

Administrative Procedure 311

Violence Prevention and Reporting of Incidents

1. Purpose

- 1.1 The director of education is dedicated to maintaining a safe, caring and respectful environment in all schools and sites. The director actively seeks to cultivate environments that exemplify a welcoming learning community and that are, at the same time, orderly and civil and allow students and staff members to address the purposeful work before them.
- 1.2 The director has developed this administrative procedure to support violence prevention and provide protective measures for students subject to violence in schools. This procedure also supports protection for all staff members that are threatened with injury or bodily harm or are assaulted during the performance of their duties.
- 1.3 It is expected that ongoing supervision, progressive discipline, and safety inspections shall be part of the regular routine to maintain positive school and work environments.
- 1.4 Those who use violence to resolve their differences and to harm and intimidate others will be dealt with in accordance with administrative procedures, Board policy and the Board's police protocol. Behaviour which threatens the safety and security of students and staff members will not be condoned.
- 1.5 This procedure focuses on and gives guidance about preventing violence in schools and dealing with violent incidents.

2. Application

This procedure applies to all Board sites, including administrative sites, and to all Board-sanctioned events.

3. Definition

Violence is:

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

4. Violence Prevention

- 4.1 Curriculum plays a critical role in violence prevention. The district has implemented curriculum at both the elementary and secondary levels to increase students' knowledge of individual rights and responsibilities. Violence prevention includes the establishment and use of programs such as character education and bullying prevention as well as other activities designed to promote the building of healthy relationships and appropriate behaviours. Teaching strategies such as co-operative learning encourage co-operation and non-violent, non-competitive behaviour.
- 4.2 Partnerships with community agencies have been developed to enhance the initiatives against violence.
- 4.3 Prevention of violence includes early and ongoing identification of and intervention with potential bullies and victims within the school population. Violence will not be tolerated, and the school will take action to protect students and staff and deal with those who exhibit inappropriate behaviour.
- 4.4 Students and staff members shall report violent incidents including threatening behaviour and comments even if the threat is not perceived as direct or of immediate concern. There will be no retaliation against individuals making good faith reports, but vexatious reports will not be tolerated and may result in disciplinary action.
- 4.5 Each school shall have its own code of conduct based on the district's code of conduct, developed and reviewed regularly with students, the staff, parents/guardians and community members. This code of conduct will establish clear and fair consequences for violent behaviour, including vandalism, and will be prominently displayed in the school and frequently communicated to all.
- 4.6 Schools will be expected to develop emergency procedures, a school response plan, as well as appropriate disciplinary procedures. Safety drills relating to the plan (e.g. Emergency Response and Critical Incident Drills) shall be practiced at least twice each school year.
- 4.7 School staff members shall work closely with all members of their community to develop programs and initiatives aimed at reducing violence. Students, staff members, parents and other community members shall be included in this partnership through shared planning, special events and ongoing co-operative initiatives.
- 4.8 If a supervisor becomes aware of a situation where domestic violence would likely expose a worker to physical injury in the workplace, the supervisor shall contact the Health and Safety Officer and their supervisory officer to discuss steps reasonable in the circumstance to protect workers.

5. Staff Education and Training

- 5.1 The district will provide opportunities for all staff members to acquire the knowledge, skills and values necessary to develop and maintain a violence-free environment. Ongoing staff development is offered, both to new staff members and those who want to update their skills in curriculum development and teaching strategies that support violence prevention.
- 5.2 Education and training are essential components of an effective workplace violence prevention program. Where workplace violence hazards are known staff will possess job-specific skills (i.e. Non-Violent Physical Crisis Intervention training or the equivalent training, taught by qualified personnel).
- 5.3 The job-specific crisis intervention training shall include as a minimum:
- 5.3.1 the rate of incidence of workplace violence;
 - 5.3.2 the types of workplace violence to which district staff members are exposed;
 - 5.3.3 recognition of early warning signs;
 - 5.3.4 verbal intervention techniques to defuse crisis situations;
 - 5.3.5 personal safety techniques;
 - 5.3.6 use of restraints;
 - 5.3.7 methods of communicating to other staff members that a crisis is occurring;
 - 5.3.8 use of personal protective equipment and personal alarms;
 - 5.3.9 post-crisis debriefing;
 - 5.3.10 procedures for recording incidents of workplace violence; and
 - 5.3.11 staff members' rights and responsibilities under relevant legislation.
- 5.4 Staff members exposed to workplace violence shall receive information about reporting procedures and incident follow-up from their supervisor and/or their union representative, following the staff members' disclosure of the violent incident.

6. Dealing with a Violent Incident: Student to Student Violence

- 6.1 Where students have engaged in violent acts, they will be dealt with in accordance with administrative procedures, Board policy and the police protocol, under the provisions of the *Education Act* and Regulations.
- 6.2 District procedures describe a continuum of interventions, supports and consequences to address inappropriate student behaviour. The district procedures related to suspension and expulsion and the police protocol provide the staff with clear guidelines to be followed in dealing with serious violent incidents. The procedures also describe any mitigating or other factors which must be considered by the principal before imposing a suspension or recommending a school or Board expulsion to the Discipline Committee of the Board.

- 6.3 School staff members, supported by district and community resources as required, develop short- and long-term strategies to deal with the aftermath of violent incidents. They provide appropriate communication, follow-up and support to victims. Effective strategies include promoting the security and healing of victims; careful planning of the re-entry and rehabilitation of the perpetrators; supporting the well-being and security of witnesses; and addressing the underlying problems that may have contributed to the violent incident.
- 6.4 A wide variety of interventions, supports and consequences will be considered in dealing with students who commit violent acts. The strategies include ongoing assessment of student needs, and may include such supports as regular verbal reminders or school-based counselling. Along the continuum of progressive discipline, a student may be involved in meetings with the parent and principal to review expectations; conflict mediation; referral to a community agency for counselling or anger management; detentions; loss of privileges; up to and including suspension and expulsion. A student who is expelled from all schools of the Board must satisfy the objectives required for successful completion of an alternative program for expelled students in order to return to school.

7. Reporting Violent Incidents - Student to Student Violence

- 7.1 The Safe Schools Police Protocol developed in Renfrew County describes the agreed-upon, consistent procedures for responding to and reporting serious incidents of violence to the police. The protocol facilitates appropriate sharing and disclosure of information and encourages ongoing consultation and partnership between the police and school community.
- 7.2 The Ministry of Education Violence-Free Schools Policy sets out the requirement for reporting incidents of student violence. Information relating to serious violent incidents leading to reports to the police and/or to suspension or expulsion must be recorded on a Violent Incident Form to be included in the documentation file of the Ontario Student Record (OSR).
- 7.3 With due consideration of the mitigating or other factors described in Administrative Procedure 350 - Student Conduct and Progressive Discipline, the principal will contact the police and complete Form 311-1 Violent Incident Form if a violent incident is any of the following:
- 7.3.1 possession of a weapon (any object could be a weapon if designed as, or used as, a weapon);
 - 7.3.2 a threat of serious physical injury;
 - 7.3.3 physical assault causing serious bodily harm;
 - 7.3.4 sexual assault;
 - 7.3.5 robbery and/or extortion;
 - 7.3.6 hate-motivated violence (such as incidents involving racism, homophobia);
 - 7.3.7 vandalism causing extensive damage to school property or property located on school premises.

- 7.4 The parent or guardian of a student who is the subject of a report to police and who is not an adult student must be contacted with the least possible delay when a violent incident is reported to the police. If the parent, guardian or emergency contact is not available, another adult, chosen by the student should be contacted. However, a call to the police should not be delayed because of the unavailability of the parent, guardian or emergency contact.
- 7.5 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 suspensions for serious violent incidents have taken place.
- 7.6 The information relating to expulsion shall be removed five years after the date on which the School Board expelled the student. If the student is expelled again, the information is retained for an additional five consecutive years.
- 7.7 Where the student has not been suspended or expelled, the Violent Incident Form shall be removed after three consecutive years if no further serious violent incident is reported to the police during that time.
- 7.8 The information relating to suspensions/expulsions shall remain in the student OSR pursuant to OSR guidelines. If the student transfers to another school, the information in the OSR relating to the serious violent incident will remain in the OSR unless removed under subsections 7.5, 7.6 or 7.7 above.
- 7.9 School boards are required to report statistical data about the incidents of violence that result in suspension, expulsion or reports to the police to the Ministry of Education on an annual basis in the September Report. Form F311-2 Central Violent Incident Tracking Form is provided to assist with this collection of data. The student's name must not be included on this form.

