



Notification of Risk of Injury and Student Safety Plan

#200.13

Adopted:	July 12, 2018
Last Reviewed/Revised:	March 30, 2021
Responsibility:	Superintendent of Education
Next Scheduled Review:	2025

PURPOSE:

The Brant Haldimand Norfolk Catholic District School Board (the Board) recognizes the vital role that school boards play together with parents, staff, students, and community members in keeping our schools safe places to learn, work and grow. The purpose of this administrative procedure is to provide schools with guidelines and procedures to address situations in which student behaviours have the potential to result in injury to self and/or others.

APPLICATION AND SCOPE:

In keeping with creating safe schools and under the Occupational Health and Safety Act (OHSA), the Board is required to take every precaution reasonable in the circumstances for the protection of its employees. It is recognized that enhanced measures for staff working with students who display aggressive or violent behaviours may be required. Under Regulation 857 of the OHSA, the principal and vice principal are supervisors and therefore responsible for taking reasonable precautions to promote a safe school environment for all.

It is the practice of the Board that principals ensure that all employees who have contact with students, who are known to have a history of risk of injurious behaviours, are informed of that risk. Wherever possible, preventative planning should take place to be prepared for situations where risk of injury may occur. The application of consequences may be modified to meet the needs of some students based on information contained in the Ontario Student Record (OSR). Responses will be handled consistently and in compliance with the policies and procedures of the Board and legislation found in the Education Act (e.g., Bill 13, Accepting Schools Act, Bill 157, Keeping our Kids Safe at Schools), OHSA and other legislative statutes governing residents of Ontario.

In most cases, the Board's Student Behaviour, Discipline and Safety Policy and Administrative Procedure 200.09, provides principals with sufficient information with which to make decisions regarding standards of behaviour for students. However, there are a small number of students who demonstrate behaviours that may pose a direct risk to self and/or to others. In these cases, a Student Safety Plan (Form 1) may be appropriate in order to protect the health and safety of the student and/or others. The Student Safety Plan is a written plan that is designed to mitigate these behaviours and address the risks they may pose.

It is the responsibility of **all staff** to follow safety procedures in the school including those outlined in Student Safety Plans for exceptional and all other students.

It is the responsibility of the appropriate Superintendent or designate to oversee program adjustments and staff/resource needs that may be required to balance the safety and learning needs of students with special needs or behavioural challenges.

It is the responsibility of the Disability Management and Safety Coordinator to be a resource in the development and implementation of this procedure and to communicate with the Ministry of Labour and/or the Joint Occupational Health and Safety Committee where applicable.

It is the responsibility of the appropriate Superintendent and/or the Manager of Human Resources to assist with procedures for employee support, deployment, and communication to union affiliates and to respond to concerns.



REFERENCES:

- Education Act
- Criminal Code, Section 43
- Policy/Program Memorandum No. 145 – Progressive Discipline
- Policy/Program Memorandum No. 128 – Provincial Code of Conduct and School Board Codes of Conduct Ontario Human Rights Code
- Occupational Health and Safety Act s. 25(2) Nonviolent Crisis Intervention Foundation Course
- Board Policy 300.20: Workplace Violence Prevention
- Board Administrative Procedure 300.04: Workplace Accident Incident Reporting

FORMS:

- Student Safety Plan
- Behaviour Data Tracking Tool
- Physical Occurrence Report
- Notification of Potential Risk of Injury Form
- Notification of Potential Risk of Injury Record

DEFINITIONS:

Individualized Education Plan (IEP)

As defined in the document Individual Education Plans; Standards for Development Program Planning, and Implementation, Ministry of Education 2000, is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist in the student achieving his or her learning expectations.

Management of Risk Injury

The management process for risk of injury behaviours is first and foremost an ongoing process, rather than a single event or meeting. It is a principal-led process that is initiated (and continual) when risk of injury to self and/or others exists or is highly probable. The level of risk must be reviewed on a regular basis to determine appropriate prevention and intervention strategies. The management process of risk of injury is similar to the Individual Educational Plan process; information is gathered, reviewed, evaluated and results in a plan being created.

