



# Extreme Behaviours – Prevention and Response

## Administrative Procedure 1.A.50

1.0 School Administration  
1.A. Foundations

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**Board Governance Policy Cross Reference:** 2, 3, 5, 15, 16, 17

**Legal Reference:** *Public Schools Act, Education Administration Act, Safe School Charter, Appropriate Educational Programming Regulations, Appropriate Disciplinary Consequences in Schools Regulation (92/2013), Provincial Code of Conduct (2014)*

**Related Administrative Procedures:** 1.A.30 Code of Conduct, 3.B.130 Student Discipline, 8.40 Risk and Threat Assessment, 8.98 Workplace Violence Prevention (WSH)

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**Date Adopted:** June 2015

**Date Amended:** July 2017, December 2018

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**Reference Documents:**

- *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005.
  - *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms.* Winnipeg, MB: Manitoba Education, 2011.
  - *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour.* Winnipeg, MB: Manitoba Education, Training and Youth, 2001
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Evergreen School Division mission is to engage students in learning to become contributing citizens of a democratic society.

Manitoba schools work within a philosophy of **inclusion** that allows every individual to feel accepted, valued, and safe.

To these ends, Evergreen School Division uses strength - based approaches for all students, to teach appropriate behaviour, prevent misbehaviour and to intervene when safety is an issue.

Codes of conduct are created, and disciplinary actions are taken with the assumption that students have an awareness of appropriate behaviours and can practise them regularly and with independent self- control.

From time to time, students behave in negative or hurtful ways because *they are not able* to consider another choice. Application of the **Code of Conduct 1.A.30** needs to be consistent with a student's ability to understand and respond to expectations regarding appropriate behaviour.

## Preventing and Responding to Misbehaviour

- All students need to be taught appropriate behaviours and given time to practice them before being expected to perform them consistently at appropriate times.
- Possible factors that may influence behaviour need to be considered for when programming for students. These could include:
  - *Student – specific factors* such as
    - communication and social skills
    - attention span
    - cognitive skills
    - problem solving skills
  - *External factors* such as
    - nature of instruction (e.g. appropriate language level, clear expectations)
    - structure, routine, predictability in schedule and activities
    - impact of others
    - impact of setting including noise, lighting, movement
  - *Other factors* such as
    - sleep issues
    - situation at home
    - fear of reprisals
    - time of day
    - person making request, location

## Planning for Students with Extreme Behaviours:

- Classroom teacher responds with restitution and other positive behaviour interventions.
- Classroom teacher contacts parents to share and seek information.
- Classroom teacher seeks input from School Counsellor and/or Resource Teacher.
- School-based team meets to discuss student's behaviour.
- Team includes Classroom Teacher, Resource and/or Guidance; other possible members: Principal, Student Support Worker, School Psychologist, etc., as appropriate.
- Responses are considered using the **Response to Intervention (RTI)** approach.
- These may include classroom, small group and individual responses.
- The development of a **Self – Regulation Plan** or a **Behaviour Intervention Plan (BIP)** may be considered.
- The **BIP** process is intended as a proactive strategy for managing a wide variety of challenging behaviors including physical aggression, self-injury, tantrums, and noncompliance.
- Schools need to document concerning behaviors, triggers, precipitating events, successful strategies, etc. to best support the student.
- See **1.A.50A: Documenting Behavior: Sample**.
- A comprehensive BIP will include a careful balance between proactive strategies and antecedents such as changing schedules, modifying the curriculum, and rearranging the physical environment.

- A **Safety Plan** is used when a child has a pattern of harm to self or others. The school-based team and ESD Student Services Coordinator develop the plan together. Others may also be included (e.g. psychologist, student support worker, etc.).
- The plan tries to identify warning signs/triggers, strategies that work and strategies that do not work, as well as behaviour supports put in place at home and school to lessen the likelihood of unsafe behaviour.
- For more information on the RTI approach and student planning, consult **ESD Student Services Handbook**
- All adults involved with the student need to be made aware of the plans that are developed (ex. educational assistants, etc.).
- School-based team meets as needed to share observations and adjust plans accordingly.

## Responding to Students with Extreme Behaviours:

### 1. Use of de-escalation responses:

- redirect; provide alternate choices
- allow time for transitions, processing, reflection, etc.
- refer to classroom or school “rules” / beliefs
- set limits; choose “bottom lines” carefully
- be empathetic and nonjudgmental
- respect personal space
- use non – threatening / nonverbal communication
- avoid over – reacting
- ignore challenging questions

### 2. Use of time out:

- a time out can be directing the student to take a “thinking break” in the hallway, the student spending time in another classroom with a different age group or spending time in an alternate *supervised* location in the school (office, library, etc.)
- **It is important to understand each child’s needs when choosing a response.** A time out can remove access to a reinforcer (ex. peers’ attention) or it can serve as a reinforcer (ex. if student’s behaviour is for avoidance of work or avoidance of social interaction).
- another kind of “time out” is for the student to move to an alternate supervised space and make use of items there that may prove therapeutic and calming and help student self – regulate; use of these items must be documented in student’s plan (See **3.B.115 Multisensory Supports for Students**).
- use of these items can be for preventing and/or managing escalation.

### **NOTE: Time out is not to be confused with seclusion.**

- seclusion is the placement of a student in an isolated space, for a period of time, unsupervised, and preventing student from leaving.
- **seclusion is not permitted** as a way of managing a student with difficult and /or non-compliant behaviour.

3. When extreme behaviours become a safety concern:

- if student refuses to leave classroom or is too escalated to leave, teacher needs to have other students leave the area
- Student Services / Admin need to be alerted
- a staff member must stay with the student / supervise the student
- staff member will attempt to redirect, distract or wait out student
- important to use past patterns to guide actions so as to not further escalate student
- staff member to stay out of harm's way while still maintaining supervision
- **physical intervention is not permitted** as a way of managing a student with difficult and /or non – compliant behaviour
  - example: moving a child from one space to another
- **physical intervention is permitted** if there is an **immediate and serious danger**, and the staff member deems it safe to do so
- the response needs to be *the least possible, for the least time possible*
  - example: blocking a child's hand to stop a hit/blow
  - example: holding a child's wrist while you take scissors away from child
  - example: pulling a child away from oncoming traffic
- if any physical interventions are part of a student's programming needs, this needs to be fully documented in the student's plan with very specific details, and reviewed on a regular basis
- if any physical interventions are used that are not specifically documented in the student's plan, this needs to be reported immediately to the Principal
- depending on the situation, the Principal may:
  - involve school team in debriefing incident and planning next steps
  - contact Superintendent / Assistant Superintendent
  - contact Student Services Coordinator
  - need to complete **8.00A Serious Incident Report**