

ADMINISTRATIVE PROCEDURE 355	
SECTION: STUDENTS	
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Contact	Special Education

Physical Intervention

1. Purpose

1.1 This administrative procedure has been developed to ensure that students and staff members are protected from aggressive or violent acts and to ensure that students are not subjected to the unreasonable use of physical intervention.

1.2 The procedure is intended to ensure a consistent, coordinated approach to responding to aggressive incidents that occur in schools. When a student's behaviour presents a threat to the welfare, safety and security of self, other students or staff members, measures must be undertaken by the staff to ensure everyone's safety.

1.3 Any physical intervention is potentially dangerous and should be considered an emergency response.

1.4 This administrative procedure contains the expectations for behaviour management and staff training, and details the circumstances under which physical intervention techniques may be used.

2. Definitions

2.1 Physical Intervention: Physical intervention refers to the actions by which movements of another are restricted and is an act of care aimed at ensuring the safety of the student and others.

2.2 Personal Protective Equipment: Personal Protective Equipment is equipment/devices/clothing that is used to protect a staff member or student from injury during the course of daily activities.

2.3 Safety Plan: A student safety plan is a plan developed for a student whose behaviour is known to pose an ongoing risk to themselves, other students, workers or other people in general. It can serve as a crisis-response plan that outlines the roles and responsibilities of the workers in dealing with specific problem behaviours. The development of a student safety plan involves all workers who work on an ongoing basis with a student, as well as parents and the representatives from any community agencies working with the student/family.

2.4 Planned Physical Intervention: This refers to intervention as a final step in a planned sequence of actions following the onset of the dangerous behaviour. This kind of intervention will comply with the student's written safety plan which has been developed by a team including parents and/or guardians and is based on the student's needs.

2.5 Emergency Physical Intervention: This refers to a crisis situation in which a student poses an unexpected immediate risk of injury to self or others. This type of intervention precludes prior consultation with parents and/or guardians. Staff have the responsibility to intervene if the conditions listed in 3.1 are met, and it is safe to do so.

2.6 Escorting: This means accompanying a student from one location to another without the use of force or restricting the student's movement.

2.7 Transporting: This means moving a student from one place to another by means of physical intervention techniques where the student is actively resisting being moved.

3. Circumstances for Physical Intervention

3.1 Physical intervention should only occur when ALL of the following conditions are met:

- the student's behaviour presents an immediate risk of injury to self or others;
- all other non-physical interventions have been unsuccessful; and,
- the physical intervention itself presents less of a risk of injury than the behaviour.

3.2 Even when physical intervention is employed, the primary objective is to allow the student an opportunity to calm down at their own pace and to co-regulate. The following aspects should be taken into consideration when physical intervention is employed:

- care should be taken to provide for the safety and dignity of the student before, during, and after the physical intervention;
- staff members administering a physical intervention shall use only the amount of force necessary to protect the student or others from physical injury or harm;

- no intervention shall be administered in such a way that interferes with a student's ability to breathe or communicate; and,
- staff shall not physically transport a child during a physical intervention.

3.3 Physical Intervention will be discontinued when any one of the following occurs:

- the risk of danger to self or others is no longer present;
- the student has calmed and no longer poses a safety risk to self or others;
- the student shows any sign of physical distress; and,
- if the student falls to the floor or is in any sitting position.

3.4 Additional Support: If aggression persists, a team member may be designated to call the parent for support or pick up, or call 911 if necessary.

4. Non-Physical Staff De-Escalation Response

4.1 Whenever possible, staff should intervene early, in a non-physical way in order to reduce, rather than control, aggressive behaviour. Physical intervention should always be used as a last resort.

Examples of non-physical staff de-escalation responses include:

- removing the target;
- staying calm, approaching in a supportive manner rather than a confrontational/authoritarian manner which may escalate the situation;
- providing choices and redirection;
- keeping verbal output to a minimum;
- providing cool down time;
- adult keeping enough distance between themselves and the student to avoid causing further escalation and to keep themselves safe, but staying close enough to supervise to be able to intervene if there is immediate risk of injury;
- escort to a quiet location where they can have time to cool down; and,
- if there is a risk of injury to others, and they are refusing to leave, evacuate the area around them first, and if needed evacuate the classroom.

5. Preventative and Positive Practices

5.1 In addition to non-physical staff de-escalation responses, staff members will focus on effective instructional practices, proactive student skill development and preventative interventions.

