



POLICY #5.10

VIOLENCE, THREAT AND INTIMIDATION

PREAMBLE

The Board recognizes its responsibility in ensuring a secure environment for students and staff in which they will be safe from violence, threat and intimidation. The use of violence, threat or any kind of intimidation within the school environment is a danger to all members of the school community.

POLICY

THE BOARD SHALL CONSIDER ANY ACT OF VIOLENCE, THREAT OR INTIMIDATION THAT IMPACTS A SCHOOL'S ABILITY TO FUNCTION SAFELY TO BE A SERIOUS RISK TO THE SCHOOL ENVIRONMENT AND TO THE SAFETY OF BOTH STUDENTS AND STAFF. THE BOARD SHALL TAKE APPROPRIATE ACTION WHICH MAY INCLUDE CRIMINAL CHARGES BEING LAID.

OBJECTIVES

To provide an environment occurred within the jurisdiction of the school, the principal shall conduct investigation of the circumstances, documenting all pertinent details.

2. When a principal has suspended a student for an act of violence, threat or intimidation, and considers the offence to be severely threatening to the safety of students and/or staff, the principal will make an oral report of the situation to the Superintendent or designate and will make a referral to the District Student Intervention Committee. The principal shall follow-up with a detailed written report.
3. When a principal, in consultation with the school-based resources team, determines that a student with an intellectual or developmental disability, or a student with a serious mental health diagnosis creates a potential risk for students and/or staff, a student Behavioural Risk Assessment & Safety Response plan shall be created (see page 4)

- f. Past history of previous recommendations made to the student/family by the school and current progress on those recommendations;
 - g. Copies of written or verbal statements provided by person(s) directly involved in the incident; and
 - h. Summary of investigation, including statement of impact on greater school community.
3. When a principal has investigated a student for possession of a weapon and the principal reasonably believes that the student possessed a weapon without any intent to use it for the purposes of violence, threat or intimidation , the principal shall follow the referral process for District Student Intervention Committee (see item 2, a-h). The principal may initiate the modified process by:
 - a. Sending all relevant data to the Chairperson or designate of the District Student Intervention Committee;
 - b. Arranging a meeting at the school between the student, parent/guardian and in some cases local police;
 - c. Arranging a meeting at the school between the student, parent/guardian, and Chairperson or designate of the District Student Intervention Committee where possible within five school days of the suspension; and
 - d. Conducting a review of the student's progress and behavior 30 days after the student is reinstated and reporting the findings to the Chairperson of the District Student Intervention Committee.
4. When a principal reasonably believes that a student wishing to register at a school in the district has, in the past, been involved in an act of violence, threat or intimidation or the possession or use of a weapon in any other district, the principal shall:
 - a. Contact the Superintendent or designate and make a referral to the Chairper614 (u)-2 (d)-

- b. Requests for assistance or information from other agencies involved with the student.
8. When a decision has been made, the parent/guardian of the student and the initiating principal or viceprincipal will be notified verbally and in writing. Should a school transfer be involved, both schools will be informed. When a recommendation is made for placement of a student in a school, a member of the District Student Intervention Committee may represent the committee at an intake meeting between the student, parent/guardian and receiving school and arrange for a subsequent review of the student's progress.

Appeal of Committee Process or Decisions

1. Should a parent/guardian disagree with the decision of the District Student Intervention Committee, the parent/guardian may appeal the decision to the District Student Intervention Committee. The appeal must be filed within 10 business days of the date of the decision. The appeal must be in writing and include the following information: the name of the student, the name of the parent/guardian, the name of the school, the name of the principal, the name of the viceprincipal, the name of the District Student Intervention Committee member, the date of the decision, and the reasons for the appeal. The appeal must be filed with the District Student Intervention Committee. The District Student Intervention Committee will review the appeal and make a decision within 10 business days of the date of the appeal. The District Student Intervention Committee may affirm, modify, or reverse the decision. If the District Student Intervention Committee affirms the decision, the parent/guardian may appeal the decision to the District Board of Education. The District Board of Education will review the appeal and make a decision within 10 business days of the date of the appeal. The District Board of Education may affirm, modify, or reverse the decision. If the District Board of Education affirms the decision, the parent/guardian may appeal the decision to the State Board of Education. The State Board of Education will review the appeal and make a decision within 10 business days of the date of the appeal. The State Board of Education may affirm, modify, or reverse the decision.

- ii. That the home stay is the result of violent or aggressive student misconduct;
 - iii. Parent/guardian acknowledgement of home stay and educational plan; and
 - iv. The date of any agreed upon meetings and a description of the process and plan development.
- e. Prepare a written report to be retained in office records. The record shall include:
 - i. Identification of the student – birth date, address, telephone number, parent/guardian names, school and grade placement;
 - ii. The date, time and location of the incident;
 - iii. Name of staff assisting in the incident;
 - iv. The name of any non-student who witnessed the incident;
 - v. A list of agencies currently/previously involved with the student and family;
 - vi. A description of the incident to include the context in which the incident occurred, behavioural escalation, positive behavioural strategies used to prevent or de-escalate the behavior, evaluation of the Safety Response Plan and evidence of steps taken to notify parent/guardian;
 - vii. Copy of recent behavioural data;
 - viii. Anecdotal record and/or
 - ix. Statement of impact on greater school community.
- f. A copy of the written report shall be sent to the Superintendent or designate.

2. If a request for agreement by parent/guardian for home stay until resolution is denied by

The Behavioural Risk Assessment will be conducted in consultation with staff and will consider the environment, and the frequency and intensity of this or any previous incidents. The results of the Behavioural Risk Assessment determine the necessity of a Safety Response Plan. The Behavioural Risk Assessment must be dated and filed in the student's file.

In some cases there may be an investigation in consultation with the district's Safe and Caring Schools team.

When a Safety Response Plan is warranted the administrator must ensure that any staff who work directly with the student participate in the development of the plan. The Safety Response Plan must include:

1. Description of signs related to escalation of behavior.
2. Strategies for early intervention, prevention, de-escalation, and appropriate responses to escalating behaviours.
3. Staff signature with date of plan.
4. A review or termination date.

Communicating a Safety Response Plan

All persons who attended the Safety Response Plan meeting must sign the document.

A copy of the Safety Response Plan must be kept in the administration office, with copies in the student's file, and with all personnel who work with the student. The principal is responsible to ensure that any on-call staff who work with the student are aware of the plan and if appropriate understand their role in the plan.

Date Adopted:	1990-06	Cross References: Policies 1.20, 5.08, 5.09,
Date(s) Revised:	1991-07	6.45
	1993-06	Statutory: Criminal Code of Canada Section
	1994-07	264, 256
	2002-04	School Act 15 (5)
	2018-02	Workers Compensation Act OHS 4.27-4.31
	2019-06	Other: