



<b>ADMINISTRATIVE PROCEDURE</b>	
<i>Approval Date</i> <b>2017</b>	<i>Replacing</i> <b>All Previous Procedures</b>
<i>Review Date</i> <b>2022</b>	<i>Page</i> <b>1 of 13</b>
<i>Contact Person/Department</i> <b>Superintendent Responsible for Special Education</b>	<i>Identification</i> <b>OP-6551</b>

## **PHYSICAL INTERVENTION GUIDELINES FOR RESPONDING TO INJURIOUS AND SELF-INJURIOUS BEHAVIOUR OF STUDENTS**

### **1.0 PURPOSE**

Trillium Lakelands District School Board recognizes its responsibility to provide a safe and caring learning environment for students and staff while supporting staff in violence prevention strategies and safe response mechanisms to injurious or self-injurious behaviour of students.

### **2.0 REFERENCES/RELATED DOCUMENTS**

- 2.1 [The Education Act, R.S.O., 1990, c.E2](#)
- 2.2 [Child and Family Services Act, RSO, 1990](#)
- 2.3 [Child Care and Early Years Act, Regulation 137/15](#)
- 2.4 [Municipal Freedom of Information and Protection of Privacy Act](#)
- 2.5 [Code of Conduct Policy and Procedure OP – 6020/6021;](#)
- 2.6 [Incident/Accident/Injury Reporting Investigation Policy and Procedure BU-3554/3555;](#)
- 2.7 [Responding to Student Violence Toward Staff Policy and Procedure HR-4519/4520;](#)
- 2.8 [Prevention and Resolution of Workplace Violence Policy and Procedure HR-4521/4522;](#)
- 2.9 [Criminal Code of Canada Part I, Sec. 43, Physical Restraint](#)
- 2.10 [Occupational Health and Safety Act](#)

### **3.0 TERMS AND DEFINITIONS**

#### **3.1 PHYSICAL INTERVENTION**

Physical Intervention refers to any procedure in which staff use any part of their body (hands, trunk, legs) or any approved specialized protective device to substantially restrict the movement of a student.

#### **3.2 TYPES OF PHYSICAL INTERVENTIONS**

##### **3.2.1 Physical Barrier**

An intervention technique used in situations where supervising adults have deemed it necessary due to imminent risk of harm to self or others to use non-contact physical proximity to block a student from gaining access to either another person or a physical space. Staff do not place hands upon the student but are using the BMS Safe and Supportive stance practices to temporarily create a barrier. This is a short-term intervention.

### 3.2.2 Physical Restraint

- a) Small Student Containment (Specific BMS Training):
  - i) Upon detection of imminent risk of harm to self or others, the practitioner may utilize a small person containment;
  - ii) This intervention is used only as a last resort and a student may be contained until the situation is safe (target removed);
  - iii) This is not an intervention used to gain compliance;
  - iv) Once the environment is deemed safe the student shall be released, even if they are not in a calm, regulated state;
  - v) This intervention is not used to move a student from one location to another.
  
- b) Large Student Containment (Specific BMS Training):
  - i) Upon detection of imminent risk of harm to self or others the person may utilize a large person containment;
  - ii) This intervention is used only as a last resort and a student may be contained until the situation is safe (target removed);
  - iii) This is not an intervention to be used to gain compliance;
  - iv) Once the environment is deemed safe the student shall be released, even if they are not in a calm, regulated state;
  - v) This intervention is not used to move a student from one location to another;
  - vi) An observer must be present.

### 3.2.3 Physical Transport

- a) A physical transport is to be used in emergency situations (e.g. fire, natural disaster, community risk) only.
- b) This is only to be used in extreme situations where it is necessary to remove a student from an imminent source of danger either through physical containment or through emergency personnel. Staff may act as a judicious parent/ guardian to assist to secure a student's safety.

## 3.3 ESCORT

A Physical Escort is a technique whereby a student's hands are controlled by staff and he/she is willingly guided from one location to another.

## 3.4 SAFETY PLAN

A written student-specific plan for staff response to a student's escalating behavior.