Nonviolent Crisis Intervention

With a focus on prevention, the Nonviolent Crisis Intervention (NCVI) core training program equips staff with proven strategies for safely defusing anxious, hostile, or violent behaviour at the earliest possible stage.

Nonviolent Physical Intervention

Refers to a procedure employed as a last resort and in exceptional circumstances when a student is at risk of hurting self or others. The intervention involves a progression of safe, non-harmful and least restrictive control techniques to manage aggressive behaviour. The use of nonviolent physical interventions requires specific Nonviolent Crisis Intervention Training.

Risk of Injurious Behaviours

The behaviour of a student presents a significant risk of injury to self and/or others when the behaviour is current and occurs on an ongoing basis. The behaviour is of such intensity that injury to self and/or others has occurred or is likely to occur as determined by the behaviour data collection.



Student Safety Plan

A pre-determined plan of action developed by staff, in consultation with parents/guardians. A Student Safety Plan must be written for students whose behaviour poses risk of injury to themselves or others. The Student Safety Plan documents non-physical prevention and intervention strategies and the physical interventions required to prevent or minimize injury, if and when appropriate and necessary. A current copy of the Student Safety Plan must be kept in the Ontario Student Record (OSR).

ADMINISTRATIVE PROCEDURES:

1.0 Development of a Student Safety Plan

The management process for risk of injury and the creation of a Student Safety Plan is an ongoing process rather than a single event and involves gathering, reviewing, and evaluating pertinent data. It is a principal-led process that is initiated and continued on an ongoing basis when a risk of injury from a student to self and/or others exists or is probable. The level of risk must be reviewed regularly to determine appropriate prevention and intervention strategies.

The following guidelines outline next steps for the development of a Student Safety Plan:

1. At the initiation of the principal, and in consultation with staff, an individualized Student Safety Plan will be developed for a student, whose behaviour is known to pose ongoing risk to self, staff and/or others, using data such as that collected from the Behaviour Data Tracking Tool (Form 2)/Safe Schools Incident Reports. The Decision-Making Matrix tool may be used or considered by those trained in NVCI.
2. The principal and teachers will participate in the development of the Student Safety Plan and will consult and gather input from support staff (e.g., System Special Education Teachers, Educational Assistants, Student Support Services Personnel, Early Childhood Educators, Mental Health Lead, Applied Behaviour Analysis Leads and others), parents/guardians and applicable community agency professionals as appropriate.
3. All staff who are directly involved with the student will be notified of and have access to a copy of the Student Safety Plan.

*It is critical that this information also be shared with occasional staff (e.g., occasional teachers and occasional support staff) and any professional support services staff who may be working with these students on a one-to-one basis from time to time. The principal and/or designate will have a process in place to ensure that the information in the Student Safety Plan is communicated with occasional staff (e.g., each Educational Assistant, Early Childhood Educator and Teacher). A copy of the Student Safety Plan will be kept in their occasional day plan folder/binder and the principal will have a process in place to ensure the occasional staff understand the components of the Student Safety Plan.

4. Changes to any plan will be documented and shared by the principal with appropriate staff members. The plan will be reviewed as required (e.g., following an incident) and at a minimum, each semester for secondary and annually for elementary.
5. The review of the Student Safety Plan will be used to identify and facilitate staff training and orientation appropriate for staff assigned to that student.
6. All information in the Student Safety Plan is strictly confidential and is to be used for the sole purpose of ensuring the safety of the student, staff and/or others.
7. Where a student is registering to a Board school (e.g., whether from another board, section program or beginning school for the first time) and the Board is aware that the student has behaviours that pose a significant safety concern and/or risk of injury, **entry and re-entry procedures will include but are not limited to the following:**
 - 7.1 The principal or designate will register the student.
 - 7.2 The principal or Board designate shall initiate the Notification of Risk of Injury administrative procedure and the Student Safety Plan. (Note: Every effort should be made by the principal to obtain the student's OSR (if from another board) and/or any other related records prior to the



student's entry to school). Discussions with the following people will occur, as appropriate:

- Parent/guardian/caregiver
- Previous principal or program administrator
- Community agency personnel
- Superintendent of Education
- Classroom teacher
- Special Education and Student Support personnel, Safe Schools personnel, and Health and Safety personnel

7.3 Information gathered shall include:

- IPRC decision information, if applicable
- Current Violent Incident Reports
- Current Individual Education Plan (IEP) Safety/Student Safety Plan documentation/Behaviour Tracking information
- Current Special Incidence Portion (SIP) Claim information, if applicable

7.4 Information gathered may include:

- Current/existing health information, e.g. diagnosis and medications
- Current/existing assessment information from professional staff (e.g. psychology, social work, speech/language, attendance, physiotherapy, occupational therapy)
- Current/existing assessment from involved community agencies/services
- Parent/guardian/caregiver prevention and intervention strategies

7.5 Actions may include:

- Determining whether there is enough information to develop a responsible and safe entry plan.
- Communicating the entry timeline to staff and parent(s)/guardian(s)/caregivers(s). Class attendance may be modified until the Student Safety Plan is complete, and staff have been made aware of the contents of the Student Safety Plan.
- Development of an entry plan.
- Identification of staffing needs (qualifications, training, and equipment requirements) to ensure a safe school environment.

8. Student Safety Plans are developed in consultation with parents and/or guardians. If the parent/guardian does not support the Student Safety Plan, then the onus is on the parent/guardian to present a mutually acceptable plan. Should an agreement not be reached, the school will create a new Student Safety Plan or continue to carry out the current Student Safety Plan.

BASIC COMPONENTS OF A STUDENT SAFETY PLAN:

- Description of Observed Behaviours/Areas of Concern
- Triggers or Antecedents
- Prevention/Intervention response strategies to support student and staff safety
- Communication procedures for all staff when plan is activated
- Checkbox to indicate if the Safety Plan is required as a result of a Violent Threat Risk Assessment (VTRA) or in conjunction with requirements under Safe and Accepting Schools
- Classroom number(s) (elementary)
- Timetable attached (secondary)
- Possible Locations of Encounter

Students with an active Student Safety Plan are identified in PowerSchool with a "Student Alert" that is activated when the Student Safety Plan check box, located on the Demographics screen, is selected.



A Student Safety Plan (Form 1) is no longer required where the school team has evidence that the risk of injury no longer exists. The evidence would show a period of time without any incident of behaviour with the potential to cause a risk of injury to self and/or others. The decision is supported by the Behavioural Data Tracking Tool (Form 2) and should be documented in writing and stored in a secure location. Parents/guardians must be consulted regarding the removal of a Student Safety Plan.

2.0 Training

Staff training is an essential part of effective planning and programming for students with challenging behaviours. A variety of training materials and methods will form the basis of ongoing training and are reviewed regularly. Some examples include but are not limited to:

- Nonviolent Crisis Intervention Training
- First Aid Training
- Workplace Violence Training and Reporting
- Workplace Harassment Training
- Health and Safety Training
- Violent Threat Risk Assessment Training
- Applied Behaviour Analysis Training
- Self-Regulation and Trauma Informed Practices Training
- Equity and Inclusive Education Training

Other appropriate training as deemed necessary by Human Resources, the Disability Management and Safety Coordinator and Superintendents with responsibilities for Special Education and Safe Schools in consultation with the Joint Health and Safety committee will be provided for staff as required. Employees will be expected to undertake training where it is deemed necessary to deal proactively and effectively with students demonstrating challenging behaviour. The Board will provide opportunities for training as required by the Occupational Health and Safety Act.

Personal Protective Equipment (PPE) is used as deemed necessary in order to reduce and/or prevent risk of injury for both students and staff. PPE is used when other interventions and/or behaviour management strategies (e.g. Zones of Regulation, modification of a student's Individual Educational Plan (IEP), etc.) have been used without reducing and/or eliminating the risk of injury. The school team, which will include special education support staff, will use data including the Behaviour Data Tracking Tool to determine whether PPE should be included in the Student Safety Plan. The Student Safety Plan may include the use of PPE that must be worn to protect staff from injury or the student from self-injury. If PPE is identified as a strategy on the student's Student Safety Plan, it is mandatory that those working directly with the student wear it. Determinations about the purchase and implementation of PPE may be a part of the ongoing management of Risk of Injury process. The school team shall consult with the Special Education Services support to determine whether protective safety equipment is necessary when working with a student and to obtain proper training for the use of the equipment.

