

<b>Procedure Title</b>	<b>Positive Behaviour Safety Approach</b>		
<b>Date of Issue</b>	March 25, 2015	<b>Related Policy</b>	BP 6820-D
<b>Revision Dates</b>	June 8, 2022	<b>Related Forms</b>	AF 6916*; AF 6917; AF 6918*; AF 6919; AF 6921; AF 6922**; AF 6820; Online Incident Reporting Tool
		<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>			
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/AP 7523-D "Workplace Violence"; AP 6905-D "Physical Intervention"			

## 1.0 RATIONALE

- 1.1 In accordance with board policy BP 6820-D "Safe and Accepting Schools", 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 a proactive approach is most effective in preventing behaviour and ensuring optimal learning for individual students. In cases of inappropriate behaviour involving students with special needs, provisions of the Education Act (section 306(2)) require the principal to take into account any mitigating or other factors prescribed by regulation. Positive Behaviour Safety approach procedures provide for guidelines to be established to support students whose behaviour is consistently disruptive to the student's learning and/or the learning of others and when everyday behaviour management methods used in the classroom are not effective.

## 2.0 STATEMENT OF PRINCIPLE

- 2.1 Behaviour manifestations are relevant areas of educational concern. Aggressive, violent, or disruptive behaviour may interfere with, or prevent academic progress. The responsibility of the special education team is to outline strategies and supports that will be proactive in preventing behaviour and ensuring optimal learning for the individual student.
- 2.2 Positive Behaviour Safety (PBS) is a proactive approach to dealing with behaviour which focuses on prevention, assessment to understand the function of the behaviour, and as a result of this assessment, the teaching of new, more adaptive skills. This approach reflects a shift from a punitive, consequence-based method of managing and responding to behaviour, to a more positive proactive approach. Interventions are aimed at not just reducing problem behaviour, but at teaching new skills that make problem behaviours less likely to occur. There is a focus on understanding the antecedent conditions that predict problem behaviours and on using data collection and assessment to help understand the factors that may be related to the behaviour. This approach requires collaboration among staff members and provides a process for approaching challenging behaviour on an on-going basis.

### **3.0 PROCEDURE**

#### **3.1 POSITIVE BEHAVIOUR SAFETY (PBS) APPROACH**

The exact process may occur differently depending on the individual student situation, but at a basic level it should involve using information from a variety of sources, such as parent/student interview, observations/data collection, and school records and assessments, to develop an understanding of the student's profile, including their strengths and needs. This information can then be incorporated into developing a plan for the student which would be documented in the student's Individual Education Plan (IEP) and Strategies for Successful Day (SSD), and for some, in a Positive Behaviour Safety Plan (PBSP) (please refer to Appendix A – Positive Behaviour Safety Approach Flow Chart).

**i. Individual Education Plan (IEP)**

The IEP serves as the foundation for the student's program and is based upon student strengths and needs. Following the collection of information, new learning expectations focused on teaching the student new skills to help prevent misbehaviour can be developed. The IEP is developed collaboratively by all members of the educational team; regular classroom teachers, and/or special education teachers, support staff, with consultation with the parents/student. The IEP should also include methods by which the student's progress will be assessed and evaluated.

**ii. Strategies for a Successful Day (SSD) – eLite (AF 6916)**

There are many students who could benefit from the team problem-solving approach involved in creating an SSD. Based on the profile of the student's strengths and needs, consideration of strategies that are helpful, as well as situations to avoid could be outlined in the SSD.

With consent, copies of the developed SSD must be made available to supply staff (i.e., teacher, educational assistant) who will be teaching/supporting the student. Information contained in an SSD must be shared with all staff who have regular contact with the student. This document will be stored in the OSR, and attached to the student's IEP, if developed. There could be students who have an SSD plan, who do not require an IEP, nor the next step of Positive Behaviour Safety Plan.

**iii. Functional Behavioural Assessment (FBA) – AF 6917**

There will be some students for whom there is a need for a more detailed plan to address their behaviour or where additional information must be gathered to assess further factors contributing to behaviour. A Functional Behaviour Assessment (FBA) looks at specific factors contributing to the behaviour and enables a team to generate a hypothesis of the function of the behaviour. It also identifies replacement behaviours to incorporate into the IEP. Determining the function of the behaviour is essential to inform the choice of antecedent, teaching, and consequence strategies that could be used. It is recommended that the FBA be completed as a team to incorporate all perspectives from the people who know the student best.

Information and conclusions from this FBA should be incorporated into the student's IEP, SSD, and PBSP, as appropriate.

**iv. Positive Behaviour Safety Plan (PBSP) – eLite (AF 6918)**

For a very small number of students, a PBSP may be necessary. A PBSP is essential for students who pose a safety risk to themselves and others. The development of a PBSP requires collaboration among staff members who are working with the student and provides a process for approaching challenging behaviour with ongoing review.

A PBSP:

- a) identifies the replacement skills that need to be taught and documented in the student's current IEP;
- b) identifies student behaviours and agreed upon staff responses at various levels of escalation; and
- c) focuses on prevention and de-escalation, following the framework of Behaviour Management Systems (BMS).

A PBSP **must** be developed when:

- a) physical intervention (block/release, restrain, or containment) has been used once
- b) physical intervention (block/release, restrain, or containment) is a part of a planned preventative response for a student

A PBSP **could** be developed when:

- a) a student presents with ongoing, persistent escalations in behaviour that pose a threat to self or others
- b) school team feels that the process and student plan would be helpful in supporting staff to de-escalate student behaviour
- c) a student's behaviour continually results in their removal from the learning environment

A copy of PSBP must be attached to the student's IEP, along with the SSD. With consent, copies of the PBSP and SSD must be made available to supply staff (i.e., teacher, educational assistant) who will be teaching/supporting the student. Information contained in the PBSP and SSD must be made available and discussed with all staff who have regular contact with the student.

### 3.2 SUMMARY OF PRINCIPAL'S RESPONSIBILITIES

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

- a) Communicate to staff about the emphasis must be on prevention and skill development.
- b) Ensure that staff have training and knowledge in the Positive Behavior Safety Approach and are aware of the associated documentation and processes, including data collection and review if incidents.
- c) Support school staff in the use of the Positive Behaviour Safety Approach by facilitating time and opportunities for the educational team to meet and plan.
- d) Ensure staff working with students with PBSPs have BMS training opportunities (training can be requested using eBase system, or through AF 6922 if eBase is not available).
- e) Ensure appropriate reporting processes are followed, including those involving injury to staff and/or student, and use of physical intervention as required by AP 6905-D "Physical Intervention".

### 3.3 POSITIVE BEHAVIOUR SAFETY APPROACH

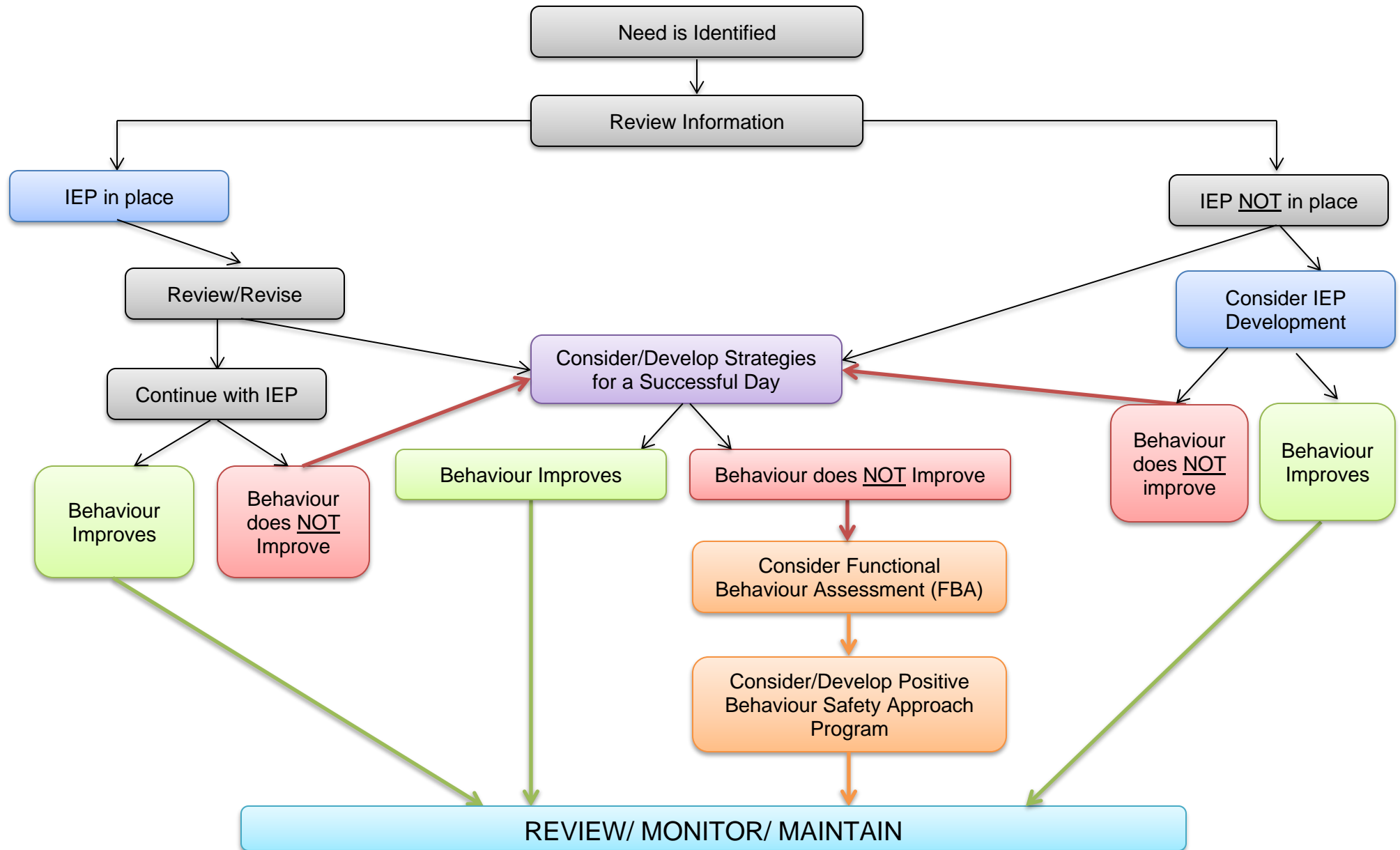
- i. School teams will recognize the need for preventative planning for all students. It is essential that the student's educational team review the student's strengths and needs, all available assessment information, and current program to establish next steps.
- ii. School teams faced with ongoing behaviour that is disruptive to the student's learning and/or the learning of others, will engage in collaboration, and review current information, including data, to develop SSD. The SSD will outline strategies that are helpful to the student, as well as situations to avoid.
- iii. In the event that an IEP has not been developed, development of an IEP, with goals addressing replacement behaviours should be considered. School teams should attempt to establish the function of the behaviour, in order to identify replacement skills to be taught.
- iv. When the student's educational team is unable to determine the function of the behaviour, and to identify appropriate replacement behaviours based upon their current information and observations to inform their planning, a FBA (AF 6917) should be considered.
- v. An FBA is a collaborative assessment and is intended to support the student's educational team to ascertain a deeper level of understanding of the student and the accompanying behaviour. The purpose of the FBA is to assist school teams to establish one (or more) of the four functions of a specific behaviour demonstrated by the student (i.e., attention, avoidance, tangible, sensory).
- vi. Based upon the information collected in the FBA, appropriate strategies (i.e., antecedent, teaching and consequence) and identification of replacement behaviours to be taught, are selected, to inform the Summary Statement of Action Plan (SSAP). In the event that the student's educational team feels that there is inadequate information and/or require more information about the time, frequency or duration of the behaviour, staff will proceed with additional data collection, and then reconvene to review additional information to arrive at the SSAP, as the final component of the FBA.
- vii. The SSAP should be used to inform any changes to the student's IEP related to replacement behaviours, as well as the possible development of a PBSP.
- viii. A PBSP is put into effect when a student has not responded to the everyday behaviour management methods used in the classroom. As well, for all students whose plan includes the use of physical intervention, a PBSP must be developed. This plan is created based on information taken from a number of sources, including observations, data collection practices, FBA, etc. The student's educational team will work together to complete the PBSP, including outlining the description of the student's escalation of

behaviour and staff response with a focus being on de-escalation of behaviour. The PBSP will be reviewed regularly, as outlined in the plan.

- a) Changes will need to be implemented to the plan in the event that there is not a decrease in the student's behaviour (frequency, intensity and/or duration), based upon data that is collected.
- b) A PBSP must be in place for all students whose plan includes the use of physical intervention. Please refer to AP 6905-D "Physical Intervention".
- c) In the event that physical intervention has been used once, and may be necessary again, a PBSP must be developed and AP 6905-D "Physical Intervention" followed.
- d) The PSBP is stored in the student's OSR, attached to the current SSD and IEP.
- e) All staff working with the student will have a written copy of the PBSP to know staff response to de-escalate student behaviour. The PBSP is to be available to all occasional teaching and educational assistant staff working with the student.
- f) A PBSP will be reviewed as outlined in the current PBSP. Every PBSP will be reviewed within the first month of the school year to update as necessary.

- ix. The Safety Alert form (AF 7526) that is printed along with the IEP from eLite must be stored separately by the administrator in accordance with AP 7523-D "Workplace Violence". Please also refer to Appendix B.

**APPENDIX A: POSITIVE BEHAVIOUR SAFETY APPROACH FLOW CHART**



## APPENDIX B: SAFE SCHOOLS INCIDENT REPORTING / WORKPLACE VIOLENCE INCIDENT QUICK REFERENCE CHART

What type of incident is this?		<a href="#">OESC Online Incident Reporting Tool</a> Safe Schools Incident <sup>1</sup>	<a href="#">OESC Online Incident Reporting Tool</a> Workplace Violence Incident <sup>2</sup>	Reporting form for worker injury: <a href="#">AF 7850</a> "WSIB Injury/Disease and Investigation Principal/Manager/Supervisor Report"	BWDSB workplace injury report to WSIB (completed by HR Services)
1	<ul style="list-style-type: none"> <li>serious student incident</li> <li>workplace violence incident</li> <li>no worker injury</li> </ul>	✓	✓		
2	<ul style="list-style-type: none"> <li>serious student incident</li> <li>workplace violence incident</li> <li>worker injury               <ul style="list-style-type: none"> <li>criteria for injury report to WSIB not met</li> </ul> </li> </ul>	✓	✓	✓	
3	<ul style="list-style-type: none"> <li>serious student incident</li> <li>workplace violence incident</li> <li>worker injury               <ul style="list-style-type: none"> <li>criteria for injury report to WSIB are met</li> </ul> </li> </ul>	✓	✓	✓	✓
4	<ul style="list-style-type: none"> <li>aggressor is not a student</li> <li>workplace violence incident</li> <li>no worker injury</li> </ul>		✓		
5	<ul style="list-style-type: none"> <li>aggressor is not a student</li> <li>workplace violence incident</li> <li>worker injury               <ul style="list-style-type: none"> <li>criteria for injury report to WSIB not met</li> </ul> </li> </ul>		✓	✓	
6	<ul style="list-style-type: none"> <li>aggressor is not a student</li> <li>workplace violence incident</li> <li>worker injury               <ul style="list-style-type: none"> <li>criteria for injury report to WSIB are met</li> </ul> </li> </ul>		✓	✓	✓

**IMPORTANT NOTE:** If a person (staff, student, or visitor) is critically injured due to a workplace violent incident, the administrator must report it to their area superintendent and the health and safety officer immediately so that it can be reported to the Ministry of Labour, Trades and Skills Development. Developed from: [http://www.edu.gov.on.ca/eng/policyfunding/workplace/violence.html#\\_AppendixOne](http://www.edu.gov.on.ca/eng/policyfunding/workplace/violence.html#_AppendixOne)

<sup>1</sup> emergency workers do not have access to the online reporting tool and will complete a paper copy of the SSIR-I instead (provided to them by their administrator/manager) in accordance with AP 6819-D

<sup>2</sup> emergency workers do not have access to the online reporting tool and will complete a paper copy of workplace violence incident form (AF 7520) instead (provided to them by their administrator/manager) in accordance with AP 7520-D