.1 All behaviour incidents place stress on both educators and students. Debriefing should be provided for the student after he/she has emotionally and physically settled and become rational. This phase of tension reduction and therapeutic rapport will involve a problem-solving approach to identify alternative actions that the student could use.
Steps:
 - Control – How can we support you in regaining control? What do you need to feel calm?
 - Orient – Tell me what happened in your own words. Record step-by-step their report (seek to understand the triggers).
 - Patterns – Help the student identify their own patterns of behaviour (timeline, flowchart, 5-point scale).
 - Investigate – Identify the supports that will be provided to support the student in finding alternative behaviours.
 - Negotiate – Identify how you will teach the new skills to the student. Establish an agreement/contract.
 - Give – Provide support and encouragement to the student. Do not focus on the behaviours of the past as this may be reinforcing.
- 2.4.2 Debriefing should be provided for students who witness a physical containment. For students, this may involve assurances that they and the student in crisis are safe.
Steps:
 - Control – Determine that everyone is feeling calm.
 - Orient – Take time to collect the summary of events from the witnesses (journals, oral dialogue, and pictures).
 - Patterns – Discuss patterns of behaviour of the individual student and the witnesses' patterns of behaviour in response. Seek to identify triggers, signals for students to leave the area when feeling unsafe, etc.

- Investigate – Provide students with strategies to deal with their own level of concern or discomfort – visual supports, emotional scales or hand-signals, etc.
- Negotiate – Establish a plan for indicating that behaviour is increasing, that students need to leave the area.
- Give – Encourage and support students to talk about their concerns and to support their peer in returning to a welcoming classroom.

2.4.3 Review and Debriefing, Behaviour Management Systems Debriefing Guide Form 363C, should be provided for staff who have been part of or witness to the containment procedure. For the school team, including all classroom staff, this will involve reflections about what did and did not work well during the intervention, with subsequent change to the intervention plan.

Steps:

- Control – What can staff members do after the crisis to ensure that they have calmed and have “cooled off.” Facilitate opportunities for staff to calm.
- Orient – Prioritize the behaviour that is most important to address, and define the target behaviour in concrete terms. Describe specifically and objectively **what** is being done, **who** is doing it, to **whom** it is being done, **where**, and **when** it is being done. Seek to understand the precipitating factors. Record the statement of the staff members recounting the event.
- Patterns – Identify patterns of staff and student responses. How will you gather data in the future? Consider for discussion – physical structure, scheduling, task demands, and communication issues.
- Investigate – Look for alternatives for the function of the behaviour. Engage system and local agency supports.
- Negotiate – Develop and/or revise a behaviour support and intervention plan. Behaviours (skill building): what new skills will be taught to replace the challenging behaviour, and consequences (staff response)? How will staff respond in order to support positive behaviour and reduce the challenging behaviour? Agree to the changes as set out in the plan for future interventions.

2.4.4 Following the Review and Debriefing Phase, school teams will often return to the Information Gathering and Planning phases of the Behaviour Management Systems cycle.

Incident Reporting Table

Form 175 A

Employee Incident/Accident Reporting

This form is sent to WSIB and is used when:

- An incident or accident occurs

Please ensure that:

- Principal/supervisor is notified
- The entire form is completed before faxing
- One form is completed when multiple incidents (hit, kick, pinch) occur during the same event
- Separate forms are completed for each individual involved
- Separate forms are completed for each separate incident that occurs in a day
- If incident occurs due to supporting a student, **only use student initials** on the form
- Within the “detail section”, explain if:
 - the employee is supply staff for the day
 - the employee is a permanent staff rotated into the position as backfill
 - the employee is part of the BMS response team
 - the employee is regular staff working with student

Steps taken by Principal/Supervisor

- Principal/supervisor investigates the incident and checks off “investigation completed” box on form
- Principal/supervisor completes, “describe corrective action” box on form
- Principal signs form

Debriefing:

If the incident occurs due to supporting a student, then a debriefing meeting should be provided for all staff involved.

