

DISTRICT SCHOOL BOARD ONTARIO NORTH EAST POLICY MANUAL

<p>SECTION 2: SCHOOL RELATED OPERATIONS</p> <p>TITLE: MANAGING VIOLENT AND AGGRESSIVE STUDENT BEHAVIOUR</p>	<p>Policy Code 2.1.23</p> <p>Page 1 of 3</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">REGULATIONS</td> <td style="text-align: right;">YES</td> </tr> <tr> <td>PROCEDURES</td> <td style="text-align: right;">YES</td> </tr> <tr> <td>MANUAL</td> <td style="text-align: right;">YES</td> </tr> </table>	REGULATIONS	YES	PROCEDURES	YES	MANUAL	YES
REGULATIONS	YES						
PROCEDURES	YES						
MANUAL	YES						

POLICY STATEMENT

Whereas, A school is a place that advocates responsibility, respect, civility and academic excellence in a safe learning environment while promoting the development of each student to their fullest potential and preserving their dignity at all times, and

Whereas, students, their families, school staff, volunteers and the community have a right to expect that schools be safe and free of violence, and

Whereas, students must learn how to handle conflict and anger in non-violent ways in order to become responsible citizens; and

Whereas, the Provincial standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system – parents or guardians, volunteers, teachers and other staff members – whether they are on school property, on school buses or at school authorized events or activities; and

Be it Therefore Resolved:

That District School Board Ontario North East is committed to ensuring a safe, healthy learning and work environment. In partnership with pupils, their families and community, District School Board Ontario North East recognizes its responsibility in partnerships to provide a safe, positive, violence-free learning and work environment. The Safe Schools and Code of Conduct policy outlines expectations in this regard. The Suspension and Expulsion Policies outline the mandatory and discretionary consequences for infractions outlined in The Education Act as amended by the Safe Schools Act, 2000.

1st READING:	December 7, 2004	Motion #	2168-04
2nd READING:	February 15, 2005	Motion #	2219-05
3rd READING & APPROVAL:	February 15, 2005	Motion #	2219-05
EFFECTIVE DATE:	February 15, 2005	Revision Date:	

DISTRICT SCHOOL BOARD ONTARIO NORTH EAST POLICY MANUAL

SECTION 2: SCHOOL RELATED OPERATIONS

TITLE: MANAGING VIOLENT AND AGGRESSIVE STUDENT BEHAVIOUR

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ADMINISTRATIVE PROCEDURES

1. The responsibility for the implementation and continuation of the Managing Violent and Aggressive Student Behaviour Policy rests with the Director of Education or designate in consultation with the Superintendents of Schools.
2. The Director of Education or designate will ensure that the Managing Violent and Aggressive Student Behaviour Policy is posted in the electronic Policy Manual of District School Board Ontario North East.
3. The Director of Education or designate will plan an annual training schedule for all Board Level Trainers, School Support Groups and other key employee groups.
4. Principals will ensure the creation of a School Support Group that will support students and staff in crisis management and conflict resolution situations deemed appropriate by the school principal.
5. Principals will contact their appropriate Superintendent within 48 hours of filing a Violent Incident Form as per the Violence Prevention Policy or a Physical Restraint Incident Report Form as per the Physical Restraint Policy.
6. The Principal of each school will ensure that the procedures as outlined in the Managing Violent and Aggressive Student Behaviour Procedures Manual are followed.

EFFECTIVE DATE: February 15, 2005

Revision Date:

DISTRICT SCHOOL BOARD ONTARIO NORTH EAST POLICY MANUAL

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OPERATIONAL PROCEDURES

The Managing Violent and Aggressive Student Behaviour Procedures Manual clearly outlines the District School Board Ontario North East directives in the following areas:

- i) Policy Statement
- ii) Administrative Regulations
- iii) Operational Procedures
- iv) Introduction
- v) Definition of Violence and Assault
- vi) School Support Groups
- vii) Staff Training Required for Preventing and Responding to Violent Incidents and Aggressive Student Behaviour
- viii) Recording, Reporting and Managing Student Behaviour
- ix) Guidelines for Preventing and Responding to Violent Incidents and Aggression



District School Board Ontario North East

Procedure Manual for Managing Violent and Aggressive Student Behaviour

1. Introduction

District School Board Ontario North East recognizes its responsibility in partnership with pupils, their families and community to provide a safe, positive, violence-free learning and working environment. As a collective group, our primary goal is to promote the development of each individual to their fullest potential.

