

<b>Procedure Title</b>	<b>Physical Intervention</b>		
<b>Date of Issue</b>	February 20, 2002	<b>Related Policy</b>	BP 6820-D
<b>Revision Dates</b>	March 25, 2015; June 8, 2022	<b>Related Forms</b>	AF 6916*; AF 6917; AF 6918*; AF 6919; AF 6921; AF 6922**; Online Incident Reporting Tool; AF 3854
		<b>Form Note:</b> Forms noted with * should be completed on eLite, unless unavailable. Forms noted with ** should be completed on eBase, unless unavailable.	
<b>Review Date</b>	June 1, 2027	<b>Originator</b>	Administrative Council
<b>References</b>			
The Education Act; BP 6820-D "Safe and Accepting Schools"; AP 6820-D "Suspensions and Expulsions"; AP 6821-D "Bullying Prevention and Intervention"; AP 6825-D "Progressive Discipline -Students"; BP 7523-D and AP 7523-D "Workplace Violence"; AP 6920-D "Positive Behaviour Safety Approach"; Child, Youth and Family Services Act, 2017 Ontario Regulation 155/18", AP 6819-D "Safe and Accepting Schools Incident Reporting, APPENDIX A			

## **1.0 RATIONALE**

- 1.1 Bluewater District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff, and community. It is recognized that enhanced measures of intervention may be required while special education services are being delivered.
- 1.2 Any interventions and responses are intended to be used in conjunction with the policies and procedures of Bluewater District School Board, specifically Positive Behaviour Safety Approach procedures and the provisions of the Education Act (section 306(2)) that requires the principal to take into account any mitigating or other factors prescribed by regulation.

## **2.0 STATEMENT OF PRINCIPLE**

- 2.1 Positive Behaviour Safety Approach acknowledges that there is a need for a continuum of supports and interventions in order to meet varied student need and challenging behaviour. Within the Positive Behaviour Safety Approach, physical intervention includes the use of an isolation room and is utilized as a last resort. Many supports/interventions should be implemented prior to that.
- 2.2 However, when the student's behaviour poses a danger to themselves or others, it is the responsibility of all staff members to intervene in the least intrusive manner possible. If a student's behaviour creates an imminent risk and harm to themselves or others, school personnel may find it necessary to use physical intervention. In these cases, this procedure must be followed.

## **3.0 SUMMARY OF PRINCIPALS' RESPONSIBILITIES**

Administrators play an important role in the implementation of these procedures. The following provides an overview of the role of the principal.

- i. Communicate to staff the emphasis must be on prevention. Physical intervention should only be used as a last resort for the safety of the student and others.
- ii. Ensure that appropriate plans are in place (i.e., Strategies for a Successful Day (SSD) (eLITE (AF6916)), Positive Behaviour Safety Plan (PBSP) (eLITE (AF6918)), Individual Education Plan (IEP), AF 7526 'Safety Alert').

- iii. Ensure that all physical interventions are referenced in the student's PBSP and that these are reviewed and updated regularly. Following any incident that requires physical intervention, a review of the PBSP must be made, which may include an update.
- iv. Ensure that appropriate staff have current training and certification in Behaviour Management Systems Training (BMS) and are aware of the procedures regarding Positive Behaviour Safety and Physical Intervention.
- v. Determine whether there is a need for staff to wear Personal Protective Equipment (PPE) and complete the following steps if a need is identified:
  - a. Fill out form AF 3854 "Request for Personal Protective Equipment (PPE)" and seek the approval of the superintendent of education responsible for special education or designate.
  - b. Communicate the use of the PPE to parent.
  - c. Frequently review the need for the PPE.
  - d. Update PBSP to include the use of PPE when working with the student.
- vi. Ensure that there is opportunity for ongoing communication and debriefing with the Special Education Team following the use of physical intervention to review and plan for student programs with a focus on prevention of reoccurrence. Actions would include the review of the SSD, data, IEP and PBSP.
- vii. Develop contingency plans with staff and parent(s)/guardian(s) for those situations in which occasional, casual, temporary employees are not available, or do not have the qualifications, skills and/or experience to meet the physical demands of the assignment. This planning should be done in advance of the student starting a program and must include alternative safety measures to be implemented in case of staff absence. Alternatives could include temporary reassignment of existing site staff, or temporary placement of the student in another classroom or safe location in the school.

