



## **Physical Intervention of Students**

Date: **2004 03 30 / 2016 02 23 / 2023 05 30**

### **Administrative Procedures**

#### **1. Responsibilities**

##### **1.1 Human Resources Department will:**

- 1.1.1 Provide annual Behaviour Management Systems training dates for staff.
- 1.1.2 Ensure each elementary and secondary school will have a minimum of two staff members trained and certified in Behaviour Management Systems training as part of the Emergency Response Team of the school. Other factors, including but not limited to the size and specific needs of the school, will determine the actual number of trained staff in any school.

##### **1.2 Special Education Department will:**

- 1.2.1 Provide training in Behaviour Management Systems for staff members who will regularly be involved in planned physical intervention.

##### **1.3 The Principal will:**

- 1.3.1 Be trained appropriately in Behaviour Management Systems.
- 1.3.2 Approve the Safety Plan (Appendix B). Prior to the implementation of the Safety Plan there will be consultation with parent(s) or guardian(s) as indicated on the Safe Physical Intervention Parent Notification Form (Appendix D).
- 1.3.3 Submit the Safety Plan to the Principal of Special Education and the appropriate school Superintendent of Education for review and consultation prior to implementation.
- 1.3.4 Along with the appropriate staff, develop a proactive behaviour plan geared toward reducing or eliminating the need for physical intervention, if physical intervention is occurring with a student on a frequent basis.
- 1.3.5 Debrief the students who witness a physical intervention, and if appropriate, communicate with the parents of the students about the containment incident.
- 1.3.6 Debrief staff members who have been involved in the physical intervention of a student. The debriefing will occur within twenty-four (24) hours of the intervention or as soon as possible. Information from the debriefing will be



recorded on the *Review and Debriefing* (Appendix E).

- Consideration needs to be given to the employees involved in the intervention. Depending on the circumstances, the employee will require time to regain composure prior to being re-assigned to duties. The time required will vary from incident to incident and individual to individual.

- 1.3.7 Log the use of intervention procedures and a *Physical Intervention Incident Report* (Appendix A) will be completed when physical intervention is utilized. A copy of this report is submitted to the appropriate school Superintendent of Education. The original is filed in the Documentation File of the Ontario Student Record (O.S.R.).
- 1.3.8 Record any injury to staff and/or students during a physical incident on the *Physical Intervention Incident Report* (Appendix A). In addition, the Principal will ensure that student injury will be reported to OSBIE and staff injuries will be reported in accordance with internal Board procedures.
- 1.3.9 Report any injury to a student during a physical intervention immediately to parent(s)/guardian(s).
- 1.3.10 Ensure that all employees who have regular contact with students with a recent history of behaviour that may pose a risk to self or others are informed of the risk of injury when interacting with these students. Related information is contained in the Safety Plan (Appendix B).
- 1.3.11 Use the Notification of employees – Risk of Injury from Student Form (Appendix FE) to document that all employees, who have regular contact with students that have a current history of violent aggressive behaviour in school, are informed of the risk and related information. This documentation will be maintained in the principal's office and is considered confidential.

## **2. Expectations**

### **2.1 Training**

- 2.1.1 For a planned physical intervention only safe, effective physical containment strategies may be used with students. Staff must be trained and certified appropriately in Behaviour Management System.

### **2.2 Safe Intervention**

- 2.2.1 Staff may respond to disruptive or imminent risk student behaviour using the following steps:
  - 2.2.1.1 A non-verbal or verbal request to stop or alter behaviour;
  - 2.2.1.2 A non-verbal or verbal request to leave the area and report/wait elsewhere;
  - 2.2.1.3 Consider removing the trigger – whomever is causing imminent risk;



- 2.2.1.4 A physical intervention involving redirection without force;
- 2.2.1.5 A physical intervention with minimal, reasonable force given the situation;
- 2.2.1.6 Contact with parent/guardian; and
- 2.2.1.7 Contact with the police, as necessary

### 2.3 Emergency Physical Intervention

Use of emergency physical intervention precludes prior consultation with parent/guardian but requires notification to the parent/guardian after the incident and documentation on the *Physical Intervention Incident Report* (Appendix A).

**NOTE:** *The completion of the Physical Intervention Incident Report (Appendix A) does not preclude the need to complete a Violent Incident Form if applicable. Refer to Safe School Policy.*

### 2.4 Planned Physical Intervention

When a student's needs or history of acting-out potential high-risk behaviour indicates physical intervention as a last resort in a planned behavior management strategy, the educational team shall work together to support the student.

- With parental consent, input and consultation with appropriate community agencies or medical professionals may be acquired in the development of the *Safety Plan* (Appendix B) by the school based educational team.
- In conjunction with the Individual Education Plan (IEP), a *Safety Plan* (Appendix B) is reviewed each term in elementary schools and every semester in secondary schools by the team involved with that student and modified as required.

## 3. Additional Information

The St. Clair Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations, and practices.

## Definitions

### **Corporal Punishment**

Corporal punishment refers to the act of striking a student either with one's hand or with an object, such as a leather strap. The St. Clair Catholic District School Board does not permit the use of corporal punishment with any student under any circumstance.

### **Intervention**

Intervention refers to a range of positive teaching techniques employed as a standard part of the classroom management system, which involves contact with the student. As such, it includes, but is not limited to, physical contact, which occurs when:

- The student is being rewarded or praised;
- The teacher, educational assistant or administrator is attempting to establish or



- improve rapport during work sessions, play periods and counselling;
- Role playing is being employed for the teaching of social skills or problem solving;
- A student requires assistance in attending to a task;
- A student requires assistance in controlling excessive body movements;
- Nonverbal cues are given to the student as a means of assisting him/her to recognize misbehavior, improve self-control or avoid disciplinary procedures and
- A student requires hand-over-hand guidance to successfully perform a task.

### **Physical Intervention of Students**

Physical intervention of students refers to the preventative procedure employed in exceptional circumstances where there is imminent concern that a student may injure herself/himself or others. Physical intervention may involve the use of physical force which physically limits a student from performing an injurious action.

- *Emergency Physical Intervention*  
Is the utilization of physical intervention as the action taken in a crisis situation in which a student poses an immediate risk to himself/herself or others. This type of physical intervention can occur without prior consultation with parent(s) and guardian(s) and the requirement that only trained staff is involved.
- *Planned Physical Intervention*  
Is the utilization of physical intervention as the final step in a sequence of actions following the onset of imminent risk behaviour? This type of intervention requires:
  - a) prior consultation with parent(s) and guardian(s)
  - b) the involvement of the Special Education Consultant and if appropriate the involvement of community professionals in the development of the Safety Plan (Appendix B).
  - c) intervention by persons who are trained and certified in Behaviour Management System techniques including the use of physical intervention, using the least force necessary where physical intervention presents less of a risk of injury than the behaviour, and who have knowledge of the individualized programming needs of the student.

### **Physical Intervention Devices**

Devices that are intended to ensure the physical safety of students from accident or self-inflicted injuries are permitted. Examples of such devices include straps or belts to prevent students from falling out of chairs or wheelchairs, standing frames, protective equipment for students with seatbelts and equipment designed to prevent self-injury. Such equipment is prescribed by an appropriate therapist or medical authority and utilized as directed by the therapist or medical authority.

## **References**

Education Act and Regulations  
Child and Family Services Act (CFSA)  
Occupational Health and Safety Act (OHSA)  
The Ontario Human Rights Commission (OHRC)



## PROCEDURE

### Sec. D: Staff and Volunteers

#### APPENDIX A

## PHYSICAL INTERVENTION INCIDENT REPORT

This report is to be completed for every occurrence of physical **intervention**. The Principal or designate is to forward a copy to the appropriate Superintendent of Education within one day.

**\*Incident and Physical Intervention refer specifically to the use of small or larger student containment**

<b><i>Student Information</i></b>	
Student Name:	Student Age:
School:	Student Grade:
Date and time of Incident:	
Date and Time Parent/Guardian Contacted:	
Name of Individual Contacted:	
<b><i>Description of Incident</i></b>	
Location:	
Prior events and circumstances:	
Specific procedures employed and duration:	
Type of restraint:	How long implemented:
Health monitoring of student and student complaints?	
Staff Members involved:	
Others involved:	
Student Injured: <input type="checkbox"/> No <input type="checkbox"/> Yes	
If "Yes" has OSBIE report been filed? <input type="checkbox"/> No <input type="checkbox"/> Yes	
Staff Injured: <input type="checkbox"/> No <input type="checkbox"/> Yes	
If "YES", has Employee Accident/Incident Report been completed	<input type="checkbox"/> No <input type="checkbox"/> Yes
If "YES", has Health and Safety Specialist been notified:	<input type="checkbox"/> No <input type="checkbox"/> Yes
If "YES", attach a copy of Employee Accident/Incident Report	<input type="checkbox"/> No <input type="checkbox"/> Yes