Follow Reporting Procedure Checklist p. 4 of AP 175

Form 175 C

(OSBIE)

Student, Parent, Volunteer, Visitor Accident Reporting Form

This form is sent to OSBIE for Students, Parents, Volunteers and Visitors. This form is used when:

- Incident, accident occurs

Please ensure that:

- Principal/supervisor is notified
- Principal/ supervisor takes action if needed
- Ensure entire form is completed
- Complete separate OSBIE form for each individual injured

Follow Reporting Procedure Checklist p. 7 or p. 9 of AP 175

Safe Schools Incident Reporting Form

5. The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place that were observed or heard in the school, on school property or during a school related event for which suspension or expulsion must be considered.
- 5.1 As an employee of the board, the employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.
 - 5.2 In addition to employees of the board, school bus drivers must report by the end of the school day.
 - 5.3 This also applies to other non-board employees who come into direct contact with students on a regular basis (e.g., cafeteria staff, public health nurse, police officer, third party daycare provider).
 - 5.4 As well as, school board psychologists and social workers who are in a clinical relationship with a student.
 - 5.5 In cases where immediate action is required: a verbal report to the principal shall be made. A written report must be made when it is safe to do so before the end of the school day.
 - 5.6 Where two (2) or more board staff and/or school bus drivers become aware of the same incident, each staff member and/or school bus driver shall make a report to the principal or delegate.
 - 5.8 In all cases, the principal must provide the employee who reported the incident with written acknowledgement of receipt of the report, using the "Safe Schools Incident Reporting Form Part II" (Form 352B), and must specify the results of the investigation to the teacher or other board employee who made the report, as appropriate.

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*Information that could identify the student(s) involved must not be part of the acknowledgement.

Use the "Safe Schools Incident Reporting Form - Part I" (Form 352B). In adherence with the Freedom of Information Act and Protection of Privacy Act, the Safe Schools Incident Reporting Form must not be copied by the person(s) reporting. The principal is required to investigate all reports that are received.

352B is an editable version that is available

Violent Incident Report

2.5.1 **This form is completed following serious violent incidents, namely incidents that must be reported to the police for example:**

- Possession of weapons (e.g., guns, knives)
- Threats of serious physical injury
- Physical assaults causing bodily harm
- Sexual assault;
- Robbery and extortion
- Any hate-motivated violence (e.g., violence involving racism or homophobia)
- Any vandalism causing extensive damage to school property or property located on school premises.

2.5.2 For procedures on reporting violent incidents to the police specific to students within the three age groups:

- under twelve years
- twelve to seventeen years
- adults (i.e., eighteen years or older).

Please refer to AP Form 351A Police School Board Protocol.

2.5.3 The information relating to serious violent incidents leading to reports to the police, as well as the information relating to serious violent incidents leading to suspension or expulsion, must be maintained in the OSR. This information is to be recorded on: *Form 357, Violent Incident Report*.

2.5.4 The following information will be included in the OSR:

- *A Violent Incident Form (Form 357) containing:*
 - *A description on the serious violent incident leading to a suspension or expulsion or a call to the police*
 - *A reference to the call to the police, if applicable*
 - *A reference to the school/board disciplinary response to the incident, if applicable*
 - *A copy of the school board's letter(s) to the student and /or parent(s) or guardian(s) regarding the suspension or expulsion for violent behaviour.*

2.5.5 **Removal of information from the OSR:**

- The information relating to suspension for violent behaviour shall not be removed from the OSR unless three consecutive years have passed during which no further suspension for serious violent incidents have taken place
- The information relating to expulsion shall be removed five years after the date on which the school board expelled the student

Form 357, Violent Incident Report, completed following serious violent incidents, namely incidents that must be reported to the police.

357A is an editable version that is available

Form 363B
**Incident Report:
Use of Physical Containment**

- 2.3.1 **After a crisis episode in which physical containment is used, a written report (see Form 363 Incident Report: Use of Physical Containment) describing the antecedents, aggressive responses and outcomes will be completed by staff involved.**
- 2.3.2 Form 363 Incident Report: Use of Physical Containment should be completed as soon as possible after the incident (within twenty-four hours) to ensure pertinent information is not forgotten. -Be concise and factual.
- 2.3.5 Depending upon the nature of the incident, other forms may be required. These forms shall also be completed within twenty-four (24) hours and filed according to the distribution direction.

Debriefing:

- 2.4.1 Debriefing should be provided for the student after he/she is emotionally and physically settled and become rational, students who witnessed the physical containment, as well as staff involved with the containment.

Follow AP 363 for all steps

Form 363A is an editable version that is available