8. Dealing with a Violent Incident

Incident Reporting

- 8.1 In the event of an assault on or threat to a staff member, the principal or immediate supervisor shall be informed that an assault or threat has taken place.
- 8.2 It is the responsibility of the assaulted or threatened staff member to inform his or her union or federation health and safety representative of the threat or assault.
- 8.3 If the assault causes bodily harm, the staff member shall determine if medical attention is required.
- 8.4 The staff member has the right to call the police or seek medical aid.
- 8.5 Staff members must be able to report all incidents without fear of reprisal.

- 8.6 The staff member must complete sections 1-3 of Form F311-3 Aggressive Incident Report and submit it to the principal or immediate supervisor who will complete sections 4 and 5 and submit the report to the Health, Safety and Wellness Department within twenty-four (24) hours.
- 8.7 In the case of an alleged incident committed by a student with an identified exceptionality, as evidenced by the student having the support of an Individual Education Plan (IEP), a copy of the Aggressive Incident Report must also be provided to the supervising principal of special services.
- 8.8 If medical attention has been sought, the injured party must take the “Injured Worker Package” to the treating practitioner. Documents must be returned to the school within twenty-four (24) hours.
- 8.9 The principal or immediate supervisor shall respond using the Site Supervisor’s Decision Making Protocol in Appendix 1.

9. Follow-Up to Serious Violent Incidents Involving Students and/or Staff

- 9.1 On-site follow-up to a serious violent incident, i.e. an incident requiring medical attention or police intervention, shall include:
- 9.1.1 a review and evaluation of existing procedures in place to prevent or mitigate violent incidents; and
- 9.1.2 an objective evaluation of the response during and following the incident.
- 9.2 The review shall include the consideration of the following items:
- 9.2.1 likelihood of repeated violence;
- 9.2.2 level of training of the responding staff;
- 9.2.3 communication systems and equipment to summon help;
- 9.2.4 availability of rapidly deployable assistance;
- 9.2.5 evaluation of staffing levels;
- 9.2.6 design of the physical layout;
- 9.2.7 use of protective equipment; and
- 9.2.8 input from those involved in the serious violent incidents.

10. Evaluation of Workplace Violence Hazards

- 10.1 Identification of potential workplace violence hazards is crucial in preparing for incidents of workplace violence. This identification process will be conducted as risk assessment that will take into account: historical data, the nature of the work conducted at the workplace and the physical layout of the workplace. This assessment will be conducted as often as necessary to protect workers.

10.2 Ongoing risk assessment shall be the responsibility of the principal or supervisor (and, where requested in writing from the principal or supervisor, with assistance from the Special Education Department, the Health and Safety Department, medical practitioner, or others as is deemed appropriate given the safety issue identified) to evaluate workplace violence hazards.

11. Program Review and Evaluation

11.1 The Workplace Violence Committee will meet four times each school year to review the frequency and nature of the incidents reported. The committee shall be comprised of the supervising Principal of Special Service, the Health and Safety Office, a representative from CASS and ACES and representative from each employee group of the Board.

11.2 The Committee will evaluate personal protective equipment and intervention strategies.

11.3 The Committee shall annually review the Workplace Violence Procedure and prepare a report on its activities along with any recommendations for the Board regarding workplace violence prevention.

11.4 This procedure shall be posted at all sites on the Health and Safety bulletin board.

Legal References: *Education Act,*
Part XIII Occupational Health and
Safety Act

Ministry of Education Violence-Free Schools Policy 1994

Ontario Student Record Guideline

PPM No. 120 - School Board Policies on Violence Prevention in Schools

PPM No. 141 - School Board Programs for Students on Long-Term Suspension

PPM No. 142 - School Board Programs for Expelled Students

PPM No. 145 - Progressive Discipline and Promoting Positive Student Behaviour

Renfrew County District School Board References:

AP 140 - Code of Conduct

AP 141 - Computers: Network, Internet and Electronic Devices

AP 350 - Student Conduct and Progressive Discipline

AP 358 - Student Discipline: Suspension

AP 359 - Student Discipline: Expulsion

AP 449 - Administration of Physical Restraint

Form F311-1 Violent Incident Form

Form F311-2 Central Violent Incident Tracking Form

Form F311-3 Aggressive Incident Report

Appendix 1

Site Supervisor's Decision Making Protocol

(as per *Occupational Health & Safety Act* and *Education Act*)