3.0 Process for Responding to and Reporting Incidents

On occasion, despite preventive strategies being in place, aggressive behaviour may be directed toward staff members and result in physical or emotional injury. The following guidelines are intended to support school staff in dealing with a behavioural issue involving the injury of a staff member that results from the aggressive actions of a student.

Immediate Actions:

Employees will immediately report to the principal or designate an actual or attempted act or threat of violence and any situation in which an employee requires medical, emotional and/or other assistance using the below listed documents as soon as possible:

- Ministry of Education Safe Schools Incident Report (which includes the indication of a Violent Incident as Per PPM 120). Please refer to the Board's Student Behaviour, Discipline and Safety Policy and Administrative Procedure 200.09 for guidelines;



- Accident/Incident and/or Workplace Violence Report completed via the Health and Safety Reporting site. Refer to the Workplace Accident/Incident Reporting Administrative Procedure 300.04.

Note that any injury to a student must be reported to the Ontario School Board's Insurance Exchange (OSBIE).

Investigation:

The principal or designate will conduct a preliminary investigation to assess the seriousness of the incident and immediate response required. As part of the investigation, principals will collect data from the above completed documents, as applicable, regardless of the student's suspension/expulsion status.

The investigation will include the review of:

- details of the incident, including interviewing of witnesses, examination of the incident site, medical treatment required, etc.
- current work practices employed and student responses; and
- previous history and documentation to date.

The principal or designate will ensure that persons involved are safely and securely situated and will determine whether any person is in need of emergency first aid, emotional and/or other immediate assistance.

The appropriate Superintendent will be notified as soon as possible for any serious incident. The parent/guardian of the student (if the student is under 18 years of age) will be notified verbally and by using the Physical Occurrence Report (Form 3) if the incident required physical intervention.

Under the Board's Student Behaviour, Discipline and Safety Policy and Administrative Procedure 200.09 and with respect to student discipline, when responding to inappropriate behaviour, the following should be taken into consideration:

- the particular student and circumstances (e.g. mitigating or other factors under Safe Schools);
- the nature and severity of behaviour;
- the impact on the school climate (e.g. the relationships within the school community); and
- whether programs and services need to be reviewed.

Based on the findings of the investigation following an incident as described above, the principal, in consultation with the team, will recommend appropriate actions to avoid a recurrence. Short and long- term responses may include:

- Review of the Individual Educational Plan and/or Student Safety Plan and revise as needed;
- Environmental modifications;
- Changes to work procedures;
- Additional staff training;
- Personal protective equipment;
- Counselling
- Loss of privilege, suspension;
- Modified school attendance;
- Violent Threat Risk Assessment;
- Police or FACS/CAS intervention; and
- Other intervention deemed appropriate.

If the employee feels the situation directly and imminently endangers her/his health or safety and indicates refusal to work due to this concern, the Work Refusal Process Administrative Procedure will be followed. Refer to the Work Refusal Administrative Procedure 300.21.



4.0 Physical Intervention Guideline

The Board expects staff to use positive, non-physical intervention strategies to prevent a student's behaviour from escalating to the point where the student exhibits a negative, potentially injurious response. These strategies can be found in the Student Safety Plan. In situations where positive and non-physical intervention strategies have been unsuccessful in helping the student maintain self-control and the student's behaviour has become injurious to the point where the student:

- might respond causing injury to another;
- attempts self-injury; and
- attempts to leave a supervised area, such that his or her personal safety is at imminent risk.

Planned physical intervention may be necessary. The details involved in the possible use of planned physical intervention with a student are to be identified in the Student Safety Plan. A Student Safety Plan that includes planned physical intervention will outline the following details:

- Indicators that the student's behaviour presents an imminent safety risk and that physical intervention is required;
- Who will assist in the physical intervention of the student;
- A contingency plan for staff absences;
- Physical Intervention to be used;
- Personal protective equipment needed;
- How the student's condition will be monitored;
- How it will be determined when to discontinue the physical intervention;
- Communication with school administration;
- Communication with parents/guardians;
- The debrief and follow-up support process for staff involved; and
- Further planning/IEP modification, as appropriate and necessary.