The following intervention strategies may be implemented as part of the overall programming for students with behaviour needs:

- Collaboration and Teamwork;
- Collaborative Proactive Solutions;
- Behaviour Analysis (i.e. ABC tracking, Functional Behaviour Assessment, etc.);
- Individual Education Plan (IEP);
- Intervention Planning;
- Behaviour Log;
- School and Class Safety Audit; and,
- Individual Safety Plan.

5.2 Information Gathering and Sharing: In order to determine what factors are influencing (motivating, triggering) behaviour, all available resources should be consulted (i.e. student, parents/guardians, previous staff, any existing reports and assessments, community supports and services, etc.).

Principals will communicate a student's history of aggressive behaviour to all staff members who may come in contact with this student. Information about previous incidents when physical intervention was used will be included in the documentation file of the student's Ontario Student Record (OSR), using Form 355-1 Incident Report: Use of Physical Intervention.

The District will continue to share and promote up-to-date evidence-based behaviour management strategies.

5.3 Planning: When positive measures and routine behavioural management practices are insufficient to maintain behavioural goals, school teams need to develop intervention plans and safety plans.

A student safety plan can be created for a student who is, or is not, receiving special education programs and services who meets the above criteria.

A student safety plan should include: description of the observable behaviour concerns, triggers or antecedents, prevention and intervention strategies to support staff and student safety, communication procedures for all staff (teaching and non-teaching) whether permanent or occasional, and emergency communication procedures for all staff.

Procedures should be in place so that all staff (teaching and non-teaching, permanent or occasional) have access to the student safety plan.

Intervention plans and safety plans should be responsive to changing student needs, be regularly updated and communicated with staff.

5.4 Debriefing: Debriefing should occur for student(s) involved in the incident; all staff involved in the incident; and, student witnesses to the incident.

Critical Debriefing Strategies include: injury assessment; reassurance and follow up support for student(s); communication protocol; immediate staff debriefing; documentation; follow-up staff debriefing; and, ongoing staff support.

For staff, this process will involve reflections about what did and did not work well during the intervention, in order to be responsive and proactive moving forward, and to adjust student intervention and safety plans as needed.

Decisions about the acquisition of personal protective equipment for the staff will be based on a needs assessment.

6. Communication Protocol and Documentation

6.1 When physical intervention has been administered, the parent or guardian of the student shall be notified as soon as possible, via phone or in person by the administrator or designate.

6.2 After a crisis episode in which physical intervention is used, a written report describing the antecedents, the student's reaction, and the outcomes will be completed by the staff involved in the physical intervention. Form F355-1 Incident Report: Use of Physical Intervention will be used for this purpose.

Form F355-1 should be completed as soon as possible after the incident and at least within twenty-four hours, to ensure pertinent information is not forgotten. This report will be placed in the student's Ontario Student Record (O.S.R.), sent to the Health & Safety Department and to Special Services if appropriate, by the principal or designate.

6.3 Depending upon the nature of the incident, other forms may be required. These forms shall be completed within twenty-four hours. One additional report that may be required is Form 311-1 Violent Incident Form if the incident requiring physical intervention involves possession of a weapon (any object could be a weapon if designed as, or used as, a weapon); a threat of serious physical injury; physical assault causing serious bodily harm; sexual assault or hate-motivated violence. Required forms

may also include Form 311-2 Central Violent Incident Tracking Form which provides statistical data about violent incidents, F-350-1 Safe Schools Incident Reporting Form when suspension or expulsion may be considered, and Form F311-3 Aggressive Incident Report which provides information about injuries to staff members.

6.4 Administrators will follow policies and practices of progressive discipline and consider mitigating circumstances in order to best support students.

Legal References:

- Education Act, s 264, 265 and Part XIII
- Child, Youth and Family Services Act, 2017
- Occupational Health and Safety Act, subsections 25 (1), (2)
- Ontario Regulation 298 Operation of Schools, s 23
- Ontario Regulation 472/07 Suspension and Expulsion of Pupils
- PPM No. 128 - The Provincial Code of Conduct and School Board Code of Conduct
- PPM No. 145 - Progressive Discipline and Promoting Positive Student Behaviour

Renfrew County District School Board References:

- AP 311 - [Violence Prevention and Reporting of Incidents](#)
- AP 350 - [Student Conduct and Progressive Discipline](#)
- AP 358 - [Student Discipline: Suspension](#)
- AP 359 - [Student Discipline: Expulsion](#)
- Safe Schools Police Protocol
- Form 355-1 Incident Report: Use of Physical Intervention
- Form 311-1 [Violent Incident Form](#)
- Form 311-2 [Central Violent Incident Tracking Form](#)
- Form 311-3 [Aggressive Incident Report](#)
- F-350-1 [Safe Schools Incident Reporting Form](#)

Procedure History

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