The Principal of a school, subject to the authority of the appropriate supervisory officer, is in charge of the instruction and discipline of students in the school and the organization and management of the school. It is the duty of the Principal to ensure a safe, healthy work and learning environment.

The Principal has a duty to investigate all incidents resulting from violent or aggressive acts occurring on school property, at school sponsored events and off school property that are deemed by the Principal to have a significant negative impact on the school. The investigation should include information from the person(s) involved in the incident.

It is the expectation of District School Board Ontario North East that there be a positive working relationship between a school and its community. This positive relationship serves to foster mutual respect and understanding which alleviates some of the underlying causes of violent behaviours amongst students.

2. Definition of Violence and Assault

Violence is defined as:

An action or actions, either voluntary or involuntary, which are aggressive in nature and which cause, or have the potential of causing damage or injury.

Assault is defined as:

The intentional application of force to the person without his/her consent or the attempt by threat, act or gesture to apply force to another if the other believes one has the apparent, present ability to do so.

3. School Support Groups

Introduction

Schools spend a great deal of time preparing students and staff in methods to evacuate the building in the case of an emergency. The same amount of energy must be spent on reducing violence within schools.

A School Support Group intervention in any crisis or critical incident or situation is always recommended. Support Group members need to be aware that clearly defined protocols, operating procedures and roles as well as co-ordination and integration of approaches is required for their successful operation and usage.

In summary, the major principles for utilizing a School Support Group in responding to crisis or critical incidents are:

- Safety – School Support Groups will help individual staff and the volatile student(s) in controlling their actions.
- Professionalism – Individuals responding to an out of control student arrive wanting to reduce the risk of violence. These good intentions; however, may disappear when one is provoked by an attacking individual. The impact of an assault can trigger an aggressive out of control response by a staff member. Should this occur, other team members can intervene and take over, thus reducing the risk for both the student and staff member.
- Witness – School Support Group members also become witnesses in the event of litigation or post-crisis debriefing

Selecting the School Support Group

Developing a School Support Group of three or four individuals at a school level must be commenced and/or reinforced in September. The Principal is responsible for submitting the School Support Group Planning Template (**Appendix A**) by September 30th of each school year to their respective Superintendent even if no alterations were made from the previous school year. School Support Groups shall meet bi-monthly throughout the school year and at the discretion of the Principal. A bimonthly report of the School Support Group meeting (**Appendix B**) outlining what training techniques were reviewed shall be filed with the appropriate Superintendent. Review materials for these meetings will be provided by the Board to each school administrator.

The composition of the School Support Group should consist of the following individuals with their associated responsibilities:

Member	Responsibilities
Principal/Vice Principal	Develops and initiates yearly building action plan, delegates responsibilities, coordinates School Support Groups, communicates with the School Support Group, family, community and staff
School Staff	Participate in yearly training, building an action plan and responds to crisis and/or conflict resolution situations

When selecting the members of a School Support Group, Principals should consider the following personality and characteristics when assembling the group:

- Self-motivated, creative, enthusiastic and genuinely interested in working with challenging students
- Self-confident and has strong ties to students in the building (resource teachers/organizes extra curricular activities)
- Fosters and maintains trust with students even when sanctions are imposed
- Flexible views on discipline – interested in managing behaviour versus correcting it immediately
- Strong interpersonal skills and the respect of staff and students
- Copes well with stress and deals well with conflict
- Strong oral and written communication and leadership skills

Initiating the School Support Group

Getting the School Support Group to converge on the scene of the crisis or intervention in ways that positively influence the resolution of the immediate crisis is vital. Further, it may be important to have the School Support Group prepare to respond to crisis calls in ways, which reflect the level or nature of a crisis. In order to accomplish this without contributing to an escalation of violent behaviour necessitates alternative strategies in summoning members of the Support Group.

The School Support Group shall be summoned to an incident or crisis at a specific location in a school by announcing, “Mr. Calm, please proceed immediately to room #/area. Mr. Calm to room #/area.”

In any intervention, it is important that one staff member be identified as the School Support Group leader. Establishing roles and corresponding responsibilities are vital for effective communication. Selection of a Support Group leader for a ‘crisis’ should be based on a set of principles/qualities, not personalities. The following principles are provided as a means of assisting you with the selection of a School Support Group leader for each crisis or intervention.

- The staff member that arrives at the crisis with the most training and who is centered at the time
- The first staff member who arrives at the scene is considered the team leader
- Although another staff member may have arrived on the scene first, the staff member with the best rapport with the acting-out individual may become either the team leader, or the communicator for this crisis

Role of the School Support Group Leader

Ensuring the well being of individuals or students in crisis, while maintaining the safety of all involved, is the goal of crisis intervention and the primary role of the School Support Group leader. The task or responsibility areas that a School Support Group leader is accountable for include:

- Assessing the situation
- Plan, Direct and Co-ordinate the intervention
- Cuing, directing and co-coordinating the team's response to the situation
- Communicating directly with the individual in crisis (Generally, only the team leader will communicate with the student or individual in crisis), however, in some circumstances, the individual with the best rapport may be directed to communicate with the individual in crisis. This individual may not necessarily be the team leader)

Role of the School Support Group Members

The School Support Group leader is expected to give direction and co-ordinate the intervention. The remaining team members are to respond to the direction of the team leader and provide any support that is necessary. Specifically, team members should be available to:

- Accept direction from the Support Group leader
- Remove onlookers and secure the area
- Communicate well with other Support Group members
- Respond in accordance with the Physical Restraint Policy of District School Board Ontario North East and the Understanding and Managing Aggressive Behaviour training, be prepared to assist in restraining the individual

Changing School Support Group Leaders

In many crisis situations it may be advantageous to change communicators. The individual with the best rapport is always preferred in attempting to defuse volatile situations. During this shift, be certain to:

- Explain the switch to the individual in crisis
- Ensure that all team members on-site are aware of the switch
- Ensure that your team has discussed and practiced this scenario prior to responding to crisis incidents.

4. Staff Training Required for Preventing and Responding to Violent Incidents and Aggressive Student Behaviour

It is the responsibility of the Director of Education or designate to ensure and plan semi-annual training for all Board trainers, annual training for all School Support Group members and other designated employee groups so that their program certification and accreditation is maintained.

Certified trainers will conduct annual in-service training with School Support Groups.

5. Recording, Reporting and Managing Student Behaviour

These procedures deal with the recording of violent incidents or aggressive behaviours and physical restraints under two different circumstances:

a) Those required by the **Violence-Free Schools Policy (1994)**, Ministry of Education – i.e. violent behaviour resulting in suspension, expulsion or the involvement of police.

b) Those violent or aggressive behaviours that do not necessarily result in suspension, expulsion or police involvement (i.e. mitigating circumstances re: age or exceptionality), but nonetheless are indicative of a pattern of aggressive behaviour towards oneself or others.

For circumstances described in part (a) above, the incident is to be recorded using the **Violent Incident Form (Violence Prevention Policy, p. 21)** and a Record of a Police Investigation (Appendix I). A **Physical Intervention/Restraint Incident Form and Individual Safety Plan (Appendix A and B of the Physical Restraint Policy)** must be completed if required by policy.

For circumstances described in part (b) above, the incident is to be recorded in the Student Administrative System. A **Record of a Police Investigation (Appendix J)**, a Physical Intervention/Restraint Incident Form and Individual Safety Plan (**Appendix A and B of the Physical Restraint Policy**) shall be completed if required by policy.

Violent Incident Form (Violence Prevention Policy, p. 21)

The Violent Incident Report is a summary record of a violent occurrence and/or aggressive behaviour. School personnel must maintain their original investigation notes taken during interviews.

In accordance with District School Board Ontario North East's Violence Prevention Policy, a Violent Incident Form is to be completed by the Principal, vice-principal or designate for all violent incidents resulting in suspension, expulsion or reports to the police.