<b>4.0 GENERAL PROCEDURES</b>
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- i. In situations involving a serious threat or risk, employees will maintain the health, safety and well-being of students. The employee shall immediately report the incident to the school administration, who will promptly assess the situation to determine whether:
  - a. an assault or serious threat has taken place
  - b. the victim is in need of medical, emotional, or other assistance
  - c. when and in what circumstances the original work should be resumed
  - d. to refer to Safe and Accepting Schools board policy BP 6820-D and related procedures AP 6820-D, AP 6821-D
  - e. to refer to AP 6819-D "Safe and Accepting Schools Incident Reporting"
- ii. As necessary, the school administration will arrange immediate support for the student(s) and/or staff.
- iii. When an incident involves aggression by a special education student against a staff member, or aggression by a special education student against another student, then the Online Incident Reporting Tool must be completed.
- iv. The school administration will investigate the circumstances surrounding the incident including a review of:
  - a. current IPRC identification and placement
  - b. current Individual Education Plan
  - c. current Strategies for a Successful Day
  - d. current Positive Behaviour Safety Plan and Functional Behaviour Assessment (FBA)
  - e. documentation (OSR, incident reports, and outside agencies)
- v. Subsequent to the investigation, the school administration in consultation with the Special Education Team, will recommend actions to prevent reoccurrence and to inform current plans. Short term and long-term responses will be consistent with the Positive Behaviour Safety Approach and may include:
  - a. Parent consultation
  - b. Inclusion of appropriate community resources
  - c. Environmental modifications
  - d. Strategies for a Successful Day (eLITE (AF 6916)
  - e. Functional Behaviour Assessment (AF 6917)
  - f. Positive Behaviour Safety Plan (eLITE AF 6918)
  - g. Staff training
  - h. IEP review of annual goals and learning expectations

- i. Modified school day
  - j. Progressive discipline
  - k. Requesting support from Learning Services – Student Support
  - l. IPRC review
  - m. Other intervention deemed appropriate
- vi. When determining action to be taken, school administration and the Special Education Team will refer to AP 6920-D “Positive Behaviour Safety Approach”.

## 5.0 USE OF PHYSICAL INTERVENTION

Physical Intervention - Specific techniques safely inhibit the ability of the student to move freely using the least force necessary and for the briefest time needed. Physical intervention limits the student from performing a potentially injurious action to self and others.

- i. It is recognized that a few students experience such significant difficulties that physical intervention may be used. A student may lose self-control to a degree that they present a risk to themselves or others. If non-physical interventions designed to prevent escalation of potentially volatile situations fail, school staff then must decide whether some form of physical intervention or temporary separation of the student from others is necessary to resolve the situation. This may be in the form of a block, release, containment. These techniques are clearly defined in the Behaviour Management Systems (BMS) training (refer to Appendix A). Typically, this may occur in situations involving:
  - a. physical aggression towards staff or students;
  - b. physical self-harm; or
  - c. threatening others with weapons.
- ii. The following guidelines must be followed by all trained staff contemplating the use of physical interventions with students. Staff must be aware of the procedures outlined in this document as well as those from AP 6920-D “Positive Behaviour Safety Approach”. All steps must be outlined within the student’s current Positive Behaviour Safety Plan and follow up debriefing and documentation must occur. This plan must be regularly reviewed as outlined in the Positive Behaviour Safety Plan. Staff must be currently trained and certified in a board-approved physical intervention technique. Principals must ensure that appropriate staff, upon hiring and thereafter on an annual basis, review these guidelines.
- iii. In cases where physical intervention is necessary:
  - a. the emphasis must be on prevention;
  - b. whenever possible, remove other children from the area prior to intervening with the aggressive student;
  - c. physical intervention must always be carried out by staff members who are trained in Behaviour Management Systems Training (BMS);
  - d. another staff member should be present during any physical intervention, when possible;
  - e. staff should assess safety risks to themselves before engaging in the intervention (involve the police whenever weapons are involved);
  - f. use Personal Protective Equipment (PPE), if appropriate, as outlined in the student’s PBSP;
  - g. employ personal safety techniques, such as: proximity to student, non-verbal intervention (body language, use of gestures), wearing appropriate clothing and footwear to safely support the student;
  - h. debriefing should occur with the student to:
    - re-establish rapport between student and staff involved in the physical intervention
    - ensure that the student understands the rationale for the physical intervention that was required
    - instruct and encourage appropriate independent self-management in the future
  - i. debriefing should occur with the staff to:
    - allow for a return to calm, to reflect and to debrief
    - re-establish rapport between student and staff involved in the physical intervention

- allow for a review of the Positive Behaviour Safety Plan/IEP to plan for preventing reoccurrence
- details about the debriefing must be recorded (as per the Online Incident Reporting Tool)

- iv. Physical intervention can only be used if there is an imminent risk that the student will physically injure themselves or others (Child, Youth, and Family Services Act) under these conditions:
  - a. to the minimal degree reasonably necessary to protect persons
  - b. after informing the student of alternative behavioural choices to handle that precipitating event;
  - c. after informing the student that physical intervention will occur if the specific high-risk behaviour does not cease; and/or
  - d. until the student regains self-control and is no longer at imminent risk.
  
- v. In an emergency, physical intervention may be used once but must be immediately followed by:
  - a. filing an Online Incident Report and Physical Intervention Incident Report (AF 6919) must be completed as well
  - b. notification of the student's parent/guardian(s);
  - c. consideration of the next steps including the possible need to use physical intervention in the future.
  