## 4.0 ADMINISTRATIVE PROCEDURE

### 4.1 GUIDING PRINCIPLES FOR THE USE OF PHYSICAL INTERVENTION

The use of physical intervention within an educational system is guided by the following principles:

- 4.1.1 It is the role of staff in TLDSB to provide the best possible care and to ensure the welfare, safety, and security of all involved. A team approach should be used.
- 4.1.2 Whenever possible, attempts will be made to prevent or defuse potentially injurious behaviour through proactive early intervention strategies (examples may include but are not limited to a student safety plan, restorative practices, progressive discipline etc.).
- 4.1.3 Physical intervention will only be employed when all other less restrictive measures have been exhausted without success, and there is an immediate and imminent danger to self or others. Intervention may occur when:
  - a) the student attempts to injure/assault another person (staff or student or volunteer); or,
  - b) the student attempts self-injury; or,
  - c) the student puts own safety at risk, (e.g. leaving a supervised area and moving toward an unsafe area, roadway, etc.; or property damage so severe it may result in risk of injury).
- 4.1.4 Physical intervention will be used to manage a student's behaviour only until that student no longer creates/poses an imminent risk of injury to self or others.
- 4.1.5 The physical intervention used will be the least intrusive possible to ensure safety until the risk of injury passes.
- 4.1.6 When physical intervention has been used or past history would indicate that physical intervention may be necessary, school staff will consult with parents/guardians and students (where appropriate) to develop a safety plan. Safety plans must be developed in a timely manner. The safety plan is a working document; it shall be updated annually and reviewed and revised as often as necessary to control the known risks of harm.

## 4.2 PREVENTATIVE STRATEGIES

- 4.2.1 A number of preventative strategies have been shown to be effective in preventing and diffusing potentially violent or unsafe situations. Strategies are based on the principles and practices of information gathering, proactive planning and de-escalation.
- 4.2.2 A behaviour log is recommended information gathering tool to support proactive planning. Formats for behaviour logs are available from the Specialized Services Department.
- 4.2.3 Central training sessions and student-specific safety plan training are available as required.

### 4.3 STAFF TRAINING AND RESOURCES

#### 4.3.1 General Training Opportunities

Staff working with students require some level of information and/or training regarding both preventative strategies and guidelines for physical intervention. Some staff regularly working with students who are known to exhibit difficult and potentially unsafe behaviour will require a higher level of training.

Information on training requirements and opportunities will be developed in an annual training plan and communicated to the system. Additional opportunities are provided on an as-needs basis.

#### 4.3.2 The principal must ensure that any staff member working with a student whose safety plan cites a potential need for physical intervention be aware of the following:

- a) safety plans are created and entered in the IEP database;
- b) accurate information about a student's safety plan must be referenced in their IEP.
- c) safety plans must be updated annually and reviewed and revised as often as necessary to control the known risks of harm;
- d) staff with direct involvement, and/or responsibility for students with a safety plan, are required to be trained in the physical interventions approved by TLDSB.
- e) training programs and materials will be provided by Specialized Services Staff and board trainers;
- f) in the event that trained school staff are not available due to illness or other unanticipated events, the principal will make reasonable efforts to adjust staffing arrangements in order to operationalize the safety plan, to provide the best trained staff possible, and to inform supply staff of procedures for specific students;
- g) teachers are responsible for ensuring an up to date copy of student safety plans are available in the teacher's supply package and made available to any staff working in the classroom.

### 4.4 TYPES OF PHYSICAL INTERVENTION

4.4.1 A range of physical interventions may be deemed necessary depending on the amount of physical restriction needed to stabilize the situation until physical intervention is no longer needed to maintain safety.

4.4.2 Specialized protective devices may be a part of a physical intervention plan for the safety of staff or student(s). Approved devices must be incorporated into a student's safety plan (for example: wrist protectors).

4.4.3 At times staff will escort students from one location to another without the use of physical intervention. Staff provide gentle guidance and/or support. This is not considered a physical intervention.

4.4.4 There are two types of physical interventions that may be used dependent on the situation:

a) Physical Barrier

In certain situations staff may use their body as a physical barrier to prevent the student's movement in or out of a specific area. (e.g. standing in front of a student to prevent a student from entering an area which is unsafe).

b) Physical Restraint

- i) The use of any physical containment with a student increases the risk of injury to the student and staff member(s) applying containment and should only be used as a last resort. Where there is a potential need for the use of containment with a student, staff should be trained in methods that minimize the likelihood of injury and that are designed to avoid pain for the student. When planned containment is used, there must always be an additional staff member monitoring the containment.
- ii) No method of containment that raises the possibility of positional asphyxiation can be used; factors that place a person at risk of positional asphyxiation include position during containment, particularly the prone (on the floor) position.
- iii) In rare circumstances, for some students with extremely significant behaviours, alternative measures may be a part of a detailed response plan when other less intrusive techniques have failed to be effective. In these situations staff working with the student will be given specific training on the techniques to be utilized. These situations must first be approved by the Superintendent Responsible for Specialized Services on a case by case basis.

4.4.5 Specialized Protective Devices

An additional type of intervention involves the use of specialized protective devices to keep a student safe from self-injurious behavior (e.g. helmet). Specialized protective devices are equipment items worn by the student or the staff that interact with the student. The intent of these items is to protect both the student and staff from injury during physical outbursts that may or may not be the result of agitation.

The following examples illustrate the range of protective devices currently in use:

- a) helmets and/or harnesses worn by students with seizure disorders or medical conditions that result in extremely unpredictable motor control;
- b) mitts worn by students to prevent self-injuries;
- c) protective gloves worn by staff if frequent contact with saliva is anticipated;

- d) protective arm bands or vests worn by staff if biting or grabbing behaviour is a significant part of the behaviour anticipated in a medical syndrome;
- e) shin pads for kicking or chest protectors if the student frequently strikes out at staff.

The use of all of these protective devices should be discussed in advance with parents or guardians. Documentation of their use must be included in the student's safety plan. Equipment must be utilized consistently as outlined in the safety plan.

## 4.5 PHYSICAL INTERVENTION INCIDENTS

### 4.5.1 General Procedures

Planning and teamwork are necessary in advance in order to have an effective response to situations that may result in the need for physical intervention. The following areas are important to consider:

- a) a team approach to physical intervention is the safest approach, encourages professional responses, provides moral support and has the ability to provide staff with witnesses;
- b) the preplanning of general procedures for response to anticipated and unanticipated incidents where physical intervention is needed will maximize the effectiveness of any response.

The following should be considered:

- i) staff planning early in the school year can determine who on staff has the training and confidence level to be on call if an unsafe situation arises that may require specialized verbal or physical interventions;
- ii) each staff member must be made aware of who those designated staff people are and how to access them;
- iii) principals should feel comfortable that all staff can articulate who they would contact for back up support in various settings.

### 4.5.2 Determining the Appropriateness of Physical Intervention

The decision to use physical intervention is a matter of professional judgement. In making the decision about whether or not to use physical intervention, the following factors are relevant:

- a) nature/level of immediate risk, imminent danger to self or others;
- b) student's safety plan;
- c) availability of external support (e.g. police, CAS);
- d) characteristics of the staff member and the student (size, age, strength, gender);

- e) previous history of the student (special needs, patterns of behaviour etc.);
- f) staff training and confidence.

#### 4.5.3 Safety First

- a) **Physical intervention should only be used when the risk to the safety of the student or the safety of others is imminent.**
- b) It is imperative that physical intervention be used in such a way that the risk of injury to all parties is minimized.
- c) In applying physical intervention in a safe manner, the intent is to protect, not to punish and no element of pain is involved. It is never to be used solely to enforce compliance.
- d) The requirement to maintain the safety of students and staff is paramount. It is not acceptable to ignore or take no action in a situation where lack of action could seriously jeopardize safety.
- e) Wherever possible, and whenever a significant incident is occurring, staff should alert a second person such as the principal or other staff to be present for back up and to monitor the events occurring.

#### 4.5.4 Emergency Physical Intervention

- a) Physical intervention may be necessary for safety reasons in emergency situations, where there is an unanticipated crisis in which a student is in imminent danger to themselves or others.
- b) While preplanning for an individual response is not possible due to the unexpected nature of these situations, staff knowledge of general procedures for physical intervention outlined above is the best way to ensure a safe and effective response.
- c) There may be situations (e.g. fire, natural disaster, community risk) in which it could become necessary to remove a student from an imminent source of danger either through physical containment or through emergency personnel. In this case, staff may act as the judicious parent and help secure the student's safety.

#### 4.5.5 Intervention Planning

- a) For students deemed as high risk for future behaviour that may pose an unsafe risk to self or others, a safety plan must be established.
- b) The principal is ultimately responsible, in consultation with school and central level staff, for determining which students require safety plans, and for developing a school process for updating and sharing safety plans with staff.
- c) The safety plan identifies the signs of agitation and triggers that are unique to this student, a plan of action for each escalation step of agitation, plus a predetermined set of consequences that match the behaviour goals established for this student.

- d) Staff who work with the student must be made aware of the known triggers and signs of agitation which may predict unsafe behaviours and, wherever possible, the steps which can be taken to de-escalate in order to avoid the unsafe behavior.
- e) The safety plan is considered a separate document from the IEP, but can be attached to the IEP and reviewed with parents/guardians and student (where appropriate) as part of regular consultation.

#### 4.5.6 Safety Plans

- a) The safety plan is designed to be a clear guideline for staff response to a student's escalating behavior.
- b) The safety plan will be developed by staff as designated by the principal. Central staff may support the development of some safety plans.
- c) These students do not need to be identified as exceptional students nor do they necessarily need an Individual Education Plan (IEP).
- d) Parent or guardian input is recommended for completion of the safety plan and a signature from parent/guardian indicates that they have seen the plan and approve of it. While parent input and viewpoints should be considered in the development of the safety plan, the principal makes the final determination of the plan content. In the event that a parent signature is not obtained, staff are expected to carry out the safety plan as directed by the principal.
- e) The principal must ensure that the staff members know their designated roles in the plan.
- f) The principal must ensure that physical barrier, physical transport and physical restraint interventions are clearly discussed in the plan.
- g) A current copy of the safety plan should be kept in the OSR and other copies kept in any working files that would ensure it is accessible (i.e. teacher's daybook, DECE and EA supply folders etc.).
- h) The safety plan should be reviewed with staff regularly working with a student.
- i) Staff directly involved or coming into regular contact with students with plans should have access to the student's safety plan.

#### 4.6 COMMUNICATION WITH PARENTS/GUARDIANS

- 4.6.1 When physical intervention is used, the parent/guardian of students under 18 should be made aware of this fact as soon as possible.

#### 4.7 DOCUMENTATION

- 4.7.1 The Use of Physical Intervention Report (Appendix 5.1) must be completed and submitted immediately after any physical intervention.
- 4.7.2 Files should be kept as follows:
  - a) a copy sent to the Physical Intervention Conference;
  - b) completed forms shall be kept in the OSR.



4.7.3 The principal should refer to the Responding to Student Violence Toward Staff Procedure (HR-4520) for additional documentation requirements if necessary.

4.7.4 The principal should refer to the Incident/Accident/Injury Reporting and Investigation Procedure (HR-4208) for additional documentation requirements if necessary.

#### 4.8 RESPONSES FOR BEHAVIOURS REQUIRING PHYSICAL INTERVENTION

4.8.1 If a safety plan has been prepared in advance, staff can be guided by the planned response.

4.8.2 The use of physical intervention can significantly alter student response to a situation. It is understood that once staff have begun an intervention, the staff's actions are an integral part of how the incident unfolds. The need for physical intervention reflects the seriousness of the situation rather than the need for increased severity of consequence.

4.8.3 When it is deemed necessary to remove a student from the school for safety reasons related to an incident, the following actions can be taken by the principal depending on the incident and what, in the principal's view, is most appropriate in the circumstances:

- a) request to parents to voluntarily remove a student;
- b) exclusion of a student under Regulation 265(m), or under section 305 of the Education Act;
- c) suspension;
- d) suspension pending expulsion.

#### 4.9 DEBRIEFING AND PLAN REVIEW

4.9.1 Incident should be debriefed and plans made to prevent or handle future incidents. Written documentation should be reviewed as part of this process. See Appendix 5.2 for a sample incident debrief form.

4.9.2 Central staff may be consulted regarding the debriefing of incidents that have led to Physical Intervention.

4.9.3 Principles of Restorative Practices may be used to repair harm.

4.9.4 The safety plan must be reviewed following each physical intervention and adjusted as necessary.

### 5.0 APPENDICES

5.1 Use of Physical Intervention Report

5.2 Restorative Debrief Sample



**USE OF PHYSICAL INTERVENTION REPORT** *(Please send to Physical Intervention Conference Immediately)*

<b>STUDENT INFORMATION</b>	
<b>Name:</b>	<b>Age:</b>
<b>Grade/Program:</b>	
<b>School:</b>	<b>Exceptionality:</b>
<b>DESCRIPTION OF INTERVENTION</b>	
<b>Date:</b>	<b>PHYSICAL INTERVENTIONS</b>
<b>Time:</b>	<b>Physical Barrier (check applicable)</b> <input type="checkbox"/> BLOCK DOOR <input type="checkbox"/> BLOCK ACCESS TO PERSON <input type="checkbox"/> OTHER _____
<b>Specific Location:</b>	<b>Physical Restraint (check applicable)</b> <input type="checkbox"/> ONE PERSON CONTAINMENT <input type="checkbox"/> TWO PERSON CONTAINMENT  <b>Other:</b>
<b>Staff Directly Involved</b> <small>(Include job title and time arrived on the scene)</small>	
<b>Staff Witnesses</b> <small>(Include job title and time arrived on the scene)</small>	
<b>Observers</b> (Students, Parents, Staff)	
<b>PRECIPITATING FACTORS LEADING TO INTERVENTION</b>	

**DE-ESCALATION STRATEGIES USED?**

<input type="checkbox"/> Distraction <input type="checkbox"/> Humour <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Time/Space <input type="checkbox"/> Offer of safe timeout space <input type="checkbox"/> Self-Reg Strategies	<input type="checkbox"/> Other positive behavior supports (list)  <input type="checkbox"/> Other:
---	---

**DESCRIPTION OF UNSAFE CIRCUMSTANCE**  
*(Evidence of clear and imminent risk of harm to self or others)*

Summary of Physical Intervention Event(s) – Episode(s)	Duration of Phys. Int. Episode(s)

Did the student have any pre-existing injuries <u>prior</u> to Physical Intervention?	Were there any Injuries/Damage <u>directly related</u> to Physical Intervention?
<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Unknown <i>Describe:</i>	<input type="checkbox"/> YES (If yes, please complete employee and/or student injury report) <input type="checkbox"/> NO <i>Describe:</i>

Notifications Made : (Include date, time and person)	Parent: Date - _____ Time - _____ By: _____ Administration: Date - _____ Time - _____ By: _____ Other: Date - _____ Time - _____ By: _____
---	--

Does this situation require further debriefing? Please contact Specialized Services for further support if needed.

Form completed by: \_\_\_\_\_

Date/Time: \_\_\_\_\_

**RESTORATIVE DEBRIEF SAMPLE** (form to be shared with the Behaviour Consultant)

**INCIDENT DEBRIEF: USE RTI FORMAT TO RECORD PLANNING GOALS**

<b>STUDENT NAME:</b>		<b>DATE OF DEBRIEF:</b>	
<b>STUDENT EXCEPTIONALITY:</b>		<b>DATE OF INCIDENT:</b>	

**TEAM MEMBERS PRESENT** (note meeting chair):

**TEAM MEMBERS ABSENT:**

**MINOR INCIDENTS (Duration? Intensity?)**

<b>What happened?</b>	<b>NOTES:</b>
<b>What impact has this incident had on you and others?</b>	
<b>What do you think needs to happen to make things right?</b>	

**MAJOR INCIDENTS or UPON STAFF REQUEST (Duration? Intensity? Injury?)**

**INFORMATION GATHERING: WHAT HAPPENED?**

**ACTION PHASE: WHAT WERE YOU THINKING OF AT THE TIME?**  
(Incident events shared by team member that lead to the intervention)

**WHAT HAVE YOU THOUGHT ABOUT SINCE?**

**WHAT DO YOU THINK NEEDS TO HAPPEN TO MAKE THINGS RIGHT?**

**STOP/START/CONTINUE**

**STOP:**

**START:**

**CONTINUE:**

**WHAT SPECIFIC STUDENT GOALS (RTI) WILL BE INITIATED TO HELP REDUCE UNSAFE INCIDENTS?**

**WHAT IMPACT HAS THIS INCIDENT HAD ON YOU AND OTHERS? (Each person share)**