In order to enable staff and students to deal effectively, consistently and fairly within the Ontario School Code of Conduct with violent or aggressive students, District School Board Ontario North East will implement the following Mandatory Consequences:

i) Police will be involved, as indicated by the police/school protocol, a Violent Incident Form and a **Record of a Police Investigation form (Appendix J)** will be completed and the student will be immediately suspended and proceed to an expulsion hearing for the following:

- Possession of a weapon, including, but not limited to firearms;
- Trafficking in drugs or weapons;
- Robbery;
- Use of a weapon to cause bodily harm, or to threaten serious harm;
- Physical assault causing bodily harm requiring professional medical treatment;
- Sexual assault
- Providing alcohol to minors

ii) While the Police will be involved as required by the Principal, vice-Principal or designate, a student will face immediate suspension from school and the completion of a Violent Incident Form for:

- Uttering a threat to inflict serious bodily harm;
- Possession of illegal drugs;
- Acts of vandalism causing extensive damage to school property or property located on school premises

Conditions for a student's return to school will be specified in accordance with school board policies and recorded within a Behaviour Management Plan.

See District School Board Ontario North East's Violence Prevention Policy for further information and protocols regarding Violent Incidents. Further information of the use of physical restraint can be found in the District School Board Ontario North East's Physical Restraint Policy.

Behaviour Logs

One of the **three behaviour logs (Appendices F, G and H)**, is the form that the Principal shall use to record aggressive behaviour that does not necessarily result in suspension, expulsion or police involvement, but nonetheless are indicative of a pattern of aggressive behaviour towards oneself and/or others.

Behaviour Logs will be stored in the OSR documentation folder for a minimum of 2 years to facilitate grant applications, where applicable

De-briefing for Positive Growth

Should a situation arise with a student forcing the use of separation and/or physical restraint, staff should plan a debriefing, as per the Physical Restraint Policy, once the situation has been resolved to review the factors that lead up to the outbreak. Such a debriefing should include the student and parent where and if appropriate.

Director's Aggressive Behaviour Advisory Committee

This committee will be a consultative group that may be comprised of appropriate supervisory officers and community agency representatives (Child and Family Services, Police Services, Canadian Mental Health Association, Children's Treatment Center, etc.) Accessing this committee is at the discretion of the Director. Due to issues of confidentiality, names and sites will not be named, but a description of behaviours and attempted strategies will be outlined and this Committee will be asked to suggest other courses of action to better meet the learning and behaviour needs of the student.

Application for Admission Form (Appendix C)

There are a number of issues regarding the registration/transfer of students in mid-year and/or from out-of-board. These include securing sufficient information, prior to the arrival of the Ontario Student Record about any special needs or the potential for unsafe behaviour before admitting students into classroom situations. Upon consultation with the appropriate regional superintendent, student entry to a school may be delayed.

Schools must use the Application for Admission Form to gather important information about students transferring between District School Board Ontario North East schools or are out-of-Board registrants.

For students registering from inside or outside of District School Board Ontario North East, it is standard practice to interview the parent(s), student(s) and contact the administration of the previous school. A **Release of Information Form, (Appendix C)**, should be signed by the parent so that the sending school can be contacted. If the student was formally identified through the IPRC process in their prior Board, consider contacting the school Special Education Resource Teacher, area Supervisor of Special Services and/or Coordinator of Special Education.

School Entry Plan and Case Conference (Appendix E)

For students registering from inside or outside of District School Board Ontario North East, who have been recognized with potentially violent or unsafe/aggressive behaviours, or who are returning to school following a suspension/expulsion for significantly violent behaviour, develop a School Entry Plan and hold a case conference.

If there are significant safety concerns or questions about a new registrant, the Principal should:

- Have a parent or student sign a Release of Information Form so that an administrator from the previous school can discuss any concerns regarding the student's potential for violent or unsafe behaviour.
- If it is determined that there is significant potential for violent or unsafe/aggressive behaviour call a case conference meeting and develop a School Entry Plan.

The principal shall schedule a case conference involving the following people, as appropriate, to develop a School Entry Plan:

A) If the student is not formally identified:

- i) Parent/guardian (if student is under 16 years of age)
- ii) Student over 16 years of age
- iii) Classroom teacher
- iv) Principal/Vice-Principal of 'sending' school (where appropriate)
- v) Community agency personnel
- vi) Special Services personnel

B) If the student is formally identified, the case conference shall also include:

- i) Principal of Special Education from the appropriate region, and may include
- ii) Superintendent responsible for Special Education
- iii) Special Education Resource Teacher

C) Information gathered at the case conference may include:

- i) Identification of the strengths and needs of the student
- ii) Past and current interventions (e.g. medical, social/emotional)
- iii) Agency involvement
- iv) Academic background
- v) Social/Emotional Needs/DSBONE Behaviour Logs if available
- vi) Effective strategies to address the student's behaviour
- vii) Triggers for inappropriate student behaviour
- viii) Involvement with probation/police as appropriate
- ix) Parental interventions and prevention strategies
- x) Prior/current IPRC identification
- xi) Sharing of prior Individual Education Plan

D) Outcomes of the Entry Plan case conference

- i) Timelines (e.g. start date, staggered entry) and timetable
- ii) Identification of employees requiring additional information/training to address the student's needs
- iii) Completion of an Entry Plan
- iv) Individual Education Plan (informal I. E. P.)

Behaviour Management Plan (Appendix I)

- i) The Behaviour Management Plan shall outline antecedent behaviours, strategies to prevent a violent incident, consequences, resources both human and facility.
- ii) Identification of employees requiring information/training to address the student's needs.
- iii) Review of the Individual Education Plan and a revision, as appropriate.
- iv) The Principal shall ensure that parent/guardian and Principal sign the Behaviour Management Plan to indicate their awareness and support/agreement with the details of the plan. Non-support of the plan may lead to exclusion of the student until satisfactory resolution is achieved.
- v) The Principal shall convene a meeting of appropriate school staff that will be involved in the delivery of the Behaviour Management Plan.
- vi) Where there is a dispute over the particulars and acceptance of the plan, the appropriate regional Principal of Special Education is to be advised. In addition, the supervising Superintendent may be contacted.
- vii) The student shall not attend school until the Behaviour Management Plan is in place with all the safety considerations implemented.
- viii) The Behaviour Management Plan shall be reviewed/revised according to the plan's specified schedule and when a staff member raises a health and safety concern.

Appendix Index**Appendix A – School Support Group Planning****Appendix B – Bi-Monthly Review and Consolidation Meeting Minutes****Appendix C – Application for Admission****Appendix D – Consent to Disclosure or Transmittal of Information****Appendix E – School Entry Plan****Appendix F – Weekly Behaviour Log****Appendix G – Time Blocked Behaviour Log Daily Behaviour Log****Appendix H – Daily Behaviour Log****Appendix I – Behaviour Management Plan****Appendix J - Record of Police Investigation****Acknowledgements**

Sincere thanks are extended to the following agencies and district school boards in acknowledgement for their assistance through the sharing of policy documents and information.

Elementary Teachers Federation of Ontario
Halton District School Board
Toronto Catholic District School Board



District School Board Ontario North East

APPENDIX A

School Support Group Planning

School Name:	Date:
<p>School Support Group Members and School Position (Administrator, Teacher, SERT, CYW):</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 	
November Review and Consolidation Date:	
January Review and Consolidation Date:	
March Review and Consolidation Date:	
May Review and Consolidation Date:	

Code for Initiating the School Support Group

P.A. Announcement Statement	“Mr. Calm, please proceed immediately to room #/school area. Mr. Calm to room #/school area.”
-----------------------------	---

This form needs to be submitted annually by September 30th to the appropriate regional superintendent.



District School Board Ontario North East

School Support Group
Bi-Monthly Review and Consolidation Meeting
Minutes

School: _____ Date: _____

Present
1.
2.
3.
4.

Absent
1.
2.

Please provide an overview of material covered. Use Board Resource Manual as a guide for reviewing appropriate skills.

Multiple horizontal lines for writing an overview of material covered.

APPENDIX C



District School Board Ontario North East

[School Name, Address and Contact Numbers]

NAME: _____ HOME PHONE: _____ unlisted

DATE OF BIRTH: _____ ≤ M ≤ F

ADDRESS: _____ CELL PHONE: _____

_____ E-MAIL ADDRESS _____

FATHER'S NAME: _____

PLACE OF EMPLOYMENT: _____ PHONE: _____

MOTHER'S NAME: _____

PLACE OF EMPLOYMENT: _____ PHONE: _____

GUARDIAN'S NAME (if different from parent): _____

CHILD LIVES WITH: ≤ parent ≤ mother ≤ father ≤ guardian ≤ other _____

EMERGENCY AND HEALTH MEASURES

In case of an emergency we are unable to reach you we would like to be able to contact another person to whom you would entrust your child until you might be reached.

Surname	First Name	Relationship of Child	Phone Number

Surname	First Name	Relationship of Child	Phone Number

If the parent or guardian cannot be reached and the child has experienced an incident of illness or an accident, which requires immediate medical attention, the parent grants the principal or his agent the authority to obtain the necessary medical attention

Parent's/Guardian's Signature

Family Doctor / Phone #

Health Card Number

GENERAL INFORMATION

Strengths _____
Special Interest _____

SPECIAL EDUCATION

Has Your Child Received Special Education Services:	Yes	No
Is Your Child Identified with an Exceptionality:	Yes	No
Exceptionality: Behaviour Communication Physical Blind/Deaf Intellectual Gifted		
Subjects Areas: _____		
Non-Identified Individual Education Plan:	Yes	No

BEHAVIOURAL CONCERNS

Should we be aware of any behavioural problems:	Yes	No
Details: _____		
Targets of behaviour:	self bus	peers bus stop
	staff authority	property _____
Suspensions:	never	rarely
Nature of suspensions:	occasionally	often

Can you identify behavioural triggers: <i>If so, please</i>	Yes	No

COMMUNITY AGENCIES

Any community agency involvement (Ex: Speech, Physio, CAS, etc.) <i>If yes, please state:</i> _____	No
--	----

CUSTODIAL

Are there custodial concerns regarding your child: <i>If so state:</i> _____	Yes	No
Supporting documents:	Yes	No

Child's Report Card from previous school:	≤ yes	≤ no
Immunization Record Presented:	≤ yes	≤ no
Birth/Baptismal Certificate Presented:	≤ yes	≤ no

REGISTRATION DATE: _____ **GRADE:** _____

FORMER SCHOOL ATTENDED: _____
(Name Of School)

(Phone or Fax Number)



District School Board Ontario North East

Consent to Disclosure or Transmittal of Information

I, _____
(print full name of person)

of _____
(address)

, hereby consent to the disclosure or transmittal of information by _____
(print name)

of the record compiled in _____
(agency/school name)

in respect of _____
(name of person/date of birth, where available)

(witness)

(signature)

(if other than the person, state relationship to the person)

Date _____
(day/month/year)



District School Board Ontario North East

APPENDIX E

SCHOOL ENTRY PLAN

Mission Statement

District School Board Ontario North East is committed to providing a safe, positive and mutually respectful student focused environment which promotes the development of skills, knowledge and attitudes necessary for life long learning.

Name:	Grade:
Date of Birth:	Date:

Student Strengths & Interest:
The purpose is to provide a list of skills and interventions that the student has that can be used to reinforce pro-social behaviour.

-

Area(s) of Concern:
 The purpose of this section is to list program/behaviour concerns that require addressing for the student to make a successful transition to their new school.

-

Strategies to Address Area(s) of Concern
A description of strategies that will used at home, school and with community agencies (if involved) to address the area(s) of concern.

-

Key People Involved with Behaviour Plan:
 A list of people who need to be aware and informed of this plan.

Review:
 Identify a date to re-evaluate the plan and who should be present.

Signatures:
 This plan will be signed and dated by the principal and the parent/guardian of the student and/or the student if it is appropriate. All other parties who have a role in this plan need to be aware and they are to initial and date this document to indicate their awareness of plan.

Principal: _____ Parent/Student: _____



District School Board Ontario North East

APPENDIX G

TIME BLOCKED BEHAVIOUR LOG

Date: _____

Tally Chart

A Assignments not completed, or very poor effort	G Assignments completed and good effort made
B Talkativeness, disruptiveness, distracting others from Work	H Appropriate conversations and participation during class
C Disrespect, lack of courtesy, inappropriate dialogue With peers and/or staff	I Respectful towards peers and/or staff
D Inappropriate strategies to deal with conflict or frustration (i.e hands on)	J Appropriate strategies to deal with conflict or frustration used.
E Conflict, lack of co-operation with classmates and Staff	K Co-operative with classmates and staff, good problem solving skills
F Irresponsible behaviour/horseplay	L Responsible behaviour

8:30 – 9:00	9:00 – 9:40	9:40 – 10:20	Recess	10:40 – 11:20	11:20- 12:00	12:00 – 12:30	12:30- 1:00	1:00 – 1:40	1:40 – 2:20	Recess	2:35 – 3:25

Teacher Comments

Parent Comments

Parental Signature _____



Daily Behaviour Log

Student Name _____

School _____

IPRC Identification ___ YES ___ NO

School Year _____

D.O.B. _____

Gender M / F

Grade _____

Behaviours

- | | | | | |
|------------------------|------------------------------------|--|---|----------------------------------|
| H hitting | B bullying | NR non responsive | G grabbing | O other |
| K kicking | SW swearing | L leaves class or school without permission | ST stealing | BL inappropriate gestures |
| S spitting | SI self injurious behaviour | F fighting | TH threatening others | |
| BI biting | NC non compliant, defiant | V verbally challenging authority | DL disrupting learning of others and/or self | |
| HP hair pulling | P pinching | C out of control | | |

Incident	Date	Time	Description/Antecedent/Trigger(s)	Location of Incident and Description of Behaviour (use codes – i.e. F - fighting)							Injury S-student A-adult		Follow-Up Strategies (listed in progressive sequence)							Parents/ Guardians Notified			Recorder Initials Only
				Classroom	School Grounds	Hallway	Cafeteria	Washroom	Gymnasium	Other (specify)	Yes	No	Classroom Management Strategies	Time Out/Study Hall	Teacher/ Student Conference	Detention	Loss of Privileges (description)	E.A./C.Y.W. Involvement	Administration	Yes	No	Attempted	
1																							
2																							
3																							



BEHAVIOUR MANAGEMENT PLAN

Mission Statement

District School Board Ontario North East is committed to providing a safe, positive and mutually respectful student focused environment which promotes the development of skills, knowledge and attitudes necessary for life long learning.

Name:	Grade:
Date of Birth:	Date:

Goal:

- will develop a consistent and cooperative approach to reducing and managing his physically/verbally aggressive and/or violent behaviour at school

Health/Diagnostic Information:
A description of any relevant health issues or diagnosis.

-

Student Strengths & Interest:
The purpose is to provide a list of skills and interventions that the student has that can be used to reinforce pro-social behaviour.

-

Description of Observable Behaviour Concern:
 The purpose of this section is to alert staff to the types of behaviours that have been observed in a crisis.

-

Antecedents (Optional if known)

A description of behaviours or incidents that precede a crisis.

-

Prevention:

Include strategies that promote pro-social behaviour or reduce situations that escalate behaviour.

- 1.

Consequences:

- 1.

Key People Involved with Behaviour Plan:

A list of people who need to be aware and informed of this plan.

Review:

Identify a date to re-evaluate the plan and who should be present.

- 1.

Signatures:

This plan will be signed and dated by the principal and the parent/guardian of the student and/or the student if it is appropriate. All other parties who have a role in this plan need to be aware and they are to initial and date this document to indicate their awareness of plan.

Principal:

Parent:

Student:



RECORD OF POLICE INVESTIGATION

To be completed in any investigation conducted at school by Local Police Service

CONFIDENTIAL
 Not to be copied or shared. To be kept in a secure location within the office area

Date:

INVESTIGATING OFFICER'S DATA
NAME:
BADGE #:
INCIDENT #:

STUDENT DATA	
Requested by Police Officer	en
NAME:	
ADDRESS:	
HOME PHONE #:	
PARENT WORK #:	
Identify any limitations that this student has that were shared with police as factors in his/her ability to understand matters pertaining to this investigation:	

Student was approached requesting his/her presence at the office by:

Student was apprised of his/her right to have a parent present during the investigation

RECORD OF PARENTAL CONTACT:

Police specifically directed school administration to not contact parents				
Reason (if given):				
Name of individual who called the parent/guardian	Name of Parent/guardian Called	Phone Number Called	Time Call was made	Outcome/decision (i.e., parents Informed school that they were On route)

INVESTIGATION REPORT WHERE PARENT NOT PRESENT:

_____ during the investigation	
_ The offer for a school administrator to sit was made but was refused by the student.	
_ Based on the student's refusal, the police officer was asked to conduct the investigation off of school property.	
_ The interview was conducted off of school property.	
_ The investigation proceeded on school property.	
Investigation Notes:	
Question	Response

OUTCOME OF INVESTIGATION:

Completed by: _____
 (Signature)

Cc: Superintendent