

Severe Incident Form

Required EVERY TIME a classroom is evacuated, there is purposeful damage to other's property (more than \$15 in value), there is severe physical aggression to self or others, or restraint or seclusion is used.

If an employee has been injured and requires medical care you should first fill out the [Staff Accident Management on Public School Works](#).

If other documentation is required (i.e. Suspension, Accident Form, OHS report, etc.), you only need to complete the parts of this form that do not require duplicating information. You can email or attach the other paperwork rather than repeating information.

1. Email *

2. Student's Name

3. School

Mark only one oval.

- BCHS
- B Outreach
- BES
- Busby
- Dunstable
- EHS
- FAS
- NCPS
- Pibroch Colony
- PNCS
- RF
- W Outreach
- Sunnybend Colony
- Swan Hills
- WES
- Early Learning

4. Date of incident (if not today)

Example: January 7, 2019

5. Attach any relevant documents

Files submitted:

6. Did the incident primarily involve ... (choose the most serious aspect of the incident if multiple factors are involved)

Mark only one oval.

- Aggression to others *Skip to question 7*
- Aggression to self *Skip to question 11*
- Aggression to property *Skip to question 13*

Skip to question 15

Severe aggression/violence toward staff or other students

7. Provide staff or student names who were targeted.

8. Are you trained in SIVA (or other de-escalation system)?

Mark only one oval.

- Yes
- No
- Other: _____

9. Type of violence

Check all that apply.

- Hitting/slapping
- Biting
- Kicking
- Scratching
- Spitting
- Pinching
- Severe verbal
- Other: _____

10. Severity of violence

Check all that apply.

- Caused bleeding
- Left bruise
- Required medical attention
- Other: _____

Skip to question 15

Severe aggression/violence toward self**11. Type of violence**

Check all that apply.

- Hitting
- Biting
- Cutting
- Scratching
- Other: _____

12. Severity of violence

Check all that apply.

- Caused bleeding
- Left bruise
- Required medical attention
- Other: _____

Skip to question 15

Severe aggression toward objects

13. Who's property

Check all that apply.

- Student
- Staff
- School
- Other: _____

14. Describe damage to property

Description of event

Remember - you DO NOT need to repeat information if it has been documented elsewhere.

15. Best guess as to the trigger event

16. Student's regulation when they arrived at school

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

Calr Very elevated

17. Recent relevant events (e.g., the child looks exhausted, refused to eat snack and lunch, mom stated that the child had a rough morning, child said his head hurts, child was involved in a physical fight with a peer on the bus ride to school, child did not bring glasses to school, parent mentioned a medication change a week ago, etc.)

18. What was happening before the incident?

19. Describe the what the incident looked like, duration, intensity, and frequency.

20. What was done to deal with the student's escalation and how did the student respond?

21. What happened after the incident?

22. How have the emotional needs of other students who witnessed the incident been addressed?

23. Situation involved ...

Check all that apply.

- PA
- Teacher
- Additional support staff required/requested
- Classroom evacuation
- Other: _____

Restraint/Seclusion

24. Did the situation involve restraint or seclusion?

Mark only one oval.

- No *Skip to question 38*
- Restraint *Skip to question 25*
- Restraint & Seclusion *Skip to question 25*

Skip to question 38

Restraint/Seclusion Details

25. Does the PSME mention the possible use of restraint or seclusion?

Mark only one oval.

- Yes
- No

26. Has the plan to use restraint or seclusion been agreed to in writing by the parents?

Mark only one oval.

- Yes
- No

27. Describe the specific safety issues that necessitated the use of restraint/seclusion.

28. Which of the following interventions were applied prior to restraint or seclusion?
(check all that apply)

Check all that apply.

- Re-direction
- Reminder of consequences (positive and/ or negative)
- Choices given
- Time allowed for regulation

29. Describe any other de-escalation techniques used before restraint or seclusion.

30. Describe the restraint or seclusion used (note whether individuals involved have SIVA training and which type of restraint was used):

31. List staff who participated in the restraint or seclusion

32. Describe the student's behavior during the use of restraint or seclusion.

33. What was the time of the incident and duration of the restraint or seclusion?

34. Describe any specific injuries sustained by either student, bystanders or the staff member. Also describe any damage to property that hasn't already been noted.

35. Date & time parents were notified

36. Who notified the parents?

37. How were the parents notified?

PSME

38. Does the student have a PSME/Behaviour Plan?

Mark only one oval.

Yes *Skip to question 39*

No

PSME Questions

39. Was there any deviation from the plan when responding to this incident? (Explain)

40. Are there any parts of the plan that need to be revised or are not working? Do you think that you need more training or support with accurate implementation of the plan?

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