APPENDIX C

Safety Plan Development

Rationale

Staff and student safety is of paramount importance to the St Clair Catholic District School Board. The procedures that follow are designed to assist school teams in the development and implementation of a safety plan. The purpose of the plan is to prepare for, prevent and/ or respond to at-risk student behaviours; as well as to provide a documented response for all staff supporting a specific student, to ensure that a consistent approach is utilized. The emphasis must be on preventative measures to support the student before challenging behaviour occurs.

This guideline does not replace the Policies and Procedures for Physical Intervention of Students or Workplace Violence.

Procedure

1. When a student has exhibited challenging behaviour that puts themselves or others' safety at risk, a safety plan should be developed (ideally in partnership with the student) to identify potential risks and the strategies required to support that student. A school based team meeting must be held to discuss the students' needs, potential triggers and the supportive personnel (caring adults) available to the student during the school day. Ensure that parents, school staff and system support members (those currently involved) are included/ consulted in the process.

2. Draft a safety plan, completing all fields of the document. Download a copy of the attached Safety Plan and save a copy before completing. [**This plan does not replace a "my support plan" for suicidal or self harming students.]

3. Following the completion of the safety plan, contact the system support staff that has been involved with the student (ABA, CST, CYW, SW) to collaborate on proactive measures that can be taken to prevent safety issues from occurring. If no one has been involved, submit a common referral form: Common Referral Form.

4. Share the plan with all staff that regularly interact with the student, including classroom teacher, PRT, Itinerant Teachers, Principal, Vice-Principal, and EA (where applicable). The plan must be stored in a safe place but is not to be stored in the OSR. A copy must be included in daybook/ supply staff notes for occasional teachers and casual EA's, where appropriate.

5. Review and revise the plan at least twice per year or after a significant change in baseline behaviour or circumstances (e.g. medication review). Previous copies should be destroyed. Once a plan is no longer required, remove the plan by destroying all copies.

6. After an incident in which the safety plan has been required, a debriefing must occur (see the checklist for follow up actions to be taken, in the bottom right hand corner of the plan).

Definitions

Caring Adult - People within the school building that the **student** identifies as supportive for them.

Unsafe Behaviour - behaviour that the student exhibits that may potentially cause harm to themselves or others (e.g. climbing cabinets, running in unsafe spaces, physical aggression, self-injurious behaviour, etc.)

Triggers - any situation, specific setting, specific people, language (including tone of voice, volume, word choice), etc. that increase the likelihood that the student may engage in unsafe behaviours (e.g. loud noises, excessive talking, being reprimanded, etc.)

Non-Physical Intervention - approaches or activities that will assist to de-escalate the situation or support the student in calming (e.g. taking a walk, physical activity, calm down space, sensory room, etc.)

Safe Physical Intervention - specific containment methods as taught during Behaviour Management Systems Training (BMS). Physical intervention must only be implemented by staff that have up-to-date BMS certification and in situations where there is imminent risk to the safety of the student or others.

Dysregulation - actions that may indicate the potential for challenging behaviour to occur (e.g. grunting, pacing, swearing, yelling, glaring, etc.)

Regulated state - the state that is typical for that student (e.g. calm, focused, engaged in learning, etc.)

Non-physical intervention measures may include, but are not limited to:

-Calm, soft voice
-Notice/praise on-task behaviour
-Change activity
Redirect use humour if appropriate
-Take for a walk
-Ask how you can help
-Speak calmly, use soft eye contact
-Sit close by
-Active listening (for message, not delivery)
-Build relationships daily
-Divert attention
-Reduce stimuli

-Model slow deep breathing and invite student to follow
-Send on a task
-Offer to read a book or do a calming activity with them
-Offer options and alternatives
-Accommodate needs when possible
-Don't overload with directions
-Remove audience
-Repeat student's request