

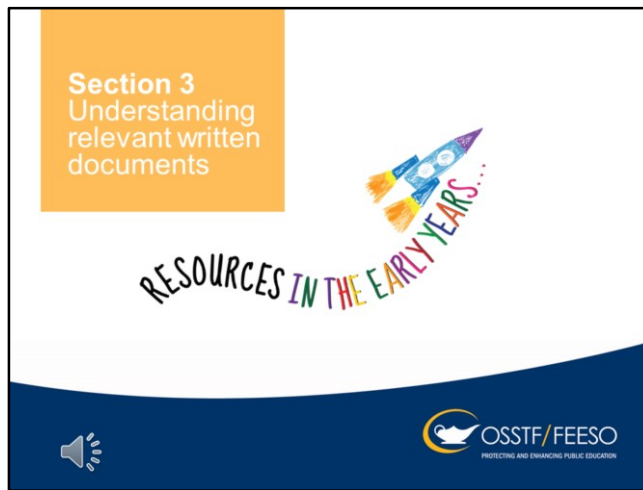
**Section 3**  
Understanding  
relevant written  
documents

# Addressing Challenging Behaviour in the Early Years



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“Over the next few slides we will review some documents that educational workers can use to help address challenging behaviours in the early years.

It can be difficult to have these conversations with colleagues but it is important to know that there are documents, at all levels, that speak to the responsibilities educational workers have to act in challenging situations with students.

These documents can be useful in that, not only do they speak to duties we have, but they also outline the rights and protections that exist for us when we perform those duties.”

**Relevant Legislation**

- OHS—Section 25, 27, 28
- CY & FSA—Reg. 70, Section 109
- Education Act—Duty of Care

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“If we start at the Provincial level,

The *Occupational Health and Safety Act* outlines that;

- It is the Duty of the Employer to provide materials and protective equipment and the necessary information, instruction and supervision to a worker;
- It is Duty of the Supervisor to advise workers of the existence of potential or actual danger, and take every precaution reasonable in the circumstances for the protection of a worker;
- It is also your duty, as a Worker, to use or wear protective equipment or clothing and report any contraventions, hazards or incidents directly to your supervisor.

The *Child, Youth and Family Services Act* has very specific language regarding when physical restraint can be used.

Educators must also adhere to their Board Policies and Procedures.

In the situation of a planned restraint, from within an IEP or a safety plan, staff must be trained and there must be a debriefing following an incident during which physical restraint was used.

In the *Education Act*, it is the duty of principals and teachers to maintain order, discipline and safety.

All must use discretion in the exercise of that discipline and the management of behaviour must include appropriate planning and accommodations.”

## Relevant Documents

- Board Policies
- School Polices
- Board Procedures
- School Procedures

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“Both boards and schools have numerous policies and procedures.

For example, how students are identified as exceptional, the supports that can be put in place for students and the consequences that can be implemented.

There are often many steps to these processes and your colleagues in your school or your local OSSTF/FEESO office can assist you in understanding what can be accessed through school and board policies and procedures.”

**Relevant OSSTF/FEESO Policies**

- 11.8 Early Learning and Care Programs
- 7.11 Special Education

[www.osstf.on.ca/en-CA/about-us/constitution-bylaws-policies.aspx](http://www.osstf.on.ca/en-CA/about-us/constitution-bylaws-policies.aspx)



“Provincial OSSTF/FEESO has policies that guide our actions and interactions with the government, with school boards and with other organizations.

As a member, it is important for you to know that we value our policies and that we do what we can to achieve what is listed in them.

It is useful and necessary sometimes for our local leaders to call on these policies when discussing these issues with the employer.”

**Relevant Language in Collective Agreements**

- Class size
- Workload
- Training
- Equipment

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“Collective Agreements are documents signed by the board, representing the employer and the union, representing the employees.

While some of the information within a collective agreement is decided upon at a provincial level, there are some components that are decided on at a local level and, as such, are slightly different one school board to the next.

If you have any questions or concerns regarding any of the items listed in this slide, please contact your local Bargaining Unit President.”

END OF

**Section 3**  
Understanding  
relevant written  
documents



RESOURCES IN THE EARLY YEARS...