- vi. In cases where physical intervention is a planned part of a student's program, or physical restraint has occurred, a written Positive Behaviour Safety Plan (eLITE) is needed. As well:
  - a. parent(s)/guardian(s) could be involved in the formulation of the specific procedures to be utilized with the student, and this plan must be reviewed with parent(s)/guardian(s)
  - b. a Positive Behaviour Safety Plan should be implemented and reviewed under the direction of the Special Education Team and must be signed by both the school principal and the parent/guardian. The Positive Behaviour Safety Plan and Strategies for a Successful Day must be attached to IEP and placed in the OSR.
  - c. Physical Intervention Incident Report (AF 6919) must be completed after a single incident of intervention and submitted to the superintendent of education responsible for Human Resources Services within 72 hours.
  - d. Physical Intervention Tracking Record for Multiple Incidents (AF 6921) must be completed and submitted weekly to the superintendent of education responsible for Human Resources Services. The use of an individualized multiple intervention tracking format is only to be used in collaboration with Learning Services staff;
  - e. the parent must be made aware of planned physical intervention
  - f. staff are required to notify parent/guardian after each physical intervention (as part of AF 6919)
  - g. ongoing communication between parents/guardians and school staff regarding the Positive Behaviour Safety Plan and use of frequent physical intervention is required
  - h. regular review meetings of the Positive Behaviour Safety Plan, and associated IEP expectations, should be scheduled to evaluate the appropriateness/effectiveness of the strategies and interventions.
  
- vii. Isolation rooms are classified as a form of physical intervention – containment and should be used under extreme caution as a method of managing extreme student behaviour (BMS Position Paper). Isolation rooms are only permitted to be used if there is imminent risk that the student will physically injure themselves or others. The following should be considered:
  - a. use of a locked or lockable door to confine a student is strictly prohibited
  - b. the goal of regaining self-control, to protect self or others is a focus
  - c. duration of the use of an isolation room should be short in nature (under one (1) hour)
  - d. the student must always be monitored while in the isolation room by an adult who is either in the room or has instant access
  - e. another staff member should be within call at all times and aware of the current use of the isolation room
  - f. the physical layout of the room for student safety, i.e., adequate lighting and ventilation, no storage
  - g. removal of any items from the child and/or the space which would present safety hazards to the child or others (i.e., glasses)
  - h. staff and administration will determine whether emergency services will be contacted in the event that the student remains in crisis. This will be included in the Positive Behaviour Safety Plan.

- i. An isolation room should not be used as an ongoing strategy for managing student behaviour
- viii. Physical Interventions must never:
  - a. be used as a convenience or threat to gain compliance from a student regarding general classroom rules;
  - b. involve verbal abuse, striking, shaking, shoving, or forcing a student to repeat uncomfortable physical movements for an extended period of time;
  - c. involve the use of mechanical restraints.
  - d. involve transporting a student between locations due to the high risk this imposes for both student and staff.
    - a. BMS recognizes that escorting provides gentle guidance and/or support for a student without the use of force. This may be simply walking beside the student or perhaps holding the student's hand or with a hand on the student's arm or shoulder, as the student moves willingly. Therefore, escorting is not considered a physical intervention (refer to APPENDIX A
  - e. be confused with physical assistance (AF 6806 "Student Care Plan – Physical Assistance")

**APPENDIX A**

**NON-PHYSICAL INTERVENTION TECHNIQUES**

<b>Non-Physical Interventions for Deescalating Student Behaviour</b>	<b>Physical Prompting/Escort Strategies (student is guided through the response and moving WITH the staff member)</b>
<ul style="list-style-type: none"><li>• Model prompt</li><li>• Gesture prompt</li><li>• Verbal prompt</li><li>• Visual (text/picture) prompt</li><li>• Remove other students from space</li><li>• Give time and space to calm</li></ul>	<ul style="list-style-type: none"><li>• Hand hold</li><li>• Touch student's hand, elbow, or shoulder as a cue</li><li>• Gentle motion to move the student's body in the requested direction</li><li>• Guide the student to help them understand how the task/instruction should be completed</li></ul>

**PHYSICAL INTERVENTION TECHNIQUES**

<b>Type of Attack</b>	<b>Intervention Technique</b>
<b>Strike</b>	<b>Block</b>
Examples: <ul style="list-style-type: none"><li>• Punch</li><li>• Kick</li><li>• Strike with object</li></ul>	<ul style="list-style-type: none"><li>• Intervene with a block and a move</li></ul>
<b>Grab</b>	<b>Release</b>
Examples of grabs: <ul style="list-style-type: none"><li>• Hair pulls</li><li>• One- or two-handed grab</li><li>• Front or rear choke</li><li>• Armbar grab from behind</li><li>• Grabbing and holding clothing</li><li>• Bite</li></ul>	<ul style="list-style-type: none"><li>• Intervene with a release and a move</li></ul>