Witnesses:

***Follow-Up***

***Incident Reported to:***

Superintendent of Education      Date:

Police      ☐ No      ☐ Yes

Date:      Contact Person:

Agency      ☐ No      ☐ Yes      Agency Name and

Date:      Contact Person:

***Staff Signature:*** \_\_\_\_\_ ***Date*** \_\_\_\_\_


***Staff Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Principal Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Distribution:***      ***Original Documentation File of OSR***  
***Copy to Superintendent of Education***

# APPENDIX B

# SAFETY PLAN

 (student picture)	School Safety Plan for:				
	School:		Grade/ Class:		
	Strength/ Likes/ Interests:	Unsafe Behaviour:	Triggers:	Indicators of Imminent Risk:	
Caring Adults/ School Team Members (and Contact Info):	Position:	Role/ Responsibility:	BMS Trained?	Parent/ Guardian/ Caregiver	Contact Phone Numbers
1.			<input type="checkbox"/> yes <input type="checkbox"/> no		
2.			<input type="checkbox"/> yes <input type="checkbox"/> no		
3.			<input type="checkbox"/> yes <input type="checkbox"/> no		
Observable signs of dysregulation:		Observable signs of regulated state returning:			
Non-physical Intervention Methods (use of calming techniques, space, break room, etc.):					
Safe Physical Intervention (last resort):		After any incident where staff, student(s) or others were at imminent risk:			
(Physical containments must be done by BMS trained staff only, with adequate support present, only when imminent risk is present)		<input type="checkbox"/> <b>Communication:</b> If any student was hurt, parents/caregivers will be contacted if needed by classroom teacher or principal <input type="checkbox"/> <b>Documentation:</b> If first aid is required or a near miss has occurred, incident reporting forms should be completed by the end of the day <input type="checkbox"/> <b>Support/Follow Up/Debrief:</b> Arrange debriefing with staff/ student(s) involved. Determine if any changes are needed to the safety plan and follow up with team(s) as needed.			
Developed by:					

☐ ABA Team Involved
 ☐ CST Team Involved
 ☐ CYW/ SW Involved

\*If not supported by Spec Ed/ Wellbeing submit a common referral to ensure appropriate support and proactive strategies are in place and communicated to appropriate staff.

Are there additional plans in place (Safe Response, Wellbeing, Support Plan, Social Emotional Learning Plan, etc.)? ☐ yes ☐ no \*\* Please attach a copy to this document\*\*

*Policy & Procedures*  
**PROCEDURE**  
**Sec. D: Staff and Volunteers**

**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                             | -Model slow deep breathing and invite student to follow  |
| -Notice/praise on-task behaviour              | -Send on a task  |
| -Change activity                              | -Offer to read a book or do a calming activity with them |
| Redirect use humour if appropriate            | -Offer options and alternatives                          |
| -Take for a walk                              | -Accommodate needs when possible                         |
| -Ask how you can help                         | -Don't overload with directions                          |
| -Speak calmly, use soft eye contact           | -Remove audience   |
| -Sit close by                                 | -Repeat student's request                                |
| -Active listening (for message, not delivery) |  |
| -Build relationships daily                    |  |
| -Divert attention                             |  |
| -Reduce stimuli                               |  |



**APPENDIX D**

**SAFE PHYSICAL INTERVENTION PARENT NOTIFICATION  
FORM**

***Please check the boxes and sign.***

I understand that, on occasion, the school staff may be required to use physical intervention as part of the Safety Plan for my child

\_\_\_\_\_ at \_\_\_\_\_  
(name) (school name)

- ☐ I have received a copy of the policy and administrative procedures
- ☐ The policy and procedures regarding the use of physical intervention have been explained clearly and fully by \_\_\_\_\_.
- ☐ I have been consulted and am aware of the specific procedures in the Safety Plan.

Parent/Guardian Signature:

\_\_\_\_\_  
\_\_\_\_\_

Relationship to Child:

\_\_\_\_\_

Date:

\_\_\_\_\_

Witness:

\_\_\_\_\_

Copies:      OSR (original)  
                  Parent  
                  School Superintendent  
                  Principal Special Education

*Policy & Procedures*  
**PROCEDURE**  
**Sec. D: Staff and Volunteers**

**APPENDIX E**

**Review and Debriefing**

It is important to recognize that all behaviour incidents involving students, ranging from defiance to incidents that require physical intervention by staff, place considerable stress on staff and students. Incidents can be single, one-time events or part of the ongoing daily interaction with students who have significant behaviour needs.

Post Incident Protocols

**1. Injury Assessment:**

☐ Immediate injury assessment of student(s) and staff is the first responsibility of staff following an incident where physical intervention was required.

**2. Reassurance and Follow Up for the Student(s):**

☐ Reassure the student who was involved in the incident and students who may have witnessed the incident.

☐ Following a serious behavioural incident there is usually a drop in emotional and physical tension. This is the time to begin reconnecting. A simple, "Are you okay?" spoken in a calm manner tells students that you continue to care, regardless of the incident.

☐ Begin planning follow up contact with the student (and with the class, if necessary). Review what happened and how it might be handled differently in the future.

**3. Communication:**

☐ Does 911 need to be called? What is the procedure for this?

☐ Who will communicate with parents/ guardians immediately following the incident?

☐ Who will communicate with board support teams that are already involved with the students and/ or their family?

☐ Who will communicate with community supports that are already involved with the students and/ or their family?

**4. Staff Debriefing:**

**a) Regular debriefing:**

☐ Scheduled on a regular basis

- ☐ Team meets to review ongoing behaviours, intervention strategies and results
- ☐ Discuss possible modifications to intervention strategies as needed
- b) Critical Incident Staff debriefing:
  - ☐ Scheduled as soon as possible following the incident
  - ☐ 3rd party facilitator where appropriate (SW, CYW, administrator, other board personnel)
  - ☐ Talking and listening - everyone is allowed to talk about what happened and how they felt during and after the incident and about what is happening now (e.g., consequences, as appropriate; administrator response)
  - ☐ Validation - what each person is experiencing is both unique and normal
  - ☐ Respect what others and you are going through; it is not a sign of weakness
  - ☐ Non-judgemental - no criticism of actions or emotions; most people will need time to start feeling 'normal' again
  - ☐ No counseling - leave that to the professionals in individual sessions
  - ☐ Discuss if additional help is needed - from bringing in board support to consultation with EAP
  - ☐ Critically and objectively review the interventions used (depending on the emotional state of staff); if necessary, set a date/ time for follow up debriefing
  - ☐ Submit common referral to board support team (or update board support team that is currently involved)
  - ☐ Collaborate with board support team on Safe Response Plans to implement proactive/ preventative strategies

5. **Documentation:** Complete the necessary documentation as appropriate

- ☐ Physical Intervention Incident Report
- ☐ Safe Physical Intervention Plan
- ☐ Safe Physical Intervention Parent Notification form
- ☐ SCCDSB Incident Report and SSIR (Safe School Incident Report)
- ☐ Employee Accident/ Injury Report

6. Follow Up Debriefing/ Staff Support as required



**APPENDIX F**

**NOTIFICATION OF EMPLOYEE(S) - RISK OF INJURY  
FROM STUDENT**

Name of Student:	
Date Information with Respect to Risk of Injury was Shared with Employee(s):	
Names of Employee(s) informed (attach Staff List if appropriate):	
<b>Name</b>	<b>Position/Title</b>

**RELATED INFORMATION TO BE SHARED WITH STAFF:**

The principal will share, in confidence, information from the student's I.E.P. and/or Safety Plan related to behaviour that may have the potential to lead to imminent risk. This information will include, but is not limited to the following:

- Specific strategies in place to prevent occurrences of challenging/ physical behaviour;
- The nature and frequency of possible challenging/ physical behaviour;
- Predisposing and/or precipitating factors;
- Expected employee responses and safety procedure to be followed;
- Violent incident reporting procedures;
- Notification of parent(s)/guardian(s) procedures;
- Possible disciplinary consequences for the student; and
- Reporting procedures in the case of injury.

**NOTE: THIS FORM WILL BE MAINTAINED IN THE PRINCIPAL'S OFFICE AND IS  
CONSIDERED CONFIDENTIAL.**