Staff will need to make a decision whether to physically intervene or not and to obtain assistance as soon as possible. **Only trained staff should participate in a planned physical intervention.** It is the position of the Board that physical intervention only be used as a last resort in situations where a student's behaviour presents a clear and imminent risk of injury to the student and/or others. The Board recognizes that during a physical intervention, a student may struggle more forcefully to escape. Any use of a physical intervention may present a potential risk of injury to both the student and staff. Continuing the use of a physical intervention with the student until he/she calms only increases the potential of injury.

Therefore, it is the position of the Board that if a student is held, he/she should be released as quickly as possible i.e. held until the risk of injury is no longer imminent rather than holding until the student is calm. In making a decision regarding physical intervention, the following factors **must** be considered:

- The level of immediate risk;
- The safety of other students (e.g. Can they be relocated?);
- The safety of the staff member (e.g. Can the staff member move away from the student rather than physically intervening with him or her?);
- The student's previous history;
- The staff/student relationship;
- The physical characteristics and/or abilities of the staff member/student (e.g. age, size, health factors);
- The availability of support;
- The nature of the physical environment; and
- Whether the use of physical intervention techniques will elevate the level of risk.

When a student's behaviour demonstrates a level of intensity that is unusual and excessive, requiring physical intervention by trained staff, the principal or designate must document the planned physical intervention on the Physical Occurrence Report (Form 3). This report, once completed, will be filed in the OSR. The purpose of the report is to document the incident that occurred (e.g. risk of injury to self/others including damage to property that puts the individual or others at risk of injury). The parent/guardian will be notified verbally of the incident and will receive a copy of the Physical Occurrence Report.



Note: If the intervention strategies detailed in the Student Safety Plan and/or IEP do not result in a decrease of the behaviours requiring physical intervention, the Student Safety Plan and/or IEP must be re-evaluated.

Calling 9-1-1 for professional assistance by police and/or emergency medical services is always a viable option in an emergency situation and must be given first consideration where the behaviour(s) and physical attributes of the student present significant risk of serious injury to self and/or others, such that physical intervention techniques cannot be safely used. As part of the ongoing management of risk process, the principal may have already discussed with the local police the potential for these situations to arise and under what circumstances the police will be called.

5.0 Debriefing Protocol

Debriefing after a violent incident is necessary in order to avoid further difficulties. Debriefing provides the opportunity to work toward change and growth for individuals after experiencing a significant incident. Debriefing separately with staff members is also necessary.

The debriefing process takes on the following form:

1. Diffuse the situation;
2. Wait until everyone involved is in control before moving on;
3. Meet individually with the student and staff directly involved in the incident;
4. School team to meet and review process;
5. School team, Board resource support to determine what next steps need to be considered in the Student Safety Plan; and
6. Revise the Student Safety Plan as required.

Consider using 'The COPING Model' (Control, Orient, Patterns, Investigate, Negotiate and Give control back) (NVCI), when principal or designate is de-briefing with both staff and student involved. Both de-briefing sessions are essential.

If the student has been removed from the school, the Principal will make the determination of the appropriateness and time of the student's return to school. In cases of any significant injury or safety concern, a student may need to be suspended or excluded from school until the necessary actions have been taken to address safety concerns and prevent future incidents.

The following steps may be taken prior to the return of a student:

- The Principal will schedule a case conference with the parent/guardian, appropriate school, board and or community personnel to prepare for the transition back to school for the student and staff; and
- The Principal will support the preparation and/or review of a Student Safety Plan and/or IEP and revise where necessary.

Short and long-term responses may include but are not limited to:

- Environmental modifications;
- Staff training as needed;
- Involvement of community agencies to support the school in meeting the student's needs (e.g. counselling);
- Modified school day;
- Review and modify the Individual Education Plan, and/or Student Safety Plan as appropriate
- Other interventions which the Principal may deem appropriate; and
- Restorative practice/reconciliation.

Notification of Potential Risk of Injury

Following situations that may indicate or confidently suggest there is a continued targeted risk of violence against a worker(s) and/or the school/location or significant information exists to suggest a student, parent, or visitor, may demonstrate violent behaviour towards others, a Communication Plan may be required. The provision of information is limited in the Occupational Health and Safety Act. Section 32.0.5 (3) and (4):



Provision of information – The Board as the employer, has a duty to provide information to a worker, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour if,

- (a) the worker can be expected to encounter that person in the course of his or her work; and
- (b) the risk of workplace violence is likely to expose the worker to physical injury.

Limit on Disclosure – No employer or supervisor shall disclose more personal information in the circumstances described in subsection (3) that is reasonably necessary to protect the worker from physical injury.

Notification of Potential Risk of Injury Form (Form 4)

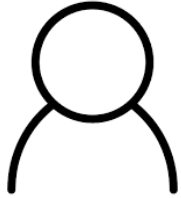
As the Safety Plan will only be shared with staff who have direct contact with the student, Notification of Potential Risk of Injury Form is used to inform other identified staff of any potential risks. These forms are kept in a secure location in the main office which is accessible to all staff, including Occasional and Casual Staff.

Notification of Potential Risk of Injury Record (Form 5)

Identified staff must acknowledge on the Record kept in the main office that they have reviewed the Notification of Potential Risk of Injury Form(s). The Casual and Occasional Staff Information package will point to where the Notification of Risk of Potential Injury Forms can be reviewed.



Student Safety Plan

Student Information		
Student Name:	School:	Picture 
Date of Birth:	Principal:	
OEN:	Age:	
Grade:	Teacher(s):	
Elementary Homeroom:	Secondary: Timetable Attached <input type="checkbox"/>	
Exceptionality:	Diagnosis:	
Effective Plan Date:	Review Date: As needed - minimally at the beginning of every school year.	IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No
Agencies Involved:		

Parents/Emergency Contacts (list in Priority)			
Name:	Relationship:	Daytime Phone:	Alternate Phone:

Development of Student Safety Plan (Check the appropriate boxes)		
<input type="checkbox"/> Parents/Guardians	<input type="checkbox"/> Principal/Vice-Principal	<input type="checkbox"/> Student (if applicable)
<input type="checkbox"/> School Level (if applicable):		
<input type="checkbox"/> System Level (if applicable):		
<input type="checkbox"/> Agencies (if applicable):		
<input type="checkbox"/> Others (Specify):		

Observable Behaviour Concerns	Triggers or Antecedents	Prevention and Intervention Strategies
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Possible Locations of Encounter

Include details on who to contact, and how to contact (e.g., intercom, walkie talkies, cell phone, etc.)
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Physical Intervention Team (if required)
<input type="checkbox"/> Principal/Vice-Principal
<input type="checkbox"/> Classroom Teacher(s)
<input type="checkbox"/> Special Education Resource Teacher(s)
<input type="checkbox"/> Educational Assistant(s)
<input type="checkbox"/> Other (e.g. Teacher in Charge):
<input type="checkbox"/> School Team has developed a contingency plan if the physical intervention team is unavailable

If physical intervention by staff is required, the Principal or designate must document it using the Physical Occurrence Report. Physical intervention is a safe, non-harmful and last-resort response to a person in crisis displaying risk behaviour posing a threat to self or others. (Crisis Prevention Institute, Nonviolent Crisis Intervention)

Communication Plan: Student Safety Plan to be shared via:		
<input type="checkbox"/> OSR	<input type="checkbox"/> Occasional Day Plan Folder/Binder	<input type="checkbox"/> Staff Meeting (monthly and/or emergency)
<input type="checkbox"/> Student Alert (PowerSchool)	<input type="checkbox"/> Other:	

Parent/Guardian	_____	Date _____
	Signature	
Student (if 18 years or older)	_____	Date _____
	Signature	
Principal	_____	Date _____
	Signature	
<hr/>		
Student Safety Plan Discontinued Date Removed: _____	Student Alert (PowerSchool) Removed: <input type="checkbox"/>	
Rationale: _____		
Parent/Guardian	_____	Date _____
	Signature	
Principal	_____	Date _____
	Signature	
Information Collection Authorization		
<p>Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer, and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234).</p>		



Behaviour Data Tracking Tool

Student Name: _____

For each significant episode of behaviour, record your observations in the chart below by checking the appropriate boxes.

	Situation (Setting/Activity)	Triggers or Antecedents (What occurred immediately before the behaviour?)	Behaviour (What did the student do?)	Response (What action did staff/peer take in response to the behaviour?)
Date: _____ Time of Day: _____ Duration: _____ Intensity: _____ 1 to 5 (Low) (High) Staff Present: Others Present:	<i>Check all that apply</i> <input type="checkbox"/> Assembly <input type="checkbox"/> Break <input type="checkbox"/> Circle <input type="checkbox"/> Classroom <input type="checkbox"/> Desk <input type="checkbox"/> Group Work <input type="checkbox"/> Gym <input type="checkbox"/> Hallway <input type="checkbox"/> Meal/Snack <input type="checkbox"/> Outside <input type="checkbox"/> Recess <input type="checkbox"/> Seatwork <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured <input type="checkbox"/> Waiting <input type="checkbox"/> Washroom <input type="checkbox"/> Work Space <input type="checkbox"/> Work Task <input type="checkbox"/> Other _____	<i>Check all that apply</i> <input type="checkbox"/> Behaviour of others <input type="checkbox"/> Demand <input type="checkbox"/> Denied something <input type="checkbox"/> Difficulty communicating <input type="checkbox"/> Distraction <input type="checkbox"/> Ignored <input type="checkbox"/> Invasion of personal space <input type="checkbox"/> Low/removal of attention <input type="checkbox"/> Noise <input type="checkbox"/> Non-preferred task <input type="checkbox"/> Reinforcement <input type="checkbox"/> Removal of materials <input type="checkbox"/> Request <input type="checkbox"/> Transition <input type="checkbox"/> Waiting <input type="checkbox"/> Other _____		<i>Check all that apply</i> <input type="checkbox"/> Attention given by • Adult <input type="checkbox"/> • Peers <input type="checkbox"/> <input type="checkbox"/> Accessed Tangible <input type="checkbox"/> Contacted Administrator/Designate <input type="checkbox"/> Engaged in verbal interaction <input type="checkbox"/> Ignored (planned) <input type="checkbox"/> Provided de-escalation time <input type="checkbox"/> Redirected <input type="checkbox"/> Removed demand <input type="checkbox"/> Other _____
Comments:				

This data tracking tool should be stored in a confidential location, not in the OSR.



Physical Occurrence Report

Any student behaviour that leads to a physical intervention must be recorded on a Physical Occurrence Report and a copy provided to Parent/Guardian and Ontario Student Record (OSR)

Student's Full Name (First, Last)	School
Date of Incident	Time/Duration of Incident
Name of Parent/Guardian Contacted	Time and Date Parent/Guardian Contacted
Situation (Setting/Activity) – Choose an item, Choose an item, Choose an item	
Description of Incident and any injury to student if applicable	
Next Steps:	
Staff Member(s) Involved	
Physical Intervention Strategy Used Disengagement Skills for: Choose one. Choose one. Choose one. Other: Holding Skills (i.e. Outside/Inside, Limit Range of Motion) in: Choose one. Choose one. Choose one. Other	

Staff Signature / Position

Date Submitted

Staff Signature / Position

Principal's Signature

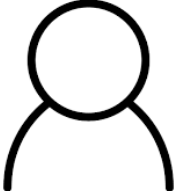
Distribution: Parent/Guardian and Ontario Student Record (OSR)

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234).



Notification of Potential Risk of Injury

Relevant Personal Information		
Name:	School:	 Photo
Classroom:	Principal:	
Grade:	Teacher(s):	
Date Notification Created:	Date Notification Revised:	

Brief Description of Behaviour that Presents a Potential Risk

Triggers	Preventative Measures in Place

Possible or Known Locations of Encounter

Emergency Intervention and Safety Strategies
Include details on summoning immediate assistance (who to contact, and how to contact e.g., intercom, walkie talkies, cell phone, etc.)

Summoning Immediate Assistance

