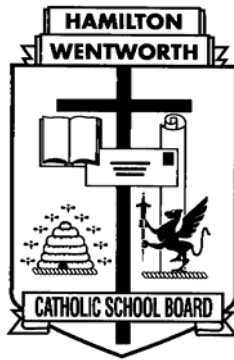


HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD

STUDENT SERVICES



**GUIDELINES FOR
SAFE PHYSICAL INTERVENTION
WITH STUDENTS**

JANUARY 2003

COMMITTEE MEMBERS

SAFE PHYSICAL INTERVENTION WITH STUDENTS

- Belinda Benko - Speech-Language Pathologist
Instructional Services
- Desmond Brennan - Supervisor, Social Work Services
Instructional Services
- Santino Carbone - Social Worker
Instructional Services
- Teresa Conry - Educational Assistant
St. Mary Catholic Secondary School
- Dr. Clinton Davis
(Chair) - Psychologist
Instructional Services
- Louise Dore-Cihocki - Resource Teacher - Autism/P.D.D.
Instructional Services
- Steven Geiss - Educational Assistant
Cathedral Catholic High School
- Brian Lawlor - Resource Teacher - Behaviour
Instructional Services
- Edward Mahony - Special Education Department
St. Mary's Catholic Secondary School
- Dorothy Marchesan - Teacher
St. Marguerite d'Youville Catholic Elementary School
- Rocco Rosa - Educational Assistant
Cardinal Newman Catholic Secondary School
- Michelle Spatazzo - Educational Assistant
Our Lady of Peace Catholic Elementary School
- Linda Vallinga - Vice-Principal of Programs: Special Education
Instructional Services
- Claire Wolfe - Switchboard Operator
Catholic Education Centre

HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD

Guidelines For Safe Physical Intervention With Students

1.0 Board Mission and Vision

MISSION

The mission of Catholic Education in Hamilton-Wentworth, in union with our Bishop, is to enable all learners to realize the fullness of humanity of which our Lord Jesus Christ is the model.

The Catholic Community of Hamilton-Wentworth believes the learner will realize the fullness of humanity:

If the learning process:

- begins at home and is part of family life
- is nurtured within the Parish
- is anchored in the Catholic Faith
- takes place within the context of worship, sacraments, and the life of the Church
- is enhanced by the school community
- is embraced by the learner as a personal responsibility for life.

If learning takes place in an appropriate and challenging environment:

- in which members of the school community exemplify the teachings of Jesus Christ
- which reflects Gospel values and responsible use of human, financial and natural resources
- which promotes academic excellence and clear indicators of achievement.

VISION

Learners from Hamilton-Wentworth Catholic Schools will demonstrate:

- knowledge and practice of their Catholic faith
- the capability of nurturing a strong family unit
- esteem, respect and responsibility for self and others
- academic competence
- the ability to listen accurately and express knowledge clearly

- independence, critical thinking and effective problem solving
- proficiency with technology in order to adapt to a changing world
- the values, attitudes and skills for effective partnerships
- the ability to transform our society.

To enable learners to achieve this Vision, the faith community of the Hamilton-Wentworth Catholic District School Board will reflect:

- the centrality of Jesus Christ in our lives
- the teachings of the Catholic Church
- exemplary role models
- social justice, respect and fairness for all
- a dedicated staff
- a curriculum that is dynamic, practical and relevant
- high standards
- an environment conducive to learning
- effective partnerships
- accountability at all levels.

2.0 Introduction

In keeping with the Mission and Vision of the Board, we believe that responsible student behaviour is learned within an environment which understands the developmental nature of students' growth in spiritual, intellectual, emotional and social discernment, and recognizes the significant factors which influence this growth including parental, teacher and church guidance as well as peer interaction.

A supportive school environment provides for a balance between the opportunity to develop a student's independence and the need for social order and safety for self and others. When a student's behaviour jeopardizes this balance, it is the responsibility of all staff members to intervene in the least intrusive manner possible until the student demonstrates appropriate self-control. The vast majority of students respond to minimal external intervention. However, at times, a student's behaviour may pose a direct risk to himself/herself or to others and he/she does not respond to less intrusive interventions. In these circumstances, the staff's response may need to take the form of physical intervention.

3.0 Statutes, Regulations, Policy/Program Memoranda, Guidelines, Monographs
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The Board acknowledges that the establishment and implementation of safe physical intervention strategies with students shall comply with the following:

- **Constitution Act 1982 - Charter of Rights and Freedoms**

12. *Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.*

- **Canadian Criminal Code, R.S.C., 1995 - Correction of Child By Force**

Section 43. *Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.*

- **Education Act, R.S.O., 2000**

Section 264(1). *It is the duty of a teacher and a temporary teacher*

(e) to maintain, under the direction of the principal, proper order and discipline in the teacher's classroom and while on duty in the school and on the school ground;

Section 265. *It is the duty of the principal of a school, in addition to the principal's duties as a teacher*

(a) to maintain proper order and discipline in the school;

Section 301(1). Provincial Code of Conduct -

The Minister may establish a Code of Conduct governing the behaviour of all persons in the schools.

Section 301(2). Purposes -

The following are the purposes of the Code of Conduct:

1. *To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.*

2. *To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.*
3. *To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.*
4. *To encourage the use of non-violent means to resolve conflict.*
5. *To promote the safety of people in the schools.*
6. *To discourage the use of alcohol and illegal drugs.*

- **Child and Family Services Act, R.S.O., 1990 - Corporal Punishment**

101. *No service provider or foster parent shall inflict corporal punishment on a child or permit corporal punishment to be inflicted on a child in the course of the provision of a service to the child.*

- **Ontario Regulation 298**

- 11(1). *The principal of a school, subject to the authority of the appropriate supervisory officer, is in charge of,*
- (a) *the instruction and the discipline of pupils in the school; and*
 - (b) *the organization and management of the school.*
20. *In addition to the duties assigned to the teacher under the Act and by the board, a teacher shall,*
- (h) *cooperate with the principal and other teachers to establish and maintain consistent disciplinary practices in the school.*
- 23(1). *A pupil shall,*
- (b) *exercise self-discipline;*
 - (c) *accept such discipline as would be exercised by a kind, firm and judicious parent;*
 - (e) *be courteous to fellow pupils and obedient and courteous to teachers;*
 - (h) *show respect for school property.*

- **Hamilton-Wentworth Catholic District School Board.**

Discipline/Code of Student Behaviour

Schools should not and cannot tolerate behaviour which threatens the rights and well-being of individuals or groups. Behaviour such as sexual, racial, ethnocultural or religious abuse or harassment, any physical assault or threat of assault, any possession or use of weapons, any type of gang-related activity, any possession, use or sale of alcohol or drugs, any wilful disruptive behaviours shall be declared as intolerable and shall be met with consequences that shall be applied consistently and reflect a desire to protect the safety and well-being of all members of the school community. (Policy Manual, S.M.09, pg. 2)

4.0 Definitions

The following definitions provide a context within which to examine the act of physical intervention:

- **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 Hamilton-Wentworth Catholic District School Board does not permit the use of corporal punishment with any student under any circumstances.

- **Unacceptable Forms of Physical Intervention**

Refers to forms of physical restraint which have the potential to be harmful to children and adolescents, including face-down physical restraint where the student is pinned to the ground or is in a kneeling position with his/her face down or any form of physical restraint which involves tying a student's hands or arms or tying a student to a chair or other object.

- **Physical Contact**

Refers to a range of positive teaching techniques employed as a standard part of the classroom management system which involves touching 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, principal or vice-principal is attempting to establish or improve rapport during work sessions, play periods or counselling;
 - role playing is being employed for the teaching of social skills or problem solution;
 - 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 misbehaviour, improve self-control or avoid disciplinary procedures;
 - a student requires hand-over-hand guidance to successfully perform a task.
- **Physical Intervention**

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

There are three types of physical intervention:

- **Emergency Physical Intervention**

Refers to actions taken in a crisis situation in which a student poses an immediate risk to herself/himself or others. This type of physical intervention precludes prior consultation with parent(s)/guardian(s) and may be implemented by staff members who are not listed on a Safe Physical Intervention Action Plan.
- **Planned Physical Intervention**

Refers to the use of manual physical intervention as the final step in a sequence of actions following the onset of acting out behaviour. This type of physical intervention is part of a Physical Intervention Action Plan for a student based on her/his needs and previous history of physically injurious behaviour. This type of intervention requires prior consultation with parent/guardian.

- Self-Protection

Refers to acceptable protective staff responses to physical aggression (e.g., biting, kicking, punching) by a student towards staff. These protective responses include but are not limited to:

- < demanding that the student stop the aggressive behaviour;
- < blocking the kicks or punches of the student;
- < physical intervention.

5.0 Safe Physical Intervention Procedures
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- The Hamilton-Wentworth Catholic District School Board recognizes that for certain students a Safe Physical Intervention Action Plan is required if those students are to benefit from education. As well, the use of physical intervention on the part of staff may be required to protect students or themselves from physically injurious behaviour. A Safe Physical Intervention Action Plan may be implemented within a school building, on school property, on a school bus or taxi, during school trips or other activities causally related to school.
- Notwithstanding the provisions of these guidelines, the Education Act and the regulations clearly assign a “Duty of Care” to Principals and Vice-Principals which confirms that the final decision with respect to physical intervention with students rests with the Principal and/or the Vice-Principal.
- All staff members shall resolve disruptive or out-of-control behaviour by using the least intrusive means possible before proceeding to more intrusive responses such as Nonviolent Physical Crisis Intervention (N.P.C.I.)

Less intrusive measures may include but are not limited to:

- establishing consistent, positive school and classroom rules and routines;
- positively reinforcing behaviour that is consistent with school and classroom rules and routines;
- identifying antecedents of aggressive behaviour in order to prevent the behaviour from occurring; and,
- teaching appropriate behaviours that are socially acceptable alternatives to aggression.

- Unless otherwise indicated by medical/psychological documentation, staff responses to escalating student behaviour, where the student is losing emotional control, shall normally adhere to the following sequence:
 - a directive that sets limits;
 - a directive (nonverbal or verbal) to stop the behaviour;
 - a directive (nonverbal or verbal) to leave the area and report/wait elsewhere;
 - it may be necessary to ask other students to leave the area.

- Unless otherwise indicated by medical/psychological documentation, staff responses to physically injurious student behaviour shall normally adhere to the following sequence as outlined in the Nonviolent Physical Crisis Intervention protocol:
 - a directive (nonverbal or verbal) to stop the behaviour;
 - a directive (nonverbal or verbal) to leave the area and report/wait elsewhere;
 - it may be necessary to ask other students to leave the area;
 - a physical intervention with minimal, reasonable force, given the situation.

- Staff shall document all incidents involving physical intervention on the Safe Physical Intervention Incident Report form. A copy of this report is submitted to the appropriate Superintendent of Education and the Chief Psychologist. The original is filed in the Documentation File of the Ontario Student Record (O.S.R.) Please note that the incident may also require the completion of a Violent Incident Report.

- Parents/guardians or the (C)C.A.S., in the case of a foster child, shall be informed of each physical intervention incident.

- Emergency physical intervention procedures preclude prior consultation with the parent/guardian.

- Planned physical intervention procedures require consultation with the parent/guardian. If parent/guardian refuses to sign the Safe Physical Intervention Action Plan form, a letter stating this fact shall be sent to the parent/guardian and the appropriate Superintendent of Education. The Physical Intervention Action Plan will then be implemented.
- A Safe Physical Intervention Action Plan shall be completed by the Principal or delegate and the Behaviour Resource Teacher and signed off by the Chief Psychologist prior to the implementation of Planned Physical Intervention procedures and a copy of the plan shall be submitted to the appropriate Superintendent of Education and the parent/guardian.
- The Safe Physical Intervention Action Plan is filed in the Documentation File of the Ontario Student Record (O.S.R.) and is an integral part of the Individual Education Plan (I.E.P.) for the student.
- The Safe Physical Intervention Action Plan is reviewed each term in elementary schools and each semester in secondary schools. However, once five (5) incidents of physical intervention have occurred within one term or semester, the Plan must be reviewed regardless of when the last review occurred.
- A Safe Physical Intervention Incident Report is completed for each incident of physical intervention with a student.
- Any injury to staff and/or students during physical intervention shall be recorded on the Physical Intervention Incident Report as well as on the Board's Accident/Incident Investigation Report and then reported to the Principal and the parent/guardian.
- The Principal shall follow established procedures to obtain medical assistance and report injuries.
- In the case of an injury to a student which occurs during physical intervention, the (Catholic) Children's Aid Society shall be contacted as per the Child Protection Protocol of the Safe Schools Policy Manual.

6.0 Staff Training

- Only safe, effective physical intervention strategies approved by the Board may be used with students. These strategies are designed to protect all of the individuals in any situation where a student's behaviour poses a risk to himself/herself or to others. The strategies are referred to as Nonviolent Physical Crisis Intervention and their authorized use requires a comprehensive training program.
- A Safe Physical Intervention Action Plan should only be implemented by trained staff members.
- Each elementary and secondary school should have a minimum of two staff members trained in Nonviolent Physical Crisis Intervention.

HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD

SAFE PHYSICAL INTERVENTION ACTION PLAN

STUDENT: _____ I.E.P.

DATE OF BIRTH: _____

GENDER: FEMALE MALE

SCHOOL: _____

GRADE: _____

STAFF MEMBERS AUTHORIZED TO PERFORM PHYSICAL INTERVENTION:

	<u>NAME</u>	<u>POSITION</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

I have been consulted regarding the development of this plan:

Parent/Guardian

Principal

Behaviour Resource Teacher

Chief Psychologist

Date

2.

CRISIS DEVELOPMENT	STAFF RESPONSE
STAGE 1 - ANXIETY	SUPPORTIVE
STAGE 2 - DEFENSIVE	DIRECTIVE
STAGE 3 - ACTING OUT	NONVIOLENT PHYSICAL CRISIS INTERVENTION
STAGE 4 - TENSION REDUCTION	THERAPEUTIC RAPPORT

HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD

SAFE PHYSICAL INTERVENTION INCIDENT REPORT

This report is to be completed for every occurrence of physical intervention. It is to be submitted to the Principal of the school within one school day of the incident. A copy is forwarded to the Superintendent of Education, the Chief Psychologist and the Parent/Guardian.

STUDENT'S NAME: _____ SCHOOL: _____

Date and Time of Incident: _____

Date and Time Parent/Guardian Contacted: _____

Name of Individual Contacted: _____

Description of Incident:

Location: _____

Prior events and circumstances: _____

Procedure employed: _____

Outcome: _____

Injuries to Students or Others: _____

Next Steps: _____

Staff member(s) involved: _____

Others involved: _____

Witnesses: _____

Staff Signature/Initials

Date Submitted

Staff Signature/Initials

Principal

Distribution:

***Superintendent of Education Chief Psychologist Original to OSR (Documentation File)
Parent